

CREDIT-MODULE EDUCATIONAL SYSTEM AS WORLD EXPERIENCE

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Abstract:

The article discusses the world experience of the credit-module education system. As one of the globalization processes taking place in the world, the implementation mechanism of the “Bologna Process”, which envisages the convergence and harmonization of the higher education systems of European countries in order to create a single European higher education area. The credit-module education system is aimed at personal improvement, organizing independent work and personal development. It is analyzed that teaching independence is the main principle of this form of education. In today’s transition to the credit-module system, the formation of the methodology of independent education of students is of great scientific and practical importance. Organizing students’ independent work, developing a mechanism for its implementation, visual, virtual, technological, informative-digitization in independent work, ensuring the flexibility and variability of independent work trajectories in performing scientific and creative work taking into account the professional interests and wishes of students are among the urgent tasks.

This article examines the processes related to the radical change of educational goals and content of developing independent work of students in foreign higher education institutions. These are manifested in the following: directing the educational goals to the formation of the student’s need for continuous independent education as a necessity even after completing higher education; formation of effective creative thinking in students; development of logical analysis skills and comprehensive processing of applied data; it has been studied that the orientation of the educational content to the professional training model of the specialist is the main form and content of higher education.

Keywords: credit-module education, “Bologna process”, European higher education area, globalization processes, independent work.

Introduction

From the 90s of the 20th century and at the beginning of the 21st century, the concept of globalization entered the entire world ecosystem and economy, and this process covered all aspects related to the concept of the universe and man, including the spiritual, educational, and training areas. Concepts such as “global economy”, “global educational space”, “global ecology” have gradually become simple phrases that everyone understands, because there is no field left where globalization has not penetrated. Naturally, researchers expressed their attitude to the processes of globalization taking place in the world. Researcher M.N. Gordeev



said, “Globalization processes have also had an impact on the education sector. These changes can be attributed to the popularization of education and its continuity, a new qualitative level. As one of the processes of globalization, it is possible to point out the “Bologna process”, which envisages convergence and harmonization of higher education systems of European countries in order to create a single European higher education area. [2]

So, what is the credit-module system of education based on the “Bologna Declaration”? How does it work? Based on what conditions and needs did the credit-module system appear? What does this system give us? What are its advantages over the current educational management system? How are training programs created in the credit-module system? How is the system of conducting education based on the credit-module system formed?

LITERATURE REVIEW AND METHODS

Comparative analysis, theoretical analysis in the coverage of the topic; pedagogical observation methods were used.

Specialists of the CIS countries who joined the “Bologna Process” also recognized the importance of independent work of students in the credit-module system. Researcher Z.D. Sharifova addressed the problems of organizing students’ independent work by introducing the credit-module system in the field of higher education of Tajikistan. She states: “The problem of formation of independent work skills in the process of education is relevant and important for the science and practice of pedagogy, because it covers the issues of didactics, the essence of the educational process in the formation of independent work skills. In recent years, in connection with the improvement of national school programs (different types of schools and higher educational institutions), the problem of formation of independent work skills in the process of teaching students has become especially urgent” [12]. At the same time, other researchers highlighted the need of the times to improve the independent work of students. [10] In this study, we found it necessary to mention two that are close to the educational system of Uzbekistan:

1. The development of modern social life, the new socio-economic conditions of production, the intense flow of scientific and technical information have acquired such a dynamic nature and placed such demands on human education that the effective acquisition of knowledge aimed at significantly accelerating the revision of education, cognitive activities, development of independence, worldview formation has become one of the main tasks of higher educational institutions.
2. The content of new programs aimed at the development of thinking, creativity, activity and independence of the national school, the methods and ways of implementing education, especially the focus on the standardization of the activities of higher educational institutions, created favorable conditions for the formation of an independent person and the independent activity of students. [12]

Researcher Musakhanova G.M. says that the credit-module system is a process of educational organization, which is a collection of module technologies of training and an evaluation model based on the credit measure. Carrying it out as a whole is a complex and systematic process. In the credit-module principle, two main issues are given importance: ensuring independent



work of students; assessment of student knowledge based on rating. Therefore, the credit-module system consists not only of teaching lessons based on innovative educational technologies, but also of teaching students to study and learn independently, to have a new attitude to education, to acquire the necessary and deep theoretical knowledge, and to form practical skills based on the demand of the labor market. In short, this system is aimed at the professional development and maturity of the student. It can be said that it is aimed at ensuring the knowledge of the scholar throughout his life and at forming human capital that can meet the labor market and modern requirements. [6]

Let's turn our attention to the concept of "credit" used in the educational system. Credit was introduced for the first time in the mid-18th and early 19th centuries in the US universities in order to reform the educational system, increase the responsibility of the teacher and the learner, liberalize the educational process, give the student a weekly academic load and determine the expected result.

In 1869, the famous figure of American education, Charles William Eliot, president of Harvard University, introduced the concept of "credit hour". Thus, in 1870-1880, a system measured by credit hours was introduced. Studying with the credit system and mastering educational programs created an opportunity for students to independently plan the educational process, control its quality, and improve educational technologies.

In the world's recognized educational system, 4 forms of credit measurement are widely used today. These are the following:

1. United States Credit System (USCS)
2. Credit system of European countries (ECTS)
3. Asia-Pacific Credit System (UCTS)
4. UK Credit System (CATS)

RESULTS

In the modern education system, a credit is a unit of measurement of the educational load (time) spent on studying and mastering subjects in a particular educational direction or program (course). A credit is the minimum amount of time allocated to a student to study independently and in the classroom, usually for one week. Credit is given to the student after completing the assigned tasks in a certain subject and successfully passing the final exam.

A module is a part of the subjects studied in certain courses or a field of science, a part of the subject clearly indicated in the curriculum, which is mastered in the unit of time allocated per week in the semesters.

The module is a set of several subjects (courses) aimed at students to acquire certain knowledge and skills, to have the potential for analytical and logical observation. In this case, the teacher organizes the educational process, introduces students to the subject syllabus at the beginning of the semester. HEMIS provides the information platform with science resources (text of lectures, assignments for practical or seminar classes, independent study topics and tasks, mid-term and final control questions and tests), conducts technological lectures, aligns the student with the credit-module system of science, and monitors its implementation. One of the main tasks of a science teacher is to form and develop the student's independent work skills. The



student independently studies the subjects of the subject and completes the assigned tasks, ultimately mastering the subject.

So, the credit-module system is a process of educational organization and is an evaluation model based on a collection of module technologies of education and a credit measure. In the credit-module principle, two main issues are important:

1. Organization of independent work of students (in which 2 different forms of independent education are used: in the educational building under the supervision of the teacher and outside the educational building without the supervision of the teacher);
2. Evaluating students' knowledge based on the rating and clarifying the amount of credit.

From 2020, pedagogical principles that meet the requirements of the credit system of European countries (ECTS) are being used in the educational system of Uzbekistan. It should be noted that Uzbekistan is not a member of the Bologna Declaration, there are many objective and subjective reasons for this. In order to find answers to these reasons, we will focus on the Bologna process in this article.

In order to create the European credit system (ECTS), in the 70s of the last century, all higher education institutions in Europe agreed to ensure integration, create a uniform standard of higher education, establish the mobility of students and teachers, recognize diplomas, and verify the points assigned to student knowledge, skills, and abilities. efforts are launched to solve a number of problems. As a result of these actions, in 1999, representatives of 29 countries signed the "Bologna Declaration" in Bologna, Italy.

The initiative to create a pan-European education system was put forward in 1998 by the education ministers of Germany, Italy, France and Great Britain. The corresponding declaration (official name – "European Higher Education Area") was signed by 29 European countries (16 of which were members of the European Union) at the conference held in Bologna (Italy) on June 19, 1999. This city was chosen because it is home to the University of Bologna, the oldest in Europe, founded in 1088 and named after its "Alma Mater".

At the beginning of 2022, 49 countries became official participants of the Bologna process, including Russia, as well as the former Soviet states - Azerbaijan, Armenia, Belarus, Georgia, Kazakhstan, Moldova, Ukraine, and others became members of the European Credit System (ECTS). In addition, the European Commission is a participant in the process. The overall management is carried out by the control group, which includes representatives of all participating countries.

Russia joined the Bologna Process in September 2003. In 2007, Russian President Vladimir Putin signed a law on the introduction of bachelor's and master's degrees into the higher education system of the Russian Federation. Russian educational institutions gradually joined the European system, but not all of them completely passed its standards. Thus, many Russian universities did not issue diploma applications of the European model and continued to use traditional assessments along with credits (credit units). At the same time, discussions about the advisability of including Russian universities in the Bologna system continued.

Several rectors of leading Russian universities opposed the introduction of European educational standards. In particular, Victor Sadovnichy, rector of Moscow State University, said that educational systems that are not typical for Russia, including the Bologna system, lead



to a decrease in the quality of education in the country. According to some experts, the Bologna process was created only for EU countries as a means of strengthening European integration, and it is ineffective for Russia. According to Dmitry Afanasev, Deputy Minister of Science and Higher Education of Russia, “a four-year bachelor’s degree was not enough to fully develop knowledge, skills and abilities.” [7]

Developed countries of the world signed the “Bologna Declaration” to develop the education system, including the Russian Federation. Researcher V.M. Lobzarov “reveals an important internal logic in Russia’s accession to the Bologna process, in a certain sense it shows not only the development requirements of the information environment, but also reflects the historical tradition (it is difficult to re-evaluate the influence of French and German pedagogic theory and practice of the 19th century)”. The peculiarity of this is that any attempt to avoid the influence of European foreign culture in the field of development of responsible education has always had more negative consequences than positive effects on the development of the country,” he says.[5]

DISCUSSION

Thus, on September 19, 2003, at the Berlin meeting of education ministers of European countries, the Russian Federation joined the Bologna process by signing the Bologna Declaration. One of the most important requirements of the Bologna Declaration is to align the Russian national education system with the main provisions of the Declaration.

According to the “third generation” Federal State Education Standards (FDTS) of professional higher education, the compulsory classes of students in the auditorium will be shortened, and the main attention will be paid to their independent education. Thus, the transition to a two-level education system presents new tasks for Russian higher education institutions. The first important task was the formation of independent work skills and competencies in future specialists. With the introduction of the Bologna Declaration into Russian federal education, the credit system of European countries (European Credit Transfer and Accumulation System - ECTS) began to be used in practice.

So, what did the credit system of European countries (European Credit Transfer and Accumulation System - ECTS) give to the Russian federal education system?

Many studies have been created on this very problem. Most importantly, the object of research was the Russian federal education system based on the credit system of European countries.

Researchers Ya.I. Ustinova’s candidate of pedagogical sciences dissertation on “Formation of students’ skills to organize and control their educational activities”, I.L. R.I. Shishkina’s candidate of pedagogical sciences dissertation on the topic “Implementation of the didactic function of pedagogical standards in the conditions of the credit-module system”. Candidate of Pedagogical Sciences dissertation by Urazgalieva on “The credit-module system in the organization of education as a factor in the formation of students' independent educational activities”, Z.D. Sharifova’s Ph.D. dissertation on “Improving the content, forms and methods of preparing students for independent pedagogical activity” is devoted to studying the problems of forming and developing students’ independent work skills in the credit-module education system. [11, 9, 8]

Researcher M.B. Balikaeva “Foreign forms of organizing independent education of students in the formation of professional training” [1, p. 98] researched the forms of organizing independent education of students in the educational system of the USA, Canada, Germany, and France. Also, the principles and tasks of organizing independent education in some foreign higher education institutions were studied. At the same time, the article analyzes the forms of organizing independent education of students that positively affect the quality of professional training (mobility) of future specialists.

In the mass media, in scientific publications, the speech and communication about the credit-module education system became active. Pedagogues and experts who worked in the educational system revealed the advantages of the credit-module education system in the development of a person, training a competitive, all-round mature specialist through their scientifically based articles. Important articles began to appear, especially about the fact that independent work pays off in any conditions, and about the effective mechanism for its implementation. [1, p. 100]

The researcher, who analyzed the forms of independent work of students in foreign higher education institutions, compares them with the methods of independent work of students introduced in Russian higher education institutions.

According to the researcher, modern integrated approaches to education and organization of students' independent work in Russian and foreign educational institutions are similar in some aspects: In these two educational systems, this process is an urgent, complex problem of planning, organization and management of training students and improving their professional readiness. In the implementation of independent education of students, they are based on the following principles: continuity of education and research (especially in Germany), integration in the field of education, continuity of classroom and extracurricular forms of education, continuity and continuity of education at a higher educational institution. [3, p.153] Based on these principles, it is based on the system of growing requirements for the organization of independent education of students, which is part of the professional training of a specialist, aimed at the creative development of his personal and professional qualities.

The author of the article pays great attention to a person's work on himself, independent learning, developing and strengthening independent work skills and competencies: Researcher G.A. Krasnova's “Mature professors of the best American universities believe that the organization of independent education of the learner is an important factor in the system of professional training of specialists. For this, it is necessary to apply serious research work to independent education, it is necessary to create the necessary conditions for the active participation of students” [4, p.50]. He claims that Western Europe and the USA also pay special attention to independent education.

As we have seen, the development of independent work of students in foreign higher education institutions is connected with a fundamental change in the goals and content of education. These are manifested in the following: directing educational goals to the formation of the student's need for continuous independent education after graduating from higher school; formation of effective creative thinking in students; development of logical analysis skills and



comprehensive processing of applied data; orienting the educational content to the professional training model of the specialist. [1, p.97]

The start of a special military operation in Ukraine in February 2022 strained relations between the Russian Federation and European countries. In particular, this did not affect Russia's participation in the Bologna process. In April, the Bologna group announced the decision to suspend the authority of the Russian Federation and Belarus in the structures of the Bologna process. In May 2022, the Russian Federation officially announced that it would not participate in the Bologna process.

Since May 2022, the Ministry of Higher Education and Science of Russia has been working on the "perfect education system". Such a systematized education system was introduced in Russian higher education institutions starting from the 2023-2024 academic year. On February 21, 2023, Russian President Vladimir Putin, in his address to the Federal Assembly, proposed abandoning the Bologna education system and returning to the traditional higher education system in Russia with a study period of 4 to 6 years.

To date, 46 countries participate in the Bologna process, the training of highly qualified personnel according to the Bologna system is carried out in two stages: undergraduate training of no less than 3 years and a 1-2-year master's degree. [1, p.99]

Malika Sharipova, an expert on corporate social responsibility and sustainable development in Belgium, a partner of "New Links Global" consulting, an expert of the "Great Future" council, is noteworthy for her views on the implementation of the goals of the Bologna process in the higher education system of Uzbekistan: "Reform the education system, improve it and exchange of experience with the most advanced countries in the world, active participation in global educational processes, and elimination of artificial obstacles facing teachers and students can be identified as priority tasks for improving the quality level. Joining the Bologna process seems to be one of the effective ways to achieve these goals, because it can be learned from the experience of many countries that education cannot be developed in closed conditions". [11]

CONCLUSION

In conclusion, we can say that the Bologna process is not only the harmonization of higher education among European countries, but also the implementation of quality education in this process, the diplomas of graduates who want to be recognized in other countries, students who want to have the right to continue their education in other countries based on academic mobility, and effective education is a cooperation of all countries that meet the requirements. Today, not only European countries, but also many independent countries of the former union, countries located in other regions are members of this system. This includes the creation of a system of levels (qualifications) in which the classifications of the field of education are compatible with each other, the measurement of credits is compatible with each other, close to each other and similar, the transition of education to the credit system, free academic movement in ensuring the quality of education, and educational cooperation in Europe.

The main goals of the Bologna process are: to expand access to higher education, to further increase the quality and attractiveness of European higher education, to increase the mobility



of students and teachers, to ensure the successful employment of university graduates by ensuring that all teachers have academic degrees and other qualifications. To make specialist training oriented towards the labor market.

In our opinion, in the implementation of reforms in the field of education in Uzbekistan, in the conditions of today's transition to the credit-module system, the formation of the methodology for organizing students' independent work is of great scientific and practical importance. Individualization of the educational content, ensuring the flexibility and variety of educational trajectories, taking into account the professional interests and desires of students, are among the urgent tasks.

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