

THE ORGANIZATION OF INDEPENDENT STUDENT TRAINING IN THE CREDIT MODULE SYSTEM AND ISSUES OF CREDIT POINT ACCUMULATION

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Abstract. *In this article, we will discuss the penetration of the credit-module system into higher educational institutions of the Republic of Uzbekistan, its positive aspects and important principles, the importance of independent work and study in the credit-module system, types and forms (in electronic form under the direct guidance of the teacher, under the guidance of the teacher, and the student himself is independent) of independent education, the purpose of Independent Education, the tasks of the student and teacher in independent education. In addition, we will also touch on the elements in the organization of independent work of students, forms of independent work and other topics.*

Keywords: *Credit Points System, Independent learning, Learning process, Self-assessment, Teaching material, important principles, types of independent education.*

Annotatsiya. *Ushbu maqolada O'zbekiston Respublikasi oliy ta'lim muassasalarida kredit-modul tizimining joriy etilishi, uning ijobiy jihatlari va muhim tamoyillari yoritiladi. Shuningdek, kredit-modul tizimida mustaqil ta'lim va mustaqil ishlarining ahamiyati, mustaqil ta'limning turlari hamda shakllari (o'qituvchi rahbarligida elektron shaklda, o'qituvchi rahbarligida va talabaning o'zi tomonidan mustaqil ravishda amalga oshiriladigan ta'lim) tahlil qilinadi. Mustaqil ta'limning maqsadi, talaba va o'qituvchining mustaqil ta'lim jarayonidagi vazifalari ham ko'rib chiqiladi. Bundan tashqari, talabalarning mustaqil ishlarini tashkil etishdagi asosiy elementlar, mustaqil ish shakllari va shu bilan bog'liq boshqa masalalarga ham e'tibor qaratiladi.*

Kalit so'zlar: *kredit-modul tizimi, mustaqil ta'lim, o'quv jarayoni, o'z-o'zini baholash, o'quv material, muhim tamoyillar, mustaqil ta'lim turlari.*

Аннотация. *В данной статье мы обсудим внедрение кредитно-модульной системы в высшие учебные заведения Республики Узбекистан, ее положительные стороны и важные принципы, значение самостоятельной работы и обучения в кредитно-модульной системе, виды и формы (под непосредственным руководством учителя, в электронном виде под руководством учителя и самостоятельно учеником) самостоятельного обучения, цель самостоятельного обучения, задачи обучающегося и преподавателя при самостоятельном обучении. Отдельно остановимся на элементах организации самостоятельной работы учащихся, формах самостоятельной работы и других темах.*

Ключевые слова: *Кредитно-модульная система, самостоятельное обучение, учебный процесс, самооценка, учебный материал, важные принципы, виды самостоятельного обучения.*

Introduction. At the heart of the fundamental reforms in the education system of the Republic of Uzbekistan is the training of highly qualified, competent and independently thinking specialists with modern professional competencies and a well-established social position. [1.2] In connection with the introduction of the credit module system in higher education, comprehensive measures are being implemented to adapt the educational process to international standards.

In this regard, all the necessary normative and methodological documents are developed, including curricula, module programs, as well as teaching and work plans of

individual subjects. At the same time, the number of credit points (credits) is determined for each subject, and organizational and methodological prerequisites for students' independent work are created.[4]

Literature Review. The credit module system is a relatively new phenomenon for the national higher education system. Therefore, numerous scientific works are devoted to the theoretical foundations, the terms and concepts of the system, as well as the organization of the educational process and the evaluation of student achievements within the framework of the credit module system.[3.5.7]

Of particular note is the textbook by B. S. Usmonov and R. A. Xabibullaev, published in 2020, entitled "Organization of learning processes in higher education institutions according to the ECTS modular system" [8]. In this work, the basic principles of the system, as well as procedures for assessing the performance of students, are explained in detail.

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 of December 31, 2020 "On measures to improve the system in connection with the organization of the educational process in higher education institutions", a student in the bachelor's and master's degree programs usually accumulates 30 credits per semester and 60 credits per academic year, respectively.[4] The credits to be acquired include both compulsory and elective modules, which are specified in the curriculum.

In addition, in order to implement the tasks set out in the Presidential Resolution of the Republic of Uzbekistan no. PQ-54, a model procedure for organizing independent education of students at higher education institutions was adopted.[1]

Despite these normative foundations, the concrete question remains open as to how students acquire the necessary credits in individual subjects and which specific mechanisms for credit accumulation should be applied.[5]

Research Methodology. This study examines the organization of students' independent learning within the credit-module system and the process of credit accumulation from both theoretical and practical perspectives. The research is based on descriptive, comparative, and analytical methods.

The descriptive method was used to explain the main concepts of the credit-module system, forms of independent learning, and their content. The comparative method was applied to analyze and compare the national system with international credit systems such as ECTS. The analytical method helped to identify the effectiveness of students' independent work, mechanisms of credit accumulation, and existing challenges in the system.

In addition, content analysis was conducted based on regulatory documents, scientific literature, and practical experience. The results of the study were summarized and interpreted using generalization methods.

Analysis and Results. The aim of this article is to analyze the organization of independent education of students in the credit module system, to reveal its importance for the quality of the educational process, as well as to study essential aspects of performance evaluation and ensuring transparency and fairness in the evaluation process. In addition, proposals for optimizing the procedure of credit accumulation in individual subjects of study are formulated.

When developing a national model of the credit module system in Uzbekistan, it seems appropriate to take into account the positive experience of the European ECTS system, as well as the American credit system.[7] This creates a reliable basis for high-quality education and promotes the integration of the national higher education system into international educational processes.

The implementation of the credit module system is a complex and long-term process .[3] Among the most important aspects of this system are:

- promoting and ensuring the independent learning of students;
- the objective assessment of student achievements within the framework of the credit module system;
- the development and improvement of modular teaching technologies;
- the expansion of the methodological support of the subjects for the effective organization of independent work.

A central element of the credit module system is the independent education of students. Not only the external appearance of the independent work should be evaluated, but rather its content quality, analytical character and practical benefits.[6]

In practice, many teachers mainly focus on written works and their formal design. However, such an approach can limit the development of creative thinking, analytical abilities and the independent expression of students' opinions. In addition, excessive loading with written assignments often leads to inefficient use of study time.

Therefore, it seems necessary to regularly analyze and coordinate the scope and number of independent written works in the individual subjects at the departmental and faculty level.[9]

Forms of independent work in the credit module system

In comparison with the traditional teaching system, a much greater importance is attached to the independent activity of students in the credit module system.[6] The students' independent work can be divided into the following groups:

1. Independent work with the help of digital technologies: Preparation for courses; Information research; Editing of FAQ systems and forums; Conducting online tests;Preparation for control work.

2. Independent work under the guidance of a teacher in a traditional form: Problem solving; Abstracts; Colloquia; Essays; Presentation; Case study; Seminar papers; Study projects; Calculation and graphic work.

3. Electronically supported independent work under the guidance of a teacher: Independent work is of central importance for the development of students' professional skills. In this process, the task of the teacher is not only to control, but above all to motivate, support and promote innovative ways of thinking of the learners.[6]

Conclusion. In summary, it can be stated that the credit module system at many universities has not yet been fully developed. In particular, there is a lack of clear mechanisms for presenting the individual stages of credit accumulation, as well as transparent procedures for organizing students' independent education.

In addition, many students do not have sufficient knowledge about how to get the necessary credits, what requirements are imposed on them, and what rights and obligations they have under the credit module system.

Against this background, the following measures seem appropriate:

1. A clear procedure for credit accumulation should be developed for each subject, taking into account its specifics.

2. The transparency of the educational process should be ensured by continuously informing students about their learning progress and their current level of achievement.

3. Since about 50-60% of the study time in the credit module system is devoted to independent learning, effective mechanisms should be developed to promote student motivation and initiative.

4. The rating system should be optimized to ensure an objective and transparent conversion of the services provided into credits.

5. In the module and work plans of each subject, the type, scope and criteria of the tasks required to obtain a credit should be clearly determined.

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