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ORGANIZING INDEPENDENT EDUCATION AT HIGHER EDUCATIONAL INSTITUTIONS IN THE CREDIT MODULE SYSTEM

Annotation

Currently more than 33 higher education institutions are operating in the credit-module system in our republic. The credit-module system is a complex systematic process in all aspects which focuses on two main issues in this system, such as ensuring the independent work of students and evaluating students' knowledge through rating. One of the advantages of the credit-module system is that the lessons are not only conducted based on innovative educational technologies, but the main focus is on the student's independent education. This article describes the theoretical issues of organizing independent education in the training of future specialists in HEIs in the credit module system.

Key words: Higher educational institutions, credit module system, independent education, students, independent study skills

KREDIT MUDUL TIZIMIDA OTMLARDA MUSTAQIL TA'LIMNI TASHKIL ETISH

Annotatsiya

Bugungi kunda respublikamizda 33 dan ortiq OTMLar kredit-modul tizimida faoliyat olib bormoqda. Kredit-modul tizimi har tomonlama murakkab tizimli jarayon bo'lib, ushbu tizimda ikki asosiy masalaga ahamiyat beriladi, ya'ni talabalarning mustaqil ishlashini ta'minlash hamda talabalar bilimini reyting orqali baholashdir. Kredit-modul tizimining afzallik tomonlaridan biri shuki, dars mashg'ulotlarini nafaqat o'qitishni innovatsion ta'lim texnologiyalari asosida olib borish, balki asosiy e'tibor talabaning mustaqil ta'lim olishiga qaratilgandigidir. Ushbu maqolada kredit modul tizimida OTMLarda bo'lajak mutahasislarni tayyorlashda mustaqil ta'limni tashkil etishning nazariy masalalari yoritilgan.

Kalit so'zlar: Oliy ta'lim muassasalari, kredit modul tizimi, mustaqil ta'lim, talabalar, mustaqil ta'lim ko'nikmalari.

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ ПО КРЕДИТНО-МОДУЛЬНОЙ СИСТЕМЕ

Аннотация

В настоящее время в нашей республике по кредитно-модульной системе обучения работают более 33 высших учебных заведений. Кредитно-модульная система представляет собой сложный системный процесс во всех аспектах, который фокусируется на двух основных вопросах в этой системе, таких как обеспечение самостоятельной работы студентов и оценка знаний студентов посредством рейтинга. Одним из преимуществ кредитно-модульной системы является то, что занятия не только проводятся на основе инновационных образовательных технологий, но и основной акцент делается на самостоятельном обучении студента. В данной статье изложены теоретические вопросы организации самостоятельного обучения при подготовке будущих специалистов в вузах по кредитно-модульной системе.

Ключевые слова: Высшие учебные заведения, кредитно-модульная система, самостоятельное обучение, студенты, навыки самостоятельного обучения.

Introduction. Today, the credit-module system is emerging as one of the mechanisms for integrating the higher education system of the Republic of Uzbekistan into the international educational environment (Ashurova, 2022)[2]. Currently more than 33 higher educational institution are operating in the ECTS credit-module system in our republic. ECTS is a tool for transparently implementing training and courses within the European Higher Educational Area that allows students to freely relocate across the nation while having their academic skills recognised by another higher education institution. ECTS allows students to compute credits earned at one university based on the qualifications obtained at another university. ECTS credits represent learning based on certain learning outcomes and the workload that goes with them. ECTS enhances curriculum flexibility for students. One of the system's distinguishing aspects is that it not only encourages students to learn independently, but also develops future professionals' lifetime learning and learning skills.

Literature review. The credit-module system is an educational organisation method that serves as an assessment model using a series of module technologies and a credit measure. The credit module system is a sophisticated and methodical procedure. The credit module idea emphasises two major issues: assuring students' autonomous work and assessing student understanding through rating. The following are recognised as the primary tasks of the credit module system (Urinov, 2020)[5]:

- To organize educational processes based on modules;
- To determine the value of one subject, course (credit);
- To assess students' knowledge based on the rating score;
- To enable students to create their own study plans individually;
- To promote autonomous learning;
- Provide flexible educational programs to meet labour market demands (Urinov, 2020)[5].

The abovementioned tasks require not only teaching using innovative educational technologies, but also teaching students to study and learn independently, to adopt a new attitude towards independent study, to acquire the necessary and deep theoretical knowledge independently, and to develop practical skills based on labour market demand. Thus, this approach aims to help students develop professionally and maturely. It aims to ensure student's lifelong learning and to develop human capital capable of meeting labour market based on the current criteria. At this point, we think that we should briefly discuss the module's core and credit principles.

A module is a curriculum component that covers a variety of disciplines and courses. It is a collection of disciplines (courses) designed to help students develop specific knowledge and abilities, as well as critical and logical observation. In this role, the instructor organises the educational process, delivers live, video, and audio lectures, and manages and supervises students' activity. The student examines the subject independently and completes the specified assignments.

According to foreign experiences, 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 not only to acquire information, but also to be able to process it and put it into practice.

Credit is a unit of measurement of the educational load (time) spent on studying and mastering the subjects of a particular educational field or program (course). A credit is the minimum amount of time a student is allotted for classroom and independent study, usually one week, as determined by a regulatory document. Credit is provided to students who complete the required work in a certain course and pass the final test. Each student must acquire credits in order to obtain a certificate in his desired sector and speciality in the future. The accumulated credit will help the student upgrade his qualifications or pursue extra higher education throughout his life (Usmonov and Khabibullaev, 2020)[6].

Research of methodology. The methodical process of independent learning aims to develop theoretical knowledge, practical skills, and competencies through self-directed mastery of instructional materials, assignments of varying degrees of difficulty, and innovative and autonomous completion of practical tasks both inside and outside of the audience. Under the direction and guidance of the instructor, independent work is an active learning strategy that completes the educational tasks.

Result and analysis. Independent work is the organization and implementation of specific activities of students in connection with the set goal. Student's independent work is his activity based on high level of activity, creativity, independent analysis, initiative and timely and perfect performance of all tasks (Aripova, 2022)[1]. Independent education is characterized by the student's choice and implementation of the ways of posing, solving, self-control and evaluation (Iminakhunova, 2021)[3].

According to the requirements of the credit-module system used in higher education institutions defines how students receive credits in a particular subject and division of academic workload. One academic hour is equivalent to 25-30 hours of study load. This means that students must complete a certain amount of work in order to obtain credit in a certain topic. The workload for the bachelor's degree is 40-50% classroom hours and 50-60% independent working hours, whereas for the master's degree it is 30-40% classroom hours and 60-70% independent working hours (Urinov, 2020)[5]. In

other words, for 1 hour of classroom time, a student must study independently for 1.5 hours outside the classroom, at home or in the library, and constantly research on himself (Sarimsakova, 2022)[4]. In developed foreign HEIs, a student spends an average of 10-15 hours in classroom classes and 25-30 hours in independent work outside the classroom. The activity of professors-teachers is directed towards "learning" rather than "teaching", which encourages students to take responsibility for professional self-improvement.

One of the critical elements for organising the educational process in specialised training according to current standards is the activation of students' independent educational activities. The content of independent education serves as the foundation for the student-independent education system. The content of independent education includes independent education resources as well as instructor and student activities. Here, students receive deep and meaningful methodological instructions, criteria for independent study in the process of professional training, proper guidance to independent study, self-control, psychological-pedagogical recommendations to be able to complete and to evaluate one's self-learning in the process of personal knowledge activity.

Independent educational materials are in the form of instructional manuals, lecture texts, computer programs, audio and video materials, recommendations on the use of existing traditional textbooks, and other sources of information. Independent educational materials are characterized by several characteristics.

1. The knowledge and information from textbooks, instructional and methodical manuals, supplementary materials, sample lecture texts, and other sources, according to the description of the educational content.

2. In accordance with the amount of educational data available; the topics being studied; and the total amount of data on the academic subject.

3. The duration of usage; resources given to students for a single use; materials that are utilised repeatedly during instruction. The two most important elements in the process of independent learning are student-teacher interactions and independent learning resources. The degree to which these two elements interact contributes to the equilibrium of open learning models. It should be highlighted that a large number of students have never previously encountered the challenge of working independently using their own learning resources. Independent educational materials, unlike textbooks, educational and methodical manuals, have a complex nature in terms of structure. Many learners cannot objectively assess their ability to work with independent learning materials during their studies. These assessments are always personal in nature. A serious problem arises as to how to ensure the impartiality of this process. It is necessary to develop, define, justify, and demonstrate the use of criteria for evaluating the ability of learners to work independently with independent educational materials. Each learner chooses criteria based on his/her self-assessment and readiness to adjust or organize his/her activities (Zaripov, et.al., 2023)[7].

The student's individual work should use cutting-edge technologies. Student independent work can be completed singly, in groups, or in consultation and interactive formats. It is recommended that a student's individual work be completed in the form of a group following an established schedule that specifies the day, time, audience, and instructors for each topic. A student who has received individual advice on independent work, registers and signs a special journal for teachers' work. The department determines the volume, content and report type of the student's independent work, the volume (in hours), sequence and submission deadlines, as well as controls the

quality of the completed student's independent work and reviews the reports of students and teachers on the results of the student's independent work. For this purpose, a special commission for monitoring the quality of student independent work will be established at the department level. It is organized in order to organize and plan student independent works, distribute and control the deadlines and quality of submissions, and improve their methodological support.

The forms of student independent work are selected by the topic's instructor depending on the nature of the subject and the number of hours allotted to independent work, and they are discussed during department meetings. In general, one of the most pressing concerns in the credit-module system right now is organising students' independent work and assuring its efficacy and excellent performance.

Conclusion. In conclusion, the credit-module system is unique in that we prioritise our students' professional growth and maturity while also providing continuous learning opportunities. This credit model system is a significant and successful step towards higher education in Uzbekistan. As the consequence of proper organization of independent learning the credit-module system in HEIs, significant improvements will be made to the efficacy of education, the skills of specialists in the field will be improved, and the establishment of the prerequisites to fortify Uzbekistan's standing in the global education arena. Our degrees will get international recognition, allowing us to eventually participate in a unified European educational environment in the future.

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