

SOME USEFUL POINTS ABOUT CREDIT-MODULE SYSTEM IN HIGH SCHOOLS**Nazarova Sayyora Azimjanovna**

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Abstract: The purpose of the Decree of the President of the Republic of Uzbekistan dated in October 8, 2019 «On approval of the Concept of development of higher education in the Republic of Uzbekistan until 2030» PF-5847 : improving the quality and efficiency of higher education, coordination of education A number of measures have been identified to improve educational attainment levels on the basis of educational standards and to gradually transfer the educational process of higher education institutions to a credit-.

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

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The purpose of the Decree of the President of the Republic of Uzbekistan dated in October 8, 2019 «On approval of the Concept of development of higher education in the Republic of Uzbekistan until 2030» PF-5847 : improving the quality and efficiency of higher education, coordination of education A number of measures have been identified to improve educational attainment levels on the basis of educational standards and to gradually transfer the educational process of higher education institutions to a credit-. And in many higher education institutions it is planned to introduce the ECTS credit-module system. ECTS is a tool for the transparent implementation of training and courses in the European Higher Education Area. Helps students move freely across the country and have their academic skills recognized at another higher education institution. ECTS allows you to calculate credits taken at one university based on the qualifications you have studied at another. ECTS credits mean learning based on defined learning outcomes and the workload associated with them. ECTS increases the flexibility of curricula for students. It also supports the planning, delivery and evaluation of higher education programs. It is a key tool in the Bologna process, which aims to be able to compare the national education system internationally. According to Hodgson, Ann, and Spyors , the credit-module system is a unique feature of the U.S. education system, and this modular course system originated a century ago and has been in use for many years. The modular system is also a feature of smaller education systems in countries such as Scotland, Sweden and New Zealand.

Today, the credit-module system is emerging as one of the mechanisms for integrating the higher education system of the Republic of Uzbekistan into the international educational environment. One of the unique features of this system is that it not only emphasizes the independent learning of students, but also shapes the lifelong reading and learning skills of future professionals. In the address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020 [1], he proposed to name 2020 the «Year of Science, Enlightenment and Digital Economy» doubling, introduction of credit-module system in the educational process of higher education institutions and granting financial independence to many higher education institutions.

Today the credit-module system is one of the most advanced forms of modern education and is one of the most effective ways to achieve mutual understanding and cooperation in the social,

economic and cultural spheres between the advanced countries of the world. It is a set of several disciplines (courses) aimed at developing a certain knowledge and skills of students, improving their analytical and logical thinking skills. The main tasks of the credit education system are: • Unification of the knowledge level • Creating conditions for maximum individualization of education • Development and improvement of modular teaching technology • Enhancing the role and effectiveness of students' independent work • Increasing the share of independent learning in the educational process • Assessment of students' knowledge on the basis of ratings in accordance with the credit-module system • Further improvement of the methodological support of science in order to ensure independent work of students.

The first European countries to start the process of ensuring the quality of the higher education system were the United Kingdom, France and the Netherlands [5]. They began a formal quality assessment in 1985. Denmark soon joined the ranks of these countries. The UK polytechnic sector has had a quality assurance system since the late 1960s. Recent research by quality assurance agencies shows that many agencies are created by the state through a direct or indirect initiative. Sweden also has a credit system of education, according to which 1 Swedish credit equals to 1 week of university study. This system was introduced to facilitate the preparation of curricula and the calculation of student hours. The academic year at Swedish universities lasts 40 weeks and consists of fall and spring semesters. Thus, a student (including lectures, independent work, etc.) has to earn 40 credits. To earn a bachelor's degree, a student must accumulate 120 credits over a 3-year study period. The duration of study for a master's degree is 1-1.5 years, and the student will need to obtain 60 credits. The duration of doctoral studies is 2-4 years. Education in Swedish universities is organized in the form of lectures, seminars and discussions (with or without the help of teachers). At the end of each course, an exam (in the form of a seminar, homework and classroom lessons) is scheduled.

Based on the above, it can be said that the measures taken in the higher education system of Uzbekistan are aimed at improving the quality of the educational process, filling it with innovative content, introducing an effective system of assessing students' knowledge, developing skills to independently acquire and use new knowledge. the importance of the module system is great. At the same time, we believe that the implementation of the following proposals in line with the measures to improve the system of higher education will serve to make the reforms in this area more effective. First of all, in order to solve the problems in the field, taking into account the best foreign experience, it is expedient to develop a concept aimed at improving the credit-module system in the higher education system in our country. The concept provides an opportunity to directly analyze the system of training, to study the achievements and shortcomings, as well as to identify goals and plans for the future.

In conclusion, it can be said that any system needs to introduce innovations for development. Therefore, the ECTS (European Credit Transfer and Collection System) credit-module system, which is applied to the current higher education system, will also be effective. After all, the main purpose of this system is to prevent the training of incompetent staff in higher education institutions that do not meet modern requirements. To do this, professors need to increase their responsibility in the educational process, by working on themselves regularly, guide their students and attract talented students to innovative and creative ideas created by them. The mentor encourages each prospective professional to develop their universal competencies while being interested in their future. At the same time, students' love and confidence in their chosen profession, knowledge and skills will serve as a basis for achieving their goals..

References

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