

CREDIT-MODULE SYSTEM: FEATURES AND OPPORTUNITIES**Ishankhadjaeva Feruza Abduboriyevna**

Tashkent State University of Economics, Uzbekistan

Ishankhadjaeva@gmail.com

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Abstract: This article is about the currently developing credit module system. It is about adapting the education system in our country to the world system.

Keywords: Credit-Module, Credit-Module Sytem, Higher Education, Specialties



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Anotation

Today, when fundamental changes are taking place in all spheres of the country's life, reforms in higher education are important. Among the most relevant is the transition of training to a credit-module system.

It is noted that in order to effectively carry out these tasks, higher education institutions will be empowered to make independent decisions on academic and organizational management. In other words, from now on the university council follows its decisions on the curriculum and literature, the implementation of scientific projects, the workload of professors and teachers, and the determination of forms of education. It is shown that the activities of each department are assessed based on its potential and the involvement of young people in scientific work. In addition, the task has been set to optimize the list of professions that require higher education and introduce new specialties that are in demand by sectors of the economy.

The transition to a credit-modular system will further increase the need for the introduction of digital technologies.

This is the European system of higher education (European Credit Transfer and Accumulation System - ECTS), which provides the following:

1. *Modular structure of the educational program.* The educational material for a particular specialty is divided into separate blocks - modules. The student studies a subject/module within the framework of his specialty in an accelerated mode: lectures and practical classes in this subject are held daily until he passes the exam or test.
2. *Increasing the flexibility of educational programs.* Depending on the minimum or advanced level of preparation, the student takes a particular number of hours in the subject.
3. *Student participation in the formation of an individual curriculum.* Everyone has their own personal plan with a specific set of courses and chooses which one to take first and which one later.
4. *Increasing the share of self-study in the educational process.* A number of topics are given for independent study. Students prepare creative works (abstracts, presentations), study additional literature recommended by the teacher, and delve into their area of interest.
5. *Using credits to assess labor intensity.*

6. *Application of point -rating systems for assessing knowledge.*

Currently, a number of measures are being implemented in higher educational institutions of the country to gradually transfer the educational process to CMS. Transformations are also taking place at our university.

A smooth transition to the credit- modular system at TSUE is as follows:

1. More than 30 foreign and domestic professors and teachers were involved in the educational process;
2. master classes on CMS were held at universities in Uzbekistan;
3. Curricula and first-year undergraduate and graduate programs are used, developed on the basis of foreign experience with the involvement of international experts;
4. the book “Credit- modular system ECTS in higher educational institutions of the Republic of Uzbekistan: basic concepts and rules”, published jointly with the El-Yurt Umidi Foundation , the Republican Council of Higher Education and the Tashkent State University of Economics, was used;
5. Teachers with a high level of training were selected for training in CMS.

The introduction of a credit accumulation system not only gives the student greater freedom, but also allows him to independently plan the educational process so that in the future he can become a competitive professional in his chosen field. At the same time, it contributes to the improvement of the assessment system and educational technologies.

The introduction of CMS into higher education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create the basis for independent acquisition of knowledge and work.

In addition, the introduction of a credit- module system is an important factor in the cooperation between teacher and student. Thus, the teacher organizes, guides, advises, and checks the process of assimilation of the material by the listener. However, the greatest emphasis is placed on students' independent learning, which means its importance in the educational process is increasing. This will lead to increased creative initiative and activity among professionals.

At KMS, university students always have the opportunity to get help or advice from teachers and fellow students, which strengthens mutual understanding and promotes the development of teamwork skills.

Moreover, the transition to a credit- modular education system will increase the interest and demand of professors and teachers of higher educational institutions. As mentioned above, with this innovation, the teacher consistently performs not only informational and supervisory functions, but also advisory and coordinating ones. Its leading role in the educational process remains.

It is important that this system is focused on the professional development and maturity of the student, as well as ensuring continuous learning.

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