



Adaptation To The Credit-Modular System Of Education As A Pedagogical Problem

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Abstract. This article describes the possibilities of a credit-modular learning system for a student in the system of higher education. The functions of the credit-model system of education are disclosed in detail.

Key words and phrases: credit, module, higher education, academic mobility, credit-module system, individual training.

In higher education institutions, the teacher's activity was primarily focused on information functions. Previously, the teacher was considered the most important source of information, and the main part of the planning of the educational process was carried out in such a way that students were involved in classroom learning. The current situation in the development of information support opens up wide opportunities for the use of information sources, in connection with which the main attention in planning the educational process is focused on the independent work of students. Independent work and self-development of a student in the higher education system are especially clearly expressed in the credit-modular system of education. The credit-modular system of organizing the educational process is a model of organizing the educational process based on a combination of modular learning technologies and educational units. In the credit-modular system, attention is focused on its two main features: the first is the independent work of students, and the second is the credit-modular system of organizing the educational process and the rating system for assessing the educational achievements of students. The credit-modular system of education performs two main functions as an integral attribute of the Bologna Declaration:

1. Ensuring the mobility of students and teachers and facilitating the transition from one university to another.
2. Precise determination of the amount of work performed by the student, taking into account all types of educational and scientific activities. The



number of credits determines what a student studying in a particular program is capable of. The credit-modular system of education - organizes a training program that regularly monitors and evaluates the knowledge, skills and competencies of students by monitoring the learning outcomes and final control of the module based on the composition of each educational module, is an achievement. "Credit" is considered a unit of exchange and means the accounting and recognition of acquired knowledge, regardless of when and where it was acquired. A module is a separate academic subject that represents the acquisition of knowledge and the manifestation of professional aspects. It is assumed that each module will be completed with a corresponding type of control of knowledge, skills and competencies formed as a result of mastering the curriculum. The transition to a credit-modular system of education allows for a more accurate assessment of the levels, stages and academic levels of the education sector of the Republic of Uzbekistan. The modular system is also useful in ensuring the transparency of the educational process, its recognizable and diagnosable state. This is one of the main conditions for entering the global educational space. Today, the transition to a modular system of education is gaining momentum in higher educational institutions of our country. In particular, the Address of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev to the Oliy Majlis dated January 24, 2020 highlighted the problems of revising the academic areas and subjects taught, halving the number of subjects not related to specialization, and transferring the educational process to a credit-modular system in higher education. The Government of the Republic of Uzbekistan, the Ministry of Higher and Secondary Specialized Education are working to improve the process of integrating the national education system into the global education system. Effective implementation of the credit-modular system requires flexibility from all educational entities, in particular from professors and teachers, students and their parents. Cohesion, initiative of the teaching staff, understanding of reforms in higher education, adaptation to personality-oriented education, implementation of long-term strategic plans are our main tasks. From the point of view of the functional aspects of the credit-modular system of education, the credit unit system is the basis for:

- individually oriented organization of the educational process, providing students with the opportunity to create individual curricula, freely determine the sequence of mastering disciplines, independently create personal semester schedules of classes;



- formation and continuous development of curricula, programs and standards of educational content;
- academic freedoms granted to teachers, including the right to freely choose teaching methods;
- economic calculations of the amount of tuition fees and teachers' salaries;
- formation of income and expense budgets of the structural educational divisions of the university.

The following can be distinguished as the main principles of pedagogical management:

- clearly defined ideals and goals of education;
- pedagogical design of the educational process;
- competent consultation;
- standardization;
- prompt, reliable (objective), complete, accurate and continuous accounting;
- objective attitude towards students;
- mutual discipline of teachers and students;
- assessment (in points and/or using moral means that stimulate motivation for learning) of high-quality and timely completion of assignments;
- mutual discipline of teachers and students;
- the presence of clearly developed standard instructions for teachers and students and their strict adherence to them, which contributes to improving the quality of student learning, the objectivity of mutual control between teachers and students, and the predictability of grades received by the student.

It should be noted that the most important reform carried out in higher education in our country in recent years is the introduction of a credit-modular system. This gives us the opportunity to individually implement the educational process and organize educational activities in accordance with the progressive principles of pedagogical management.

We would like to focus on the campaign carried out at Chirchik State Pedagogical University. Since the beginning of the 2021-2022 academic year, in such a short time, special training seminars have been organized for teachers, students and their parents on the possibilities of the new educational system. Of course, the work is not without pressing problems. In our opinion, the main



reason for the problems is the lack of a scientifically based, psychologically and pedagogically flexible model for ensuring the process of adaptation to the credit-modular system of education. Therefore, we set ourselves the task of conducting research in this area and developing a model for students' adaptation to the credit-modular system of education..

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