

IN THE HIGHER EDUCATION SYSTEM SCIENTIFIC CONSIDERATIONS REGARDING THE INTRODUCTION OF THE CREDIT MODULE SYSTEM

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ABSTRACT: The higher education system is constantly evolving to meet the changing needs of students and the demands of society. One recent development that has garnered significant attention is the introduction of the credit module system. This article explores the scientific considerations associated with the implementation of this system in higher education.

The credit module system is designed to provide a more flexible and personalized learning experience for students. It allows students to earn credits for individual modules or courses, which can be accumulated towards a degree or transferred to other institutions. This system offers several potential benefits, such as increased student mobility, better recognition of prior learning, and enhanced interdisciplinary studies.

Scientific considerations play a crucial role in evaluating the effectiveness and impact of the credit module system. Researchers and policymakers need to assess various aspects, including curriculum design, assessment methods, credit transfer mechanisms, and student outcomes. Additionally, the system's compatibility with existing educational frameworks and the potential challenges in its implementation need to be carefully examined.

This article highlights the importance of evidence-based decision-making in the implementation of the credit module system. It emphasizes the need for rigorous research and evaluation to ensure the system's efficiency, fairness, and alignment with the goals of higher education. Furthermore, it discusses the importance of stakeholder engagement and collaboration among institutions to foster a smooth transition to the credit module system.

While the credit module system holds promise for transforming higher education, it also raises important questions and concerns. Issues such as quality assurance, standardization of credits, and the potential impact on traditional degree programs require careful consideration. The article concludes by addressing these concerns and suggesting avenues for future research in order to facilitate the successful adoption of the credit module system in the higher education landscape.

KEYWORDS: Higher education, credit module system, scientific considerations, curriculum design, assessment methods, credit transfer, student outcomes, stakeholder engagement, quality assurance.

INTRODUCTION

Special attention is paid by our government to the issue of systematic development of higher educational institutions that train personnel in our republic, development of modern educational programs with the introduction of advanced foreign experiences, raising the training of highly qualified professional personnel to a new level, and ensuring the harmony of education, science and practice in the field.

At the moment, in the process of reforming the higher education system of Uzbekistan, the introduction of the national qualification framework has opened a new era in the training of highly educated personnel.

Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" in accordance with Order No. 357 of the Ministry of Higher and Secondary Special Education dated June 30, 2020 According to the 2020-2021 academic year, higher education institutions of the republic switched to the credit-module system.

The main results and findings

In the state program "Year of Science, Enlightenment and Digital Economy Development" adopted in 2020 special attention was paid to the issues of gradually increasing the level of coverage with higher education, optimizing subjects, reducing the number of subjects not related to specialization by 2 times, transferring the educational process in higher education to the credit-module system, giving academic and financial independence to higher education institutions.

Today's reforms include creating a new generation of educational and regulatory documents, taking into account the student's labor intensity, developing the academic and professional flexibility of graduates, and introducing the credit-module system in the introduction of intensive methods of knowledge acquisition.

It should be noted that the introduction of the credit module system significantly improves the intensity of the work of professors and the educational process and increases the transparency of higher education for international exchanges. However, the transition to the credit system requires a certain period of time, because the system of accumulating credits should cover all types of the educational process, including classroom load, practical training, laboratory and research work, and various certification processes.

According to international experience, the educational process in the credit-module system consists of 2-4 modules per semester. The subjects included in the module are formed from easy to complex, from theoretical-methodical subjects to applied subjects, and based on the principle of logical complementarity. In order for a student to become a specialist, it is necessary to have not only information related to the field but also the ability to process and introduce them to production practice.

Module-based training programs are developed based on a special scheme and include:

- full disclosure of educational goals and tasks;
- requirements for the knowledge and skills that the student must acquire after starting and finishing the subject (course);

- a summary (syllabus) of each subject included in the module, i.e. topics of lectures, a plan of seminars and practical exercises, tasks intended for the evaluation of independent education;
- a summary of teaching: methods and means of teaching; consists of methods and forms of knowledge assessment.

In our republic, the issue of systematic development of higher educational institutions training personnel in the field of pedagogy, development of modern educational programs based on advanced foreign experiences, raising the training of highly qualified professional personnel to a new level, and ensuring the harmony of education, science and practice in the field occupies an important place in the training of pedagogic personnel.

At the government level, special attention is being paid to the issue of teacher training, it is necessary to set reforms in this area as a priority policy and to fundamentally revise the content of the higher education personnel training system.

Resolution No. 289 of the President of the Republic of Uzbekistan dated June 21, 2022 "On measures to increase the quality of pedagogical education and further develop the activities of higher educational institutions training pedagogues" accepted. According to the decision, the content of higher education is to be fundamentally improved, in an assignment was made to adapt the educational programs of higher educational institutions training pedagogic personnel to the requirements of the National Qualification Framework and the International Standard Classification of Education (MSKO-2011), to establish academic mobility between higher educational institutions training pedagogic personnel, and to coordinate their curricula and educational programs.

In the process of training pedagogues in higher education, educational programs, curricula and the subjects taught in them require modern didactic tools, advanced methods, the material and technical base, the organization of practices based on the harmony of education and production, and pedagogues have the required competencies according to their duties in the production facility.

Therefore, it is necessary to improve education in higher educational institutions - in accordance with the requirements of professional standards and international standard classification and to improve the quality of education.

Improving the teacher training system based on international standards, fully implementing MSKO-2011 (MSKO-2013) into the system, improving the curriculum and science programs (syllabus) of the field of pedagogy based on the National Qualifications Framework, ensuring academic mobility, creating educational programs based on the requirements of personnel customers is important.

In the process of personnel training, the educational program is considered the main normative document of the higher education stage, it defines the content of education (requirement of qualification), size (curriculum), the result of the stages (evaluation criteria), organizational and pedagogical conditions (practice, internship), test forms (test development of a comprehensive set of requirements for a graduate of higher education, covering (attestation, graduation qualification job protection), development for the stages and levels of higher education based on the functions and requirements for the profession in accordance with the professional standard.

The educational program to be developed should plan the content, purpose, task, organizational learning process, and results of the given qualification. In accordance with the requirements and order of the sanitary norm, it is applied to the stages and levels of the qualifications provided by the qualification framework, the network framework, and the professional framework.

Today, in most foreign higher education institutions, the period of personnel training in the field of pedagogy is three years or six semesters.

In the higher education institutions of our republic, 4-year or 8-semester teacher training standards are used. Along with the achievements in the organization of the credit module-based 4-year educational process in the higher education system, we have a number of tasks ahead of us.

In the 4-year higher education curriculum, optional subjects in the block of mandatory and optional subjects are understood as providing additional qualifications. In fact, in accordance with the qualification framework, elective subjects are considered to be a process organized based on the requirements of the personnel orderer, and the introduction of additional qualification requirements means the qualifications that must be formed in the graduate within the scope of the personnel orderer's specialty.

According to advanced foreign experiences, in practice (Germany, Finland, Korea), 3-year bachelor's and 2-year master's education programs have clearly defined requirements for modules, subjects, credits and qualifications, and duration .

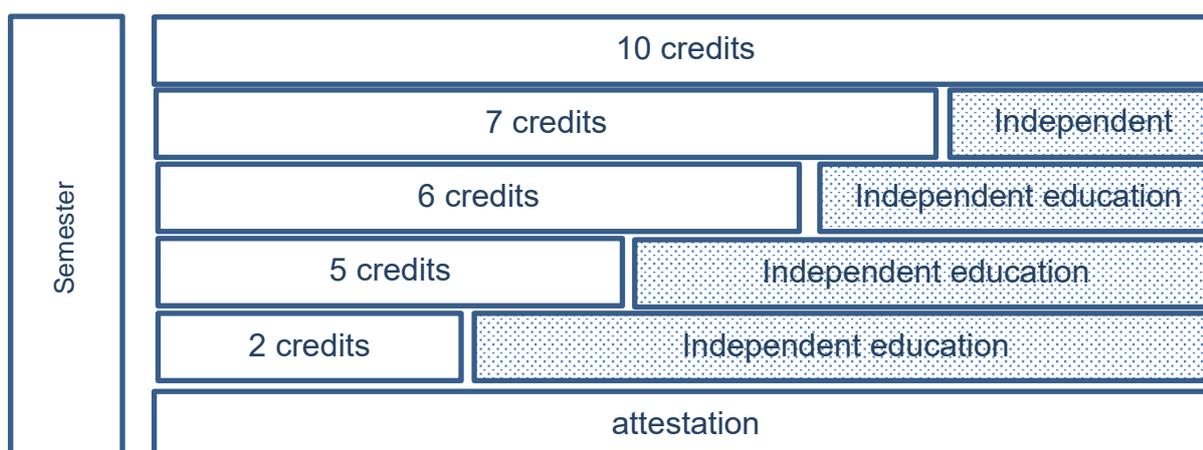
In the organization of the educational process, the practice of teaching based on modules is followed, and it is divided into semesters according to the nature of the taught subjects. Competencies formed in accordance with the requirements for personnel are expressed in modules. In this case, it will consist of 5 or 6 modules for the entire study period based on the competence requirements for the pedagogue. A catalog of taught subjects is formed according to the nature of the modules. In the credit module system, the hours of theoretical and independent education should be defined in accordance with the standards, and the content of the assignment should be clearly defined. It focuses on turning the knowledge acquired in the field into skills in harmony with practical lessons and building competence in practical training.

Each course and semester is taught based on the student's qualification requirements. It depends on theoretical education, practical skills, and qualifications.

Special attention should be paid to the formation of theoretical, practical, and professional skills, taking into account the specific characteristics of the master's degree. It should be focused on turning pedagogical theoretical and practical skills into methodical tools and developing qualifications in the graduate.

In the field of pedagogy, it is appropriate to form from simple to complex and from complexity to simplicity when determining the workload of students. In this case, the content of the subjects goes from simple to complex, and the theoretical burdens placed on the student go from complexity to simplicity. It can also be seen in the experience of today's advanced countries. Leaving more time for independent research at the end of the semester gives the student the opportunity to practice without using the experience of giving separate time in the schedule of the educational process.

Student load distribution model in the semester.



CONCLUSION

To sum up: In the credit system, first of all, it is necessary to pay serious attention to the independent work of the student.

Credit is not the grade, but the amount of work. In the credit education system, the volume of educational work is determined by the volume of the taught material and is measured in credits. All types of internships, diploma work, and additional subjects are carried out within the educational program and are included in the total credits.

The basis of any educational process is the student's personal educational plan. Individual study plans should reflect the needs of the labor market, the demands of employers, and the interests of students.

A higher educational institution operating in the credit education system should create the most favorable conditions for its students to master the specialized subjects within the framework of State educational standards and qualification requirements, and to successfully complete their studies and obtain an academic degree.

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