

# Elements of the Credit-Module System in Higher Education in the Republic of Uzbekistan

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## Abstract

The introduction of the Bologna declaration provides for the introduction of two-stage higher education, in which the first stage is aimed at mastering the performance skills of students in accordance with the needs of development, and the second - at the development of creative abilities.

**Keywords:** credit-module system, education, process, way, subject, imposed, study

## Introduction

According to the materials prepared for the Berlin Conference, The "Bachelor/Master" System was introduced in the territory of the former socialist states for about 10 years. However, it had an official character and was practically associated with the labor market; without, its introduction was mainly aimed at the private needs of education and science.

In addition to these, higher education struggles are undergoing changes from the teaching format to the learning format, that is, the idea that the student should "teach" rather than "teach" the student is prioritizing.

According to this idea, a person is utsiydi for the rest of his life, the student independently acquires knowledge, skills and qualifications in science, and the task of the teacher is - to provide the student with the necessary assistance to him, based on his personal interests. Vocational education after higher and higher education develops in a multi-level-undergraduate and graduate structure. One of its important principles is the continuity and continuity of Education.

This made it a condition for the need for islahats in higher and post-higher education to create a national model, taking into account the basic circumstances of the Bologna declaration. It should also be noted that the Bologna declaration provides not only for the reconstruction of the dust, but also for the transformation of educational programs. The two-tier "bachelor-master" higher education levels introduced under the Bologna declaration are in fact the leading instrument of Anglo-Saxon turmoil in general, with credits, exams and diplomas coming to mutually recognisable levels.

Anglo-Saxon is the common name of the Germanic tribes that conquered Brittany in the 5th-6th centuries-the Angles, Saxons, Jutes and friezes. In the 7th-10th centuries, the Saxon Elate

was formed, which absorbed Celtic features in itself. The Anglo-Saxons formed as a people in the process of unification and struggle against the Britts and Scandinavians. After the Norman invasion, the Anglo-Saxons settled in England, the Danes, Norwegians, mingled with those from France and formed the basis for the formation of the English people.

In this, the base stage (Baccalaureate) education lasts at least 3 years and is practically directed to the needs of the market. In order to ensure international recognition of national educational programs, mobility of students and professors, as well as to improve the quality of education and ensure continuity in all stages of higher and post-higher education, the three - step "bachelor - master-doctor" training of specialists is carried out on a single credit education system with two heads

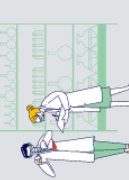
Thus, the modernization of the stages of education after higher and higher education has its influence on the structure, content and organization of the educational process. In this, firstly, the three - step "bachelor - master - doctor" of specialist training is transferred, and secondly, after secondary education, a two-stage (post-higher-higher education) structure is retained, and thirdly, a credit education system is used. Both of these cases are significantly reflected in the content of Education. In this case, the main tasks of Higher Education will be as follows:

- \* specialists of a new form are trained, with a wide range of fundamental knowledge, initiative, adaptable to the changing requirements of the labor and technology market;
- \* increase interest in providing quality education services by democratizing the higher education system;
- preparation of individual higher educational institutions for international accreditation, creation of conditions for the development of elite higher educational institutions;
- formation of new principles and practices of higher education institutions, implementation of a strategic planning system and increase the autonomy of higher education institutions;
- \* develop mechanisms that determine the responsibility of leaders to provide quality educational services, strengthen the rights of students to receive quality education

These assignments can be carried out in the conditions of further improvement of the management of higher education institutions by providing public control, wide academic benefits, as well as improving the technology of organizing the educational process in a way that takes into account the interests of students and creating a competitive environment among teachers.

The Uzbekistan model for higher education stages corresponds to the requirements of Bologna processes in terms of the fact that the base stage lasts at least 3 years, and the American model in terms of the fact that it consists of 2 steps each. The undergraduate program provides for a wide range of basic professional training, which involves taking into account the general, integrated aspects of professional activity, the development of professional creativity and the acquisition of a knowledge base in the specialty sciences through the formation of an independent knowledge acquisition skill.

Education in the magistracy implies preparation for a specialty and scientific and pedagogical training. In graduate education programs, it is necessary to provide for a scientific methodological orientation of education and in-depth specialist training in the field. Graduate



graduates are offered a "master's" academic degree. Masters have the right to continue their studies in doctoral studies. Doctoral studies are the final educational stage of the training of highly qualified scientific and scientific and pedagogical personnel.

The specificity of doctoral programs is manifested in ensuring an optimal balance between educational and research activities, extensive scientific, educational and methodological training, ensuring the academic mobility of teachers and scientific personnel in the country. Persons who hold a doctoral program and do their doctoral dissertation are awarded the scientific title of Doctor of Philosophy (PhD), while those who Master Doctoral Studies in the specialty are awarded the scientific titles of Doctor of science (DSC)

The baccalaureate is a first-stage program (the first step after Secondary Education), the duration of study is 4 years, in its branch there are two stages: lower (intermediate level)- 2 years and higher (academic level)- 2 years;

Master's is a second-stage program (the second stage after secondary education), the duration of study is 1-2 years, with in-depth specialization and scientific and pedagogical training;

doktantura-the second stage program after higher education (the third stage after secondary education), the study lasts 3-4 years and is carried out in two stages - it is envisaged to achieve the scientific titles of Doctor of Philosophy (PhD) and Doctor of science (Dsc)

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