

Improving students' learning activities in the credit-module system as a pedagogical problem

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Abstract: This article is about how to improve students' learning activities in the credit-module system and a correct understanding of the interpretation of scientific concepts. This system has its own characteristics in all developed countries. The effectiveness and relevance of the credit education system is based on its wide distribution and good results in the educational systems.

Keywords: Credit-module system, education system, Registrar's Office, tutor, module, modular technology.

Introduction: In recent years, personal, professional, and normative foundations have been created to transition to a credit-modular education system, align the educational process with world standards, make the educational process more clear and understandable for students, and accelerate students' educational activities.

The credit-module system, first of all, introduces a more advanced, modern, but understandable unit of measurement of education into our country's higher education system than the current one. According to it, the educational programs of higher education institutions are divided into various subjects and modules that aim at specific learning outcomes. Each subject or module is reflected in a certain number of credits depending on the amount of study load in it. For example, each subject can be reflected in an average of 5, 6 or 7.5 credits. It is determined that a student must accumulate a certain number of credits each semester, academic year, and after accumulating the appropriate number of credits, he will be awarded a bachelor's or master's degree.

In the ECTS credit-module system, the number of credits per year is 60. Considering that an academic year consists of 2 semesters, a student must accumulate 30 credits per semester during his/her studies. Considering that a bachelor's degree program usually lasts 4 years, a student will need to accumulate a total of 240 credits to obtain this degree, and 120

credits to complete a master's degree program.

Our study of materials on the credit-module system shows that this system has its own characteristics in all developed countries. The effectiveness and relevance of the credit education system is based on its wide distribution and good results in the educational systems of several developed countries, since the focus of educational programs on developing independent work skills in students promotes creative activity and it requires students to be more independent in their pursuit of knowledge, which leads to self-development and, in turn, to an increase in the quality of education. How can high efficiency be achieved in the national credit-modular education system?, is a question that all educators are asking themselves. interested in learning the system.

The credit-module system provides students with a new attitude to education and independent work. The quality and effectiveness of education comes from preparing students for this process. In this regard, detailed opinions are discussed in the following pages. The features of improving students' educational activity in the credit-module system, pedagogical possibilities have changed. Due to the circumstances, as mentioned above, this issue is waiting for its solution. In this regard, we found that, first of all, in the conditions of the credit-module system, it is necessary to focus on the pedagogical and psychological foundations of improving students' educational

activities. After all, theory is always a component, and practice is a product of it.

In their scientific research, B.Sh. Usmanov and R.A. Khabibullayev touched upon the basic concepts that are important for the system in the credit module educational platform. [8] According to scientists, the credit education system is a new form of organizing the educational process, which allows students to determine their own areas of study within certain limits, encourages independent and creative learning, and emphasizes the need to measure the amount of acquired knowledge in credits.

M.U.Khasanova, M.G.Jumanova In the scientific article, it was argued that the credit-module system is a system that is aimed at independent learning and creatively develops knowledge based on individuality, choosing a learning path with a strictly defined learning process, and determining the volume of knowledge in the form of credits. [2]

L.K. Iliyeva expresses the following thoughts: The term "module" has various meanings in pedagogical research. A "module" is a certain level of independent part of a system, structure, organization. A module is a didactic project that combines aspects of the content and process of education. Credit is a unit of measurement of the time spent by a student on studying a subject. As is known, currently, modular teaching methods are widely used due to the current conditions. This process first requires a correct understanding of the interpretation of scientific concepts. [4]

In the dissertation research of B.B. Karabayev, the application of modular technology in the educational process leads to the rapid acquisition of independent work skills and qualifications by students, and the development of students as subjects of educational activity is much more important than the pedagogical activity of independent learning. He thinks that he will give opportunities. [7]

The above-mentioned points raise a pedagogical problem. To eliminate the pedagogical problem, we have developed the following recommendations:

1. Understand the content and essence of the credit-module system and its role as a source of quality for the republic's higher education institutions.
2. Improve the work of the Registrar's Office and tutors at the higher education institution.
3. Creating opportunities for students to adapt, choose subjects and professors, and create a healthy environment.
4. Equalization of educational science programs with the programs of developed countries, taking into

account national conditions.

It seems like you're asking about a "credit module system." This could refer to several different contexts, such as education, financial systems, or software development. Could you please provide more details or clarify the context? This would help me give you more accurate and relevant information.

The credit module system in universities is a framework designed to organize and quantify academic work, typically allowing students to accumulate credits based on their completed courses and modules. While it aims to provide flexibility and structure in higher education, it also presents several pedagogical challenges. Here are some key issues associated with the credit module system as a pedagogical problem: standardization and individualization; quality and quantity of learning; course design and assessment, interdisciplinary learning, advising and guidance, transferability of credits, time management skills and equity issues.

To effectively address these pedagogical problems associated with the credit module system, universities could consider several strategies:

- Implementing more flexible curriculum designs that allow for personalized learning pathways.
- Fostering environments that prioritize deep learning through innovative assessment methods.
- Enhancing academic advising services to support informed decision-making regarding course selection.

By recognizing these challenges and actively working towards solutions, universities can improve the efficacy of the credit module system while enhancing student learning experiences overall.

CONCLUSION

In conclusion, it can be said that under the conditions of the credit-module system, the improvement of students' educational activities is achieved by eliminating obstacles and rationally using existing pedagogical and psychological opportunities and conditions. The introduction of the credit-module system will accelerate the learning process, affect the learning activity of students, significantly change the work of teachers, and also open the way for international cooperation in the Uzbek education system. Since credits are gradually accrued, this is a long-term process. The reason is that, in short, the accumulation of credits covers the entire educational process in the previous personal work plan. By gradually learning foreign experience in education, efficiency and good results are achieved. The credit system of education inevitably leads to the opening of doors to new opportunities and innovative technologies in the higher education system of

Uzbekistan.

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