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Credit-Modular System: Features And Capabilities

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Abstract

The credit-modular system for organizing the educational process is a new form of organizing the process of training specialists, which is able to eliminate the shortcomings in training. The implementation of this direction is one of the first steps for joining the single European space.
The advantages and disadvantages of the credit-modular system are analyzed, the role of this system in the development of higher education, increasing its competitiveness and the formation of professional specialists in Uzbekistan is emphasized. He notes the importance of rich foreign experience in the transition to a credit-modular system.

Keywords: *modern education, credit-modular system, development of higher education, quality of lesson, credit system (ECTS), assessment, teaching process, teacher – student, independent work.*

1. Introduction

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 education to a credit-modular system. One of the mandatory parameters of the Bologna process is the introduction of a credit system (ECTS), in connection with which there is a need for credit-modular structuring of the content of academic disciplines.
But what does it represent? This is the European University education System (European Credit Transfer and Accumulation System - ECTS), which provides the following:
The modular structure of the educational program. The educational material on a particular specialty is divided into separate blocks - modules. The student studies the subject/ module within the framework of his specialty in a forced mode: lectures and practical classes on this subject are held daily until it is passed on an exam or test.
Increasing the flexibility of educational programs. Depending on the minimum or advanced level of training, the student takes a certain number of hours in the subject.
Student's 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.
Increasing the share of self-learning in the educational process. A number of topics are given for independent study. Students prepare creative works (essays, presentations), study additional literature recommended by the teacher, delve into the field of their interests.
The use of credit units (credits) to assess labor intensity.
The use of point-rating systems for assessing knowledge.

Currently, a number of measures are being taken to develop the higher education system in the country. Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847 “On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030” provides for the creation of at least 10 higher educational institutions in the country. to be included in the list of the 1000 best higher education institutions of the rating of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities) in order to activate the educational process in higher education institutions - It is planned to switch to a credit-modular system.

According to the results of experiments conducted in a number of universities, it can be judged that one credit unit is approximately equal to 30-36 hours of student work, which includes classroom classes (lectures, practical, laboratory), and independent student work on the study of the discipline, and consultations with a teacher. The semester volume of the discipline is estimated either as a whole number of credits, or as a multiple of 0.5 credits, with a total of 30 credits for the entire semester in all disciplines. We believe that at present, when compiling electronic textbooks and teaching materials, it is necessary to take into account the upcoming introduction of a system of academic credits. To structure the discipline under study, a modular approach is used, which involves splitting the course of the discipline into completed parts-modules. A module is understood as a logically completed part of the educational material, including activities for its study and control of assimilation.

Main Part

The reconstruction of the educational process in higher education institutions based on European standards means the development of a new form of organization of the educational process, in particular, the introduction of a credit-modular system for organizing the educational process. The credit system is necessary to indicate the scope and timing of work upon completion of the course system or curriculum.

The credit-modular education system originated in the late 1960s and later spread to English-speaking countries - the United States, Great Britain and Canada. Initially, the modular system was used for individual lessons, but later it became more widespread and was considered as a new form of education.

A credit modular system is a learning organization process that is an assessment model based on a set of modular learning technologies and credit measurement. Its implementation as a whole is a multifaceted and complex systemic process. The principle of the credit module focuses on two main issues: ensuring students' independent work; evaluating students' knowledge based on ratings.

At the same time, the repeatability of the student's activity cycles should be ensured from module to module. The volume of modules can be different, it depends on the volume and structure of the course, on the specifics of the specialty for which the course is being created. The sequence of mastering modules can either be unambiguously defined, or some variations of the trajectory are possible. Thus, the modular approach is the structuring of the material according to the content, and the assigned credits are a reflection of the student's labor costs for mastering the course. The use of a credit-modular approach in the development of electronic textbooks for the History of Uzbekistan course allows you to split the course into parts estimated by an integer number of credits. When developing an electronic educational and methodological complex for the section "History of Uzbekistan" for students of technical specialties, all the studied material was divided into five modules.

According to the curriculum, 78 hours are allocated for the study of this material (38 hours of lectures, 40 hours of practical training). Taking into account the independent work of students, this amount of material can be estimated at 3 credits.

In the educational and methodological complex created by us, each module contains:

- the text of the lectures, provided with illustrations and examples;
- presentation of the main points of the lectures with animation elements;
- training on methods for solving the main types of tasks,
- test control.

The lecture material is compiled in such a way that the student can independently choose the trajectory of study. The text of the lectures provides examples and answers. If necessary, the student can open and view the solution of the given examples.

The use of presentations with animation effects in the educational complex created by us significantly increases the perception of the basic provisions of history. The training is designed in such a way that if a student gives

an incorrect answer, he is shown the correct solution to the problem and has the opportunity to either practice solving a similar problem, or move on to the next type of task.
One of the recommendatory parameters of the Bologna process is the introduction of uniform European assessments. Obviously, at first there will be our four-point scale (2-unsatisfactory, 3- satisfactory, 4- good, 5-excellent) and a six-point scale of ECTS grades (A- excellent, B- very good, C- good, D- satisfactory, E-mediocre, F(FX)-unsatisfactory (very bad)). In addition, the ECTS knowledge assessment procedure itself is somewhat different from the one we have adopted. The manual we created for the assessment of knowledge in the test control provides for the assessment of both the usual four-point scale and the six-point European assessment.
If we compare the traditional and modular education systems, then in traditional education, students are taught a clearly defined subject or discipline. These topics are mostly taught in the classroom. The modular learning system consists of learning modules.
A module is a part of a curriculum that covers several subjects and courses. This is a set of disciplines (courses) aimed at developing students' knowledge and skills, the ability to think analytically and logically. At the same time, the teacher organizes the educational process, reads live, video and audio lectures, coordinates and controls the student's activities. The student will independently study the topic and complete the tasks [2].
The credit-modular system is a model of the educational process organization based on the unity of modular learning technologies and credits as units of measurement of the student's academic load. A credit is a unit of measurement for a student's academic workload. It takes into account all types of student's work provided for in the approved individual plan:
Classroom (lectures, practical and seminar classes), independent work on the analysis of images obtained with the help of modern technologies, preparation of students for passing licensed integrated exams, practically oriented state exam.

2. Discussion

The main objectives of the credit-modular system are:
- organization of the educational process according to the modular principle;
- determination of the cost of one subject, course (credit);
- assessment of students' knowledge based on rating points;
- allow students to make their own study plans individually;
- to increase the share of self-study in the educational process;
- the convenience of educational programs and the possibility of changing them based on the demand for specialists in the labor market [3].

It is obvious that increasing the share of independent learning in the educational process is one of the main tasks of the credit-modular system.
Self-study is a purposeful educational activity of students in the higher education system, in which the teacher directs students to acquire independent knowledge in the learning process (topics and literature are recommended for self-study, independent work assignments are given, textbooks are recommended, consultations are organized and their implementation is monitored) and management is carried out.
The credit-modular learning system consists of the following forms of the educational process:
• classroom classes - lectures, theoretical, practical, seminars, laboratory classes, educational (clinical) practice;
• extracurricular activities - work in a scientific library, independent work, individual counseling, clinical assignments, internships, coursework, postgraduate studies, student participation in scientific conferences, types of scientific activities in master's specialties, etc.

As a rule, credit is an indicator of a student's academic performance in the curriculum, that is, the number of hours (hours) that a student spends on completing the relevant work. This can be determined by the educational institution depending on the nature of the module and the importance of educational work for the formation of a future specialist. Each module has its own credit.
Since the credit learning system includes the control of all forms of learning (classroom and extracurricular), it is considered as a unit of measurement reflecting the achieved result, and not the number of hours studied in the learning process. Therefore, this is an important factor in improving the effectiveness of education.
The credit-modular system of the organization of the scientific process is a model of the organization of the scientific process, which is based on the combination of modular learning technologies and credit educational units (credits)

Credit is a unit of measurement of the academic load necessary for the assimilation of a module; one of the criteria for comparing the quality of higher education in different educational institutions, which ensures the right of students to freely choose academic disciplines in accordance with structural and logical schemes in order to timely and qualitatively assimilate them, in addition, it is a numerical measurement of the student's full academic load. A student receives credits only as a result of successful mastery of an academic discipline. Credit is not awarded for attending classes - the student must successfully complete all forms of assessment.
Credit – displays the amount of student's academic work required for successful completion of studies, and includes all types of classes (classroom classes, consultations, independent work, exams and other types of educational activities). The total academic load of the loan (the "cost of the loan") is 36 academic hours; during the academic year, each student must complete 60 credits to successfully complete their studies (240 credits for four years of bachelor's degree).
A module is a documented logically completed part of an educational and professional program, which is implemented by appropriate forms of the educational process.
A module can consist of several semantic modules. A semantic module is a part of a module representing a system of educational elements combined on the basis of compliance with a certain educational object (an example of modules from programs for first-year students).
The content module is a part of the professional training of students (theoretical and practical material on a separate academic discipline, practice, state certification), which is provided for by the working curriculum and during the development of which the mastery of a certain educational object and the formation of a certain skill is carried out. An indicator of the student's academic load, which is necessary for working out the educational material of the module, is a loan.
Our course has 2 modules – theoretical and practical.
The credit-modular system of the educational process organization is based on the systematic work of students throughout the academic year.
Module control (current, final) is a diagnosis of the student's assimilation of educational material, which makes up a completed educational module according to certain educational indicators and parameters.
Current control is aimed at determining the level of operational assimilation by students of the thematic module – understanding and memorization of educational material; it is checked during seminars, laboratory classes, performing creative tasks, modular control sections.
The final control is a control event that determines the level of complete assimilation by students of the components of the content module (discipline) for a semester, a year (credit, exam, defense of scientific work).
The maximum rating score is the maximum possible sum of points for all types of work in a particular discipline.
The current rating score is the sum of the academic discipline points received during the semester, which does not exceed the maximum allowed.

The final rating score is the sum of points for an academic discipline, which consists of the current rating score and the points obtained by the results of the final control.

Student rating is the ordinal position of a student in a group (course) based on the results of training, determined on the basis of total modular scores. Types of rating: final, semester, annual, general.

A student's academic rating is an ordinal position of a student among students of a certain course (specialty, field of study, faculty) based on the results of study in all disciplines for a semester, a year, a full course of study, which is also determined based on his arithmetic mean rating indicator for each semester.

3. Conclusion

In addition, the introduction of a credit-modular system is an important factor in teacher-student cooperation. So, the teacher organizes, directs, advises, checks the process of mastering the material by the listener. However, the greatest emphasis is placed on self-study of students, which means that its importance in the educational process increases. This will lead to an increase in creative initiative and professional activity. Moreover, the transition to a credit-modular system of education will increase the interest and demand of professors and teachers of higher educational institutions. As mentioned above, with such an 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.

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