



CHARACTERISTICS OF IMPLEMENTING THE CREDIT-MODULE SYSTEM

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Abstract:

Problems arise in filling the concept of "module" with content in higher education institutions in credit-module conditions.

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The analysis shows that there are difficulties in determining the main subjects for the formation of modules. Two different approaches are used to explain the module concept:

- 1) modules are organized in content and thematic form;
- 2) modules are formed according to the principle of organizational and structural requirements. In the first approach, a module is understood as a block of subjects that forms a certain interconnected whole within the educational program, and it is considered as a logical substructure within the general structure of the program. The educational module is independent and is interpreted as a unit of the curriculum of the field, representing a set of educational subjects. In the second approach to the module, its didactic goals are understood as a logically completed unit of educational material, a relatively independent organizational-methodological complex within the academic discipline, which includes a methodological guide and control system for its mastery. In this case, the module forms the educational and methodological complex of the subject. In our republic, the term "module" is often understood as a complex of educational subjects. According to the experience of advanced higher education institutions, a module is also understood as a part of a course, for example, a logically completed part of a subject divided into calendar periods. Mastering each module, i.e., performing the tasks specified in it, is part of the final grade as a result of studying the subject, and in this respect, the modular principle is similar to the rating. In European higher education institutions, the overall grade awarded for each course is usually composed of several components with a cumulative effect..

For example, 30% of the total grade depends on the student's academic activity in lectures and seminars, 30% on the results of the midterm test (essay on a given topic,





independent study, midterm control in the form of a test, etc.), and the remaining 40% depends on the exam grade. it can. A student who has missed many classes (lessons) and failed to pass the midterm can only hope for a satisfactory grade in the exam. And vice versa, a student who shows activity during the current tasks and gets a high rating can get a high final grade, even if he gives a completely unsatisfactory answer in the exam. However, such an approach does not take into account the student's mastery of other subjects in the module's curriculum. Each module is independent. In the credit-module system, each module should be a completed segment of the educational program, and the acquisition of a certain set of competencies by the student is the result of its mastery. These competencies must be checked and evaluated in a mandatory manner. Of course, competencies are formed over a long period of time (at least one semester and possibly several semesters). To evaluate relatively completed parts within a semester, the concepts of "section", "subsection", "subject" are more useful, rather than module. A module can be understood as a separate part of the educational course, a thematic block that combines several educational topics mastered in lectures and seminars. In European HEIs, the educational program has a different structure: within one module, subjects that are thematically close to each other, regardless of their general status, are combined. The main principle of the module structure is to move from simple to complex, from methodological to applied sciences. Therefore, the module may contain "general" subjects, "professional" subjects, etc. Within the framework of the educational module, both fundamental sciences and applied sciences are combined into a harmonious whole. For example, in Germany, a module is understood as one of the areas of mastering the level of education, not a course, but a separate part of the educational program. An important feature of the modular system is its focus on student practice, including research. The module allows the student to quickly and effectively move from one direction to another, from one level to another, combining conceptual knowledge and practical skills. Therefore, the modular organization of the educational process at the master's level requires coordination with the individual program of the master's student (the subject of his master's thesis). In European higher education, several courses (subjects) are called modules. A module provides a holistic view of a particular subject area and allows the student to demonstrate a specific level of competence upon completion of the module. The module is not determined by the subject, but by the student's achievement of the educational result. The number of modules in one semester is determined depending on what results the student should achieve during the semester.





- dividing the educational material into modules, checking the mastery of each module;
- use of knowledge evaluation scale;
- increasing the objectivity of knowledge assessment;
- encouraging systematic independent work of students during the semester;
- introduction of healthy competition in studies. According to ECTS (European Credit Transfer and Accumulation System), the academic year in European HEIs lasts an average of 40 weeks (30 weeks in HEIs of Uzbekistan).

The total load of the student's study load in one year is equal to 60 credits. Based on this, the student must collect 30 credits in one semester. There are several differences between the "credit unit" and the internal "academic hours" system in the Republican HEIs. First, if the curriculum is not the same in all higher education institutions, but the real curriculum is taken, the academic hour includes not the general workload, but the audience workload. Second, behind each credit unit is not time spent, but acquired knowledge and acquired competencies. In the credit-module system, a student can accumulate credit for obtaining a diploma during a certain period. Accumulation of credits allows the student to improve his skills throughout his life, to get additional higher education. Credits are accumulated by the student during the course of study and credits are not lost. Even if a student is expelled from the higher education institution for some reason, he can use the accumulated credits to continue his education later, and they can also be recalculated. This makes it much easier for a student to get a second higher education. Under certain conditions, credits allow the student's professional work experience to be considered as a component of higher education. The experience of calculating credits in the credit-module system requires the improvement of these approaches. This credit system is necessary to determine the size of the educational load, the standard of time spent on mastering the course or curriculum. It takes into account the subject, its complexity, specialization and other loads in the student's activity in the educational process. It is recommended to distribute the training loads as follows:

- auditorium load, which makes up about 50% of the educational volume;
- should be 50% of the total amount of independent education of the student;
- 20 percent for reading recommended literature and preparing abstracts for the course;
- 20 percent of written works;
- 10 percent to prepare for tests. In practice, when calculating credits, the ratio of one test credit to the number of hours of lecture load varies in higher education institutions, including from 1:18 to 1:6. The problems that arise during the mechanical





approach to transferring this burden to loans remain. In the activity of the departments, it is observed that large hours are given to non-specialist subjects, and less amount of credits are given to specialized subjects. This does not allow the knowledge received by students to be correlated with credit standards. It is necessary to reduce the number of credits (hours) for non-specialist subjects, increase the number of hours for special subjects and modules, where students study abstracts, term papers and a large amount of additional literature at the same time. Also, the number of credits as a load should determine the nature of the content of the subject (educational module) and the level of importance for the student's future professional activity. At the same time, the credit-module system has its own advantages and should serve to increase the mobility of students during the transition from one educational program to another, including post-graduate educational programs. The loan repayment system should take into account not only the student's academic load, but also all his achievements, participation in scientific research, conferences, scientific Olympiads and other events. Using the modular principle of forming the educational program, it is possible to get rid of "unimportant subjects" in the higher education component. Modules can include several courses combined according to the principle of specialization (usually depending on the competencies they form - national, instrumental, communicative, etc.). Exam units are also formed in an added way, solving the problem of the division of the curriculum and partial "completion". The role of test units should aim for a wider use in the educational process by assessing the academic load in units larger than the academic hour. Test Units:

- taking into account the relative importance of various activities for this academic subject: lectures, seminars, laboratories, etc.;
- determination of the importance of a certain subject studied by the student and its contribution to the average score obtained at the end of a certain period of study;
- allows you to rank students according to their study results and determine the individual rating of each of them. The load of the study module expressed in credits does not have a direct equivalent in academic hours, but indicates the load of this subject in the framework of the entire educational program. The total volume of all subjects of the annual curriculum is equal to 60 credit units, and then it is distributed according to the amount of annual hours of study time for each subject. This method was developed by Russian scientists B.A. Sazonov (Federal Institute for the Development of Education), N.I. Maksimov (MSU named after N.A. Kosygin) and Ye.V. Karavaeva (MSU named after M.V. Lomonosov). Credits are assigned to all components of the curriculum (subject modules, practice, scientific research work, graduation qualification work, dissertation work, etc.). They reflect the amount of





work required to achieve educational outcomes by the student compared to the total amount of work required to successfully complete a full academic year. The maximum amount of a student's weekly study load should not exceed 54 academic hours, and the weekly load (when 1 credit is 36 hours) should be 1.5 credit units. For each specialty, more credit should be given to subjects that deepen professional training than to subjects of a general theoretical nature that are not directed to the formation of professional competencies. Naturally, the more important the subject is, the more diverse and effective the student's educational load should be.

1. The total load of subjects, including academic practice, final attestation, independent work of a four-year bachelor's student is 240 kb. have
2. The given value for the subject, i.e., the volume of academic hours provided for in the curriculum, is derived from tests and practicals (1 k.b. for the semester certification). For example, according to the curriculum, the volume of the four-year program should be 7200 academic hours, and the number of credits should be 240.
3. When dividing academic hours into credits, the amount of 1 credit hour will also affect the amount of total academic hours in the curriculum. That is, 1 credit can be given for 25 hours in the curriculum with a total volume of 240 credits. For example: $7200 \text{ a.s.} : 240 \text{ s.b.} = 30 \text{ credits}$. If $7200 \text{ a.s.} : 25 \text{ a.s.} = 288 \text{ k.b.}$ originates. In this case, taking into account the increase from the specified requirement, the credits will be left unchanged and will be applied to the determined academic hour load. That is, $240 \text{ k.b.} * 25 \text{ a.s.} = 6000 \text{ total academic loads}$.
3. When assigning credit to subjects in the curriculum of each subject, a study load of not less than 5 credits is determined. For example, mathematics (according to the curriculum = 600 a.s.) = $600 \text{ a.s.} : 30 \text{ kb} = 20 \text{ kb}$
4. The sum of test units for all elements of the curriculum should be equal to 240 credit units. In the distribution of credits by subjects or modules that make up the curriculum, based on the focus on educational results, it is appropriate to give fewer credits to subjects of a general theoretical nature. Currently, of all the developed methods of transferring the load from the hour to the credit, the approach described above is used more. This methodology allows to take into account the role (place) of each component in the totality of the curriculum, without violating the ECTS standards of the year and semester (respectively 60 and 30 credits), and the course unit will have after graduation. based on its role in the formation of competences, which should allow to determine its credit weight. This approach, in turn, corresponds to the modular principle of creating an educational program. These methods determine the educational program - educational subject, graduation qualification





work, educational practice expressed in credit units, not their hourly equivalent, but the mastery indicator in relation to the general indicator of the educational program.

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