

## **KREDIT-BAUSTEINSYSTEM – ALS MODERNES BILDUNGSPARADIGMA**

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**Zusammenfassung:** Der Artikel analysiert das Konzept der Qualität der Hochschulbildung und die Rolle des Lehrpersonals im Bildungs- und Wissenschaftsprozess. Um eine höhere Berufsbildung zu erhalten, ist es notwendig, die Ausbildung im System der höheren Berufsbildung des Landes fortzusetzen. Das Kreditsystem der Bildung ist ein Bildungssystem, das darauf abzielt, das Niveau der Selbstbildung und der kreativen Entwicklung des Wissens auf der Grundlage der Individualisierung, der Wahlmöglichkeit des Bildungswegs im Rahmen der Vorschriften des Bildungsprozesses und unter Berücksichtigung eines breiten Spektrums von zu erhöhen Wissen in Form von Darlehen. Ein charakteristisches Merkmal dieses Systems ist die Betonung der selbstständigen Arbeit der Schüler, die sich durch ihre hohe Entwicklung der Fähigkeit zur Selbstbildung und Selbstentwicklung sowie die Fähigkeiten des freien kritischen Denkens auszeichnet.

**Schlüsselwörter:** Hochschulbildung, Qualität, ein einheitlicher Bildungsraum, Bildungs- und Wissenschaftsprozess, nationales Bildungssystem, akademische Mobilität von Studierenden und Lehrenden, pädagogische Arbeitseffizienz, facettenreiche Lehrkräfte, multiple Rollen

## **CREDIT-MODULAR SYSTEM – AS A MODERN EDUCATIONAL PARADIGM**

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**Abstract:** The article analyzes the concept of the quality of higher education and the role of the teaching staff in the educational and scientific process. To receive higher professional education, it is necessary to continue education in the system of higher professional education of the country. The credit system of education is an educational system aimed at increasing the level of self-education and creative development of knowledge based on individualization, electiveness of the educational trajectory within the framework of the regulations of the educational process and taking into account a wide range of knowledge in the form of loans. A characteristic feature of this system is the emphasis on independent work of students, which is distinguished by their high development of the ability for self-education and self-development, the skills of free critical thinking.

**Keywords:** higher education, quality, a single educational space, educational and scientific process, national education system, academic mobility of students and teachers, pedagogical work efficiency, multi-faceted teachers, multiple roles

Today, the exchange of experience with the most advanced countries of the world, active participation in global educational processes, elimination of artificial obstacles facing teachers and students are among the priority tasks in the way of

reforming the higher education system, improving it and increasing the quality level are of great importance. According to the experience of a number of developed countries, one of the effective ways to solve the above-mentioned tasks is to join the Bologna process.

In the address of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev to the Oliy Majlis dated January 24, 2020, it was proposed to transfer the educational process in higher education to the credit-module system, to transfer a number of higher education institutions to self-financing, to fully digitize the education sector, and to apply public-private partnership mechanisms to the education sector. It is noted that the issues of wide implementation are the actual issues of today [1].

According to the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 of October 8, 2019, the introduction of digital technologies and modern teaching methods into higher education processes, the fight against corruption, and those studying in the fields of engineering and technical education specific tasks have been defined to increase the share of students, introduce the credit-module system, and increase the share of practical training in specialized subjects aimed at increasing practical skills in the curricula [3]

The activity on the introduction of the credit system of education is a phenomenon of the developing pedagogical reality, which is built on the basis of several methodological approaches. Complementing each other, together they determine the strategy of this activity and determine the tactics of teachers and students in the new conditions. In our opinion, the methodological foundations of the credit system of education include synergetic and acmeological approaches, as well as the theory of human capital. They form the initial basis for the development of theoretical ideas about the credit system of education.

Acmeology, which studies the general patterns of a person's self-promotion to the heights of life and professional activity, provides the key to understanding the credit system of education as a system focused on the maximum academic and professional achievements of students. [6]

Education in the 21st century characterized by such features as [7]:

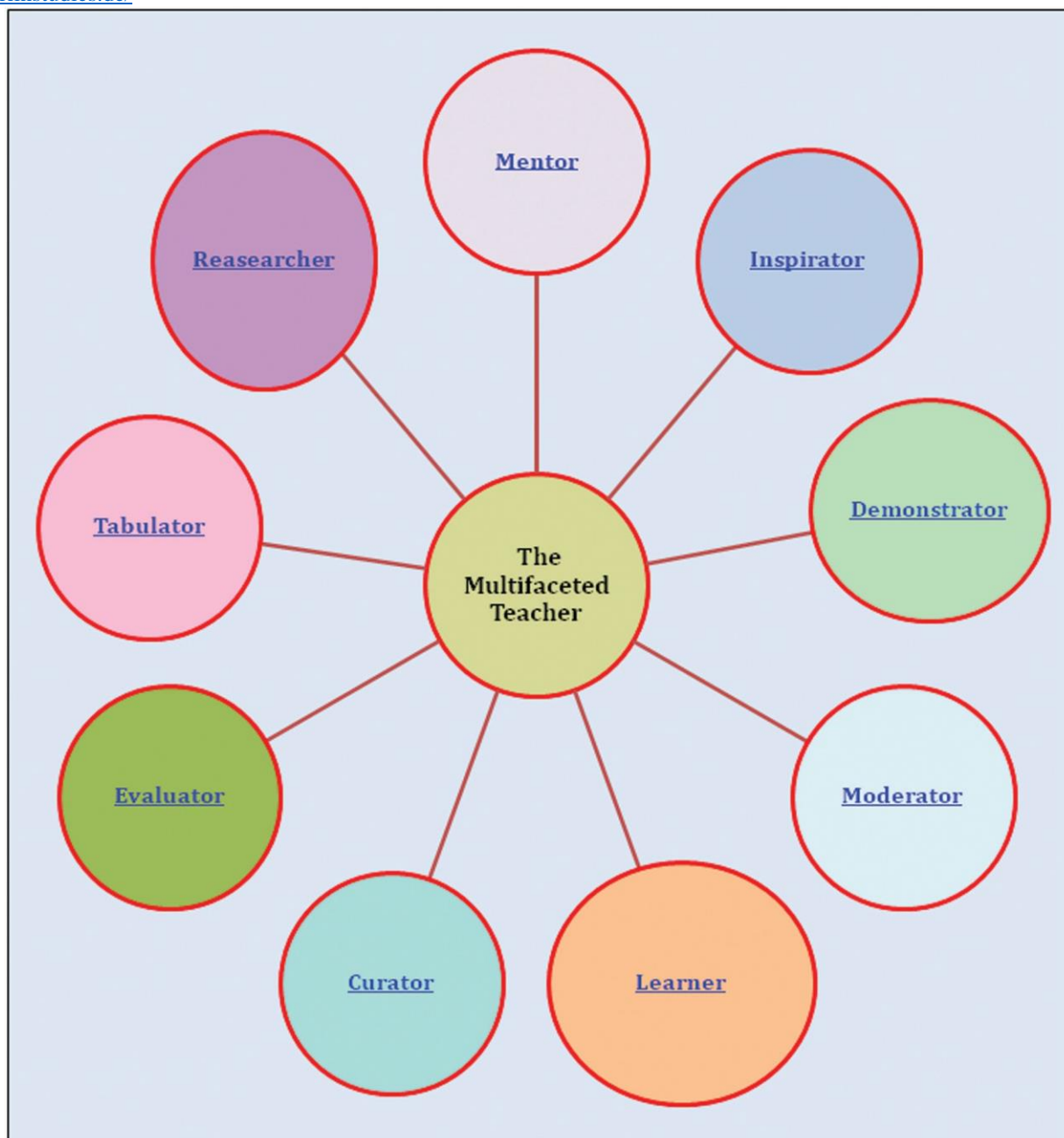
- democratization: general accessibility of higher education; creation of a system of continuous education;
- diversification: multi-variant in content, methods, forms, terms and trajectories, personality-oriented system of different levels of educational institutions;
- internationalization: academic mobility of students and teachers; international recognition of educational documents, academic degrees and titles;
- transformation of education into a key component of a set of measures to support the development of scientific and technological progress, economic growth and employment of the population;

-transformation of content, methods, values, goals: moving away from the traditional school, the learning process becomes creative, personality-oriented; new educational and information technologies are widely disseminated and introduced;

- communication between the teacher and the student, who have become partners in a single educational process.

The credit-module system requires great responsibilities not only from students, but also from pedagogues. The system of formation of teacher's professional competence in the application of credit technology of education is a complex long-term process. In addition to subjective factors, some objective factors such as purposeful study of psychological-pedagogical, socio-political subjects, extracurricular activities and organization of educational practice have a great influence on the formation of the teacher's personality and professional qualities. Systematic, duration, intensity and versatility of communication between the teacher and students are important factors in shaping the use of credit technology of education by teachers.

In modern educational process pedagogues should be able to be multi-faceted teachers[5]. They may have multiple roles as follows:



A single educational space should allow the national education systems of European countries to take the best that their partners have - by increasing the mobility of students, teachers, management personnel, strengthening ties and cooperation between European universities, etc. As a result, a united Europe will acquire great attraction in the global educational market”.

The new educational system should produce technologically prepared students. University graduates should be able to use information - find it, analyze and create it. Work with world information resources should be included in every textbook, where references to world information resources are obligatory; the electronic textbook also provides for the possibility of automatic access to them. The problems of using computer technologies in educational activities are discussed in the works of B.L. Agranovich, V.E. Gershenzon, L.L. Shevchenko and others [2, 4, 8 and others].

The credit-modular system for organizing the educational process is designed to provide a positive solution to the following tasks:

- Dividing the educational material into modules with checking the assimilation of each module;
- Use of a wider scale of knowledge assessment;
- Increasing the objectivity of knowledge assessment;
- Stimulation of systematic independent work of students throughout the semester;
- Introduction of healthy competition in education

In contrast to the higher education system, which can be imagined as a collection, where a student by category of categories (general curriculum, commission for all) moves from subject to subject, the credit-module system is essentially a supermarket in which you can recruit various modules, mandatory for games, that is, to form an individual curriculum. Thus, the student forms his own educational route, focused on the propensity to need. In the process of learning, each student earns credits, which are his measure of the labor intensity of the activity. This system also involves a project-based form of learning - the development and defense of relevant or group projects on relevant topics. Other advantages of this system are: a smaller number of comparable disciplines studied; individualization of the pedagogical process; practical orientation, as well as a reflection of the creative abilities of students. In modern conditions, the system allows to train more mobile, competent and sought-after specialists.

According to Sh.S.Shoyimova, M.K.Koshimova, Sh.R.Mirzaeva and M.M.Koziboeva[9], a pedagogue should have the following characteristics in order to fulfill the responsible and difficult tasks set before them, to form modern views on the educational process need:

- Ability to deeply understand the nature of modern scientific, cultural and innovative technological development;
- Understand the system of knowledge about the world and man from a deep and wide perspective;
- Introduction of computer education and other technical means of teaching in the educational process;
- To be aware of knowledge about the Internet network and to be able to analyze the nature of information technologies in it;
- Knowledge of the methods of analyzing pedagogical work efficiency;
- Being able to understand the essence of national culture and values, national idea and national ideology, and economic, spiritual and educational reforms;
- To know the essence and principles of innovative pedagogical technologies and their advantages in the traditional teaching process, to be able to use pedagogical innovations to ensure personal benefit and priority of education
- In the process of teaching students, using innovative technologies, they can activate the educational process, and achieve a high level of mastering of educational materials, and enable students to think independently and express their own ethics;
- Achieving becoming a mature expert and devotee of his discipline;



- To teach students through their own achievements and research, new approaches, so that they become well-educated people.

As a conclusion, it can be said that the implementation of the main principles of the Bologna Declaration will lead to an increase in the quality level of the higher education system of our country, while preserving the fundamental characters of education, future specialists will master their directions thoroughly. Now, the main task of the education system is to dramatically improve the quality of education through possible mechanisms. As a result of the theoretical study of the problem of implementing the credit system of education in different countries of the world and the analysis of the process of introducing the credit-module system into the higher education system of our country, a number of conclusions can be drawn:

- Achieving the introduction of a single standard in higher education;
- Training mature specialists with high competence who can think independently, make decisions, meet modern requirements;

- Continuity of education throughout a person's life;

- The main tasks of the modular training system:

Unification of students' knowledge level;

Creating conditions for maximum individualization of education;

Increasing the role and effectiveness of students' independent work;

- Direct participation in the formation of the student's personal study plan;

- Peculiarities of the credit system of education:

Introducing a system of loans to assess the labor costs of students in each subject;

Provision of elective subjects;

Students' freedom to choose a teacher;

The credit system of training, which can fully meet world educational standards, creates ample opportunities for training specialists with the above-mentioned aspects.

The purpose of introducing the credit system of education is to integrate the national education system of the Republic of Uzbekistan into the world education system, to create conditions for the conversion of diplomas that meet international standards and their demand in the labor market.

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