

# INDEPENDENT WORK OF STUDENTS AS AN IMPORTANT FACTOR IN LEARNING ACCORDING TO THE CREDIT-MODULE SYSTEM

Hayitova Feruza Choriyarovna

Assistant Pastdargom Medical College named after Abu Ali Ibn Sina

Oltiboyeva Muxlisa Alisherovna

Assistant Pastdargom Medical College named after Abu Ali Ibn Sina

Khakimova Khonbuvi Khakimovna

Senior Lecturer, Department of Public Health and Healthcare Management, SamMU

## Abstract

This article proposes to take the European Credit Transfer System (ECTS) as a basis for organizing the educational process using the credit-modular system. The credit-modular organization of the learning process ensures the psychological development of relations between the teacher and the student. These relations contribute to the development of general educational skills and abilities, as well as the independence of students in the educational process.

**Keywords** Credit-modular system, training, integration, skills, abilities, education, independent work of students.

## Introduction

Today's problems of organizing and increasing the efficiency of independent work of university students require constant attention and high-quality solutions. At the same time, the analysis of psychological and pedagogical literature showed an active start of research on issues of independent learning of students in the middle of the 20th century, at the beginning of the last century, scientists argued that the source of free development is active independent work, and at the same time a source of personal creativity. In addition, the student's personality is created not only by what he writes or says, the actions of his hands, but also by the thoughts, emotions and feelings that he experiences at this time, his desire and volitional actions, as well as his mental state. In our opinion, to the activity and independence of intellectual work it would be necessary to add once again their extreme necessity, usefulness and, of course, creative nature. Among the six key positions that must be implemented within the framework of the Bologna process (introduction of two-cycle training, quality control of education, expansion of mobility, ensuring employment of graduates, ensuring the attractiveness of the European education system), an important place is occupied by the requirement to introduce a system of accounting for the labor intensity of educational work in credits in all national education systems. It is proposed to take the European credit-transfer system as a basis. The authors of the articles analyze various attempts to solve the problem of the modular-credit system of education, introduce the reader to modern methods, educational programs, as well as the methodology of using these programs in the



classroom. At the same time, the issues of didactic conditions for the use of the credit-modular system of education in a higher educational institution (HEI) in the context of modern educational programs remain insufficiently developed.

### **Purpose, objectives of the work, material and methods**

The purpose of the study is to theoretically substantiate the general didactic conditions for the use of the credit-modular system of education in a higher educational institution and analyze the state of modern educational programs in higher education. Results of the study. Credit - modular organization of the learning process ensures psychological development of the teacher and the student, improvement of relations between them, promotes the development of general educational skills and abilities, improvement of independent work skills of students, allows objectively, taking into account the level of the student's creative approach to planning and performing various types of professional tasks, to assess their mastery of the modular program, which includes participation in pedagogical news, discussions during lectures, study of required literature, performance of each creative individual task (development of a methodology for studying the formation of moral and ethical qualities and traits, modeling an educational event or educational situation, various forms of training, etc.); Results of the study. Credit-modular organization of the learning process ensures psychological development of the teacher and the student, improvement of relations between them, promotes the development of general educational skills and abilities, improvement of independent work skills of students, allows objectively, taking into account the level of the student's creative approach to planning and performing various types of professional tasks, to assess their mastery of the modular program, which includes participation in pedagogical news, discussions during lectures, study of required literature, performance of each creative individual task (development of a methodology for studying the formation of moral and ethical qualities and traits, modeling an educational event or educational situation, various forms of training, etc.); . We will consider the implementation of the second function in the practice of higher education institutions of the pedagogical direction. Many higher education institutions of Uzbekistan work on the credit-modular system and most respondents have a positive attitude towards this system. However, in our opinion, the most urgent problem at this stage of introducing the credit system of education in higher education institutions is the problem of effective organization of independent work, nurturing in students the need to constantly work independently to improve the quality of knowledge, improve professional skills and abilities. The main indicators of the level of student readiness for independent work can be: . the ability to plan one's activities, to see variable ways of achieving the set goal and to find the best one, the ability to read quickly; the ability to highlight the main idea in the information received; the skills of compact, abbreviated presentation of the information that one possesses; the ability to perform various types of recording of the information received (theses, extracts, citations, etc.); compliance with the requirements for the design of a bibliography, etc. This is due to a number of reasons. Firstly, the introduction of the credit-modular system provides for an increase in the time for direct individual communication between the teacher and the student in the learning process. And this, in turn, reduces the share of direct external information and expands the use of interactive forms and methods of students' work under the guidance of a teacher (tutor) and full-fledged independent work. The European credit-transfer system is an accumulative system capable of operating within the framework of the concept of "lifelong learning". The task of higher education is to form in students a scientific worldview, a



system of modern professional knowledge, the development of creative abilities, as well as the preparation of future specialists for continuous self-education in the process of professional activity. These tasks are solved in the learning process, which includes the activities of the teacher-teacher and the activities of the student-teacher. The learning process is a special form of transferring and assimilating the socio-historical experience accumulated by people over the centuries and expressed in the form of a system of scientific knowledge, judgments, rules, etc. The learning process is a complex unity of the activities of the scientist-teacher and the student, aimed at achieving a common goal - equipping students with scientific knowledge, skills and abilities and their creative development. Learning is a complex process of educational activity, in which the assimilation of certain scientific knowledge occurs, the acquisition of individual experience of cognition with the help of independent operation of knowledge, mastering the necessary methods of action, which are realized through skills. In the course of this, the essence of science and life is penetrated, the laws of their development are learned, the methods of science are assimilated and its philosophical foundations are substantiated, and a scientific worldview is formed. Training is determined by the content of education, the educational and formative activities of scientists and teachers and provides for intensive independent work of the student. The content of training includes the types of activities, the assimilation of which is provided for by the corresponding specialty, and the knowledge on which these types of activities are based. The level of education of a specialist who has graduated from a higher educational institution is determined by the degree of mastery of knowledge of general scientific (fundamental), special (professional) and social sciences and the formation on this basis of a dialectical-materialistic worldview, the development of cognitive abilities, as well as the assimilation of various types of professional activity. Studying at a university is a complex and difficult process. It requires mobilization of attention, volitional efforts, increased efficiency, concentration, self-organization, rational distribution of time for study and rest, high consciousness and activity. Success in learning depends on many factors, among which the leading place is occupied by motives, that is, reasons that encourage learning, instructions (psychological attitude or readiness for activity), cognitive needs and interests, purposefulness and other volitional qualities. Studying at a university is a complex and difficult process. It requires mobilization of attention, willpower, increased efficiency, concentration, self-organization, rational distribution of time for study and rest, high consciousness and activity. Classes in classrooms and laboratories of educational institutions are over. But the students' academic work is far from over. Probably, only now the most important and responsible part begins - independent work on educational material. In the process of independent work, the educational material is successfully assimilated, self-education skills are formed, which are necessary for a specialist working creatively, which makes it possible to constantly expand and deepen knowledge, navigate the flow of scientific information and effectively use all new, progressive methods in professional activities. Independent work of a student involves such activity that he performs without the direct participation of a teacher, but on his instructions, under his guidance, supervision, control. The organization of independent work on any subject should be aimed at solving two interrelated problems: 1. To develop students' independence in cognitive activity, that is, to teach them to independently acquire knowledge; 2. To teach students to independently use knowledge in learning and practical activities. A student who has the skills of independent work, more actively and deeply assimilates educational material, is better prepared for creative work, for self-education and continuing education. In the context of the scientific and technological



revolution, the rapid "aging" of information necessitates continuous replenishment of knowledge. However, the spontaneous formation of rational teaching methods, working with a book - the main source of information without proper guidance from a teacher, as experience shows, is slow and ineffective, since not all students know how to work with a textbook. First of all, this concerns first-year students. The first main task of working with a book is to find out its meaning for yourself and to assimilate the material you have read. The second is to understand what you have read. The third is to draw the necessary conclusions for your memory from what you have read, and finally, the fourth is to give yourself an account of what new things the book you have read has taught you. Reading is not a thoughtless "swallowing" of pages, but an active, purposeful management of the cognitive process. Therefore, a student who wants to learn how to work with a textbook independently must solve a number of educational and logical problems with the teacher, including the selection of information to answer the question posed by the teacher; highlighting the main and secondary in the educational text; drawing up a text plan; working on concepts, patterns, theoretical principles, and communicating; grouping and classification of the material under study, generalization and minimization of the studied, application of acquired knowledge and consolidation of it in memory. Organization and control of independent work of students, as experience has shown, allows to successfully solve issues related to improving the preparation of a highly educated person capable of systematically replenishing their knowledge, which ensures:

- reduction of adaptation periods for first-year students;
- streamlining of independent work, daily routine, creation of the most favorable conditions for harmonious development of the personality; ;
- reducing the number of cases of untimely preparation of educational assignments by students and improving their quality;
- broader involvement of students in public events, in scientific research work;
- forming the need for continuous self-education;
- improving academic performance and the quality of education.

A successful solution to these issues is possible provided that a scientifically based organization of independent work of students is used, which also involves the creation of an optimal system for monitoring knowledge, skills and abilities. It is known that the assimilation of educational material, the formation of skills and abilities, the development of cognitive abilities of students occurs in the process of their independent performance of a system of exercises adequate to the goal of assimilation, that is, in the process of independent work. Depending on their level of training and degree, various types of independent work are used, and their content changes. The following types of independent work by students are most widely used at the university:

- consolidating and deepening the study of educational material with the help of textbooks, manuals and other sources;
- independent study of individual topics and sections of the discipline;
- completing graphic, calculation and other individual homework;
- preparing for seminars, practical classes, laboratory work, colloquiums, midterm knowledge assessment, tests and independent work;
- completing coursework and projects;
- participating in research.

The specified types of independent work and their content provide not only for studying, repeating and consolidating the educational material, that is, solving narrow educational problems, but also for creative work of students, developing the ability to search, research, to form such qualities as persistence in achieving a goal, diligence, necessary in life, in fruitful work. One of the important stages of organizing independent work of students is planning. The plan should cover all types of educational activities of the student, determine the number, content and time of all types of independent work. Such a plan is necessary for both students and teachers. It allows students to regulate their free time from classroom studies, establish the necessary amount of work, that is,





organize individual time. Teachers receive specific limits, determining the volume of educational information that must be learned by students for each course, they can determine the volume of assignments and the deadlines for their completion without prejudice to other disciplines. In general, planning independent work creates conditions, ensuring systematic, which contributes to improving the quality of training specialists, frees up time for participation in socially useful work and creates favorable conditions for the harmonious development of the individual. When planning independent work of students, the following main tasks are solved:

- teaching students the skills of independent work;
- determining the content and timing of seminars, practical classes, laboratory work, term papers and projects;
- determining the number, content and timing of colloquiums, independent and control work, individual assignments, midterm knowledge checks;
- determining the time spent by students on all types of independent work;
- developing task systems, monitoring students' independent work taking into account time spent.

One of the ways to develop a responsible attitude of students to independent work, to form their need for its implementation can be the introduction of such a scheme for studying pedagogical disciplines in pedagogical educational institutions of different levels of accreditation:

- 1) familiarization of future teachers with a specific stage of the educational process directly in a general education institution (propaedeutic course);
- 2) independent work of the student with the analysis of what he saw based on independent study of the recommended literature;
- 3) theoretical substantiation by the teacher of the topics that students became familiar with during their visit to the educational institution, involving them in conversation, discussion, etc.

Attention to this area of higher education reform is explained by the fact that all attempts by scientists to find a scientific and pedagogical formula based on the principles of classical traditional education and capable of processing all the difficulties that university teachers encounter have not yet been crowned with success. Today it is necessary to bring the existing theories of education in line with the requirements of modern pedagogical practice, to give them a greater operational and instrumental character, taking into account the modern goal and objectives of training specialists. Having analyzed the specifics of the Higher School on the credit-modular system of education, we can come to the conclusion that today favorable conditions for the introduction of the credit-modular system of education in our country have not yet been created. To solve this problem, the following conditions are necessary in the university:

1. Creation of a regulatory framework in all educational institutions of the country;
2. Availability of sufficient material and technical base in each of the educational institutions;
3. Development of methodology, methods and ways of effective implementation of the credit-modular system of training;
4. Improvement of the infrastructure of the education system and mechanisms for its management.

Conclusions. Thus, for the successful introduction of the credit-modular system of organizing training in universities, it is necessary, first of all, to solve the problems of organizing and conducting independent work. We see prospects for improving the efficiency of using the credit-modular system of training in the development of new programs, as well as in interactivity, in flexible and individual use of materials and, necessarily, proper training of the teaching staff in higher educational institutions of the country. Further research is supposed to be carried out in the direction of studying other problems.



### Conclusions

Thus, for the successful introduction of the credit-modular system of organizing training in universities, it is necessary, first of all, to solve the problems of organizing and conducting independent work. We see prospects for improving the efficiency of using the credit-modular system of training in the development of new programs, as well as in interactivity, in the flexible and individual use of materials and, necessarily, in the proper training of the teaching staff in higher educational institutions of the country. Further research is supposed to be carried out in the direction of studying other problems of organizing independent work of students in training according to the credit-modular system.

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