



ISSUES OF IMPLEMENTING THE CREDIT MODULE SYSTEM IN THE PROCESS OF HIGHER EDUCATION

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Abstract: This article discusses the work done in introducing the credit module system in higher education institutions, the work done to adapt the education system to modern and international standards.

Keywords: The concept of the credit system, module system, pedagogical methods, accumulative assessment, summative assessment, improving the quality of education, academic.

Introduction.

The issues of introducing the credit module system in the process of higher education are of great importance in order to modernize the education system in Uzbekistan and adapt it to international standards. This system helps to make education more flexible and effective for students. The credit module system is aimed at improving students' self-management, activity in the educational process and knowledge acquisition.

The main issues in introducing the credit module system may be the following:

1. The concept of the credit system: The credit system is a unit designed to assess the knowledge and skills provided to students, and represents the number of hours of study specified in the curriculum and their content. Each subject or course has its own set of credits, which can vary depending on the direction students choose.

2. Module system: The components of the educational process are called modules. Each module covers a specific topic or area of knowledge. Modules usually contain educational material that can be mastered in a short time and help students organize their learning in the best way.

3. Flexibility of education: The credit-module system allows students to organize their educational processes in a way that is convenient for them. Students have more freedom in adjusting their study plans and educational process, choosing courses, completing classes on time, and receiving final grades.



4. Accumulative credit system: The accumulative assessment system that comes with the credit-module system is based on accumulating the knowledge and skills that students have mastered. In this system, students are assessed not only through final grades, but also through various tests, assignments, and interactive activities. This serves to further improve learning.

5. Improved communication between teachers and students: The credit-module system helps to improve communication between teachers and students. Students have the opportunity to choose subjects and courses that interest them, and teachers have the opportunity to more effectively assess students' knowledge and skills.

6. Pedagogical methods: Along with the credit-module system, pedagogical methods should also be updated. It is necessary to use innovative technologies that encourage students to be active, to use distance learning and Internet resources in teaching the learning process.

7. Regulatory documents and methodology: When introducing the credit-module system, it is necessary to develop clear regulatory documents and methodology for its application. These documents serve as guidelines for teachers and students and ensure the effective functioning of the system.

8. Available resources and capabilities: For the successful implementation of the system, it is necessary to ensure that educational institutions have the necessary materials, computer technology, resources for teacher training and updating teaching methodologies. The installation of good infrastructure and advanced technologies increases the quality of the educational process.

An assessment model is a system for measuring and evaluating student knowledge and skills during the educational process. In higher education, an assessment model usually represents an approach that determines how to identify, evaluate and produce final results for student performance. This model is used to determine the level of mastery of students in a particular subject or subject and to produce results based on it.

The assessment model in higher education is based on several factors:

1. Formative assessment:

A formative assessment is a type of assessment that is carried out during the learning process, the main purpose of which is to continuously monitor the knowledge and skills that students have acquired. In this type of assessment, students' results do not directly affect the final grade, but they help to determine in which areas they are strong or weak in their learning process. Examples:

- Tests



- Lecture-based questions
- Practical work
- Discussion or group work
- Assignments and laboratory work

The main benefit of formative assessment is to allow students to understand their mistakes and correct them.

2. Summative assessment:

Summative assessment is used to measure the final knowledge of a student in a particular course or subject. This assessment is usually carried out at the end of the course and is the basis for giving the student a final grade. The following methods are often used in summative assessment:

- Examinations (face-to-face or online)
- Final coursework results
- Written and oral tests
- Participation in a seminar or conference

This type of assessment serves to measure the student's overall academic success and level of mastery.

3. Credit-module assessment:

In the credit-module system, assessment is clear and organized, in which the student evaluates his or her performance on the basis of each module and credit. In the credit-module system:

- Credit: The amount of study time allocated to the student for each subject or course.
- Module: Short courses or blocks of study on a specific topic.

In this system, a student receives a certain amount of credits for successfully completing each module, and the final grade is determined by these credits. Credits can only be accumulated with good results, which reflect the student's true success.

4. Cumulative Assessment:

Cumulative assessment involves measuring student performance over a series of stages, using a variety of assessment methods. In this model, students earn credits and points for tests, assignments, and other learning activities completed over time. In this system, students:

- Add up the points earned for each activity.
- The final score is determined by the total of these points.



The cumulative assessment model encourages students to continuously learn because they are continuously assessed through reading and practical activities.

5. Constructive Assessment:

This assessment model focuses on assessing students' creative and critical thinking skills. Constructive assessment requires students to generate new ideas, analyze topics in depth, and present them. The following methods are most often used in this type of assessment:

- Portfolio (a collection of student work)
- Projects or presentations
- Results of research work
- Reflective writing

The constructivist assessment model encourages students not only to acquire knowledge, but also to express their own opinions, develop new approaches, and analyze different points of view.

6. Social assessment:

The social assessment model focuses on assessing a student's group performance, cooperation, and teamwork. In this model, a student is assessed not individually, but through group work and team projects. Students:

- Respond to changes in the group
- Communicate their thoughts and ideas to others
- Collaborate to achieve team goals

Organizing independent learning is the process of creating opportunities for students to independently acquire, learn, and develop their knowledge. This process is aimed at developing self-development and independent thinking skills in students. The organization of independent learning is very important in the higher education system, as it helps to prepare students for self-management and future professional activities.

Main directions of organizing independent learning:

1. Updating curricula and programs:

o Curriculums and plans should be updated to support independent learning. These programs should provide students with the necessary resources, time and skills to work independently.

2. Providing resources:

o Students should be provided with the necessary scientific literature, sources, electronic libraries and online resources for effective independent



learning. Students should be able to find the necessary information for themselves through the library, the Internet and other resources.

3. Mentoring system:

o Professors and teachers should help in organizing independent learning as mentors. They should be in constant contact with students, monitor their work and provide guidance.

4. Assessment and analysis:

o A system for assessing students' achievements in the process of independent work should be introduced. Assessment methods should help determine the knowledge acquired by students, and allow them to consolidate their knowledge and skills. These assessments should relate not only to theoretical knowledge, but also to practical skills.

5. Practice and experience:

o Students should connect their independent work not only on the basis of the material studied in the lessons, but also to real-life issues. This will help prepare them for future work.

6. Development of thinking and analytical skills:

o When organizing independent learning, students should be encouraged not only to study information, but also to form their own opinions, analyze, and make independent decisions. For this, it is necessary to emphasize critical thinking and problem-solving skills.

7. Use of new technologies:

o The use of new technologies and online teaching methods in organizing independent learning creates opportunities for students. Resources such as online courses, video lessons, electronic libraries, virtual laboratories encourage students to study more independently.

Literature review: The opinions of professors and scientists about the credit-module system can be in different directions. Teachers and researchers study the effectiveness, advantages and disadvantages of this system in the educational process. Below I will give the opinions of some professors and scientists about the credit-module system:

1. The role of the credit system in creating flexibility in education:

Some professors see the credit-module system as a system that creates great opportunities for students to adapt their educational process. They see the advantage of this system in that students can organize their curricula according to their needs and interests. This, in turn, helps to individualize education, that



is, each student chooses the necessary courses to achieve his or her educational goals.

2. International recognition and unity of educational systems:

A number of professors point to the credit-module system as one of the important steps towards unification in international educational systems. In their opinion, one of the main advantages of this system is the mutual recognition of curricula and diplomas between universities and higher education institutions. Through the credit system, students will have the opportunity to transfer their studies to other universities, which will strengthen cooperation in global education.

3. Improving the quality of education:

Some professors emphasize that the credit system serves to improve the quality of education. In the credit-module system, the points received for each course or module help to constantly assess the student's activity. This allows students to study and consolidate their knowledge more deeply. Also, the system individually forms curricula and programs based on the credits received by students, which allows students to receive more effective education.

4. Problems and difficulties of the system:

However, some scholars also point out some shortcomings of the credit-module system. For example, the complexity of the system and the rules set for it can often be incomprehensible to students. The lack of resources or insufficient support mechanisms by universities and educational institutions in implementing this system leads to some problems. Furthermore, the goal of credit accumulation can often be more quantitative than qualitative, which can affect students' level of knowledge and depth of understanding.

5. Academic stress and problems for students:

Some professors believe that a credit system can force students to take many modules and courses, which increases academic stress. They also note that it can increase competition among students to accumulate credits quickly and efficiently, and that many students are motivated to get only good grades.

6. A cautious approach:

Some scholars suggest a cautious approach to implementing a credit-module system. In their opinion, for the system to work effectively, universities and teachers need to explain the essence of the system to students and provide the necessary support. It is also important to fully provide students with learning materials and resources so that they can fully use the opportunities available in the system.



Discussion

The following are the opinions of scholars regarding the introduction of the credit-module system:

Pros:

1. Flexibility: Students can choose their educational program based on their personal interests, which individualizes education.
2. International integration: The system allows students to transfer credits to other universities, which ensures global recognition of education.
3. Qualitative assessment: Continuous assessment of each course or module helps to improve student knowledge.

Cons:

1. Academic load: Choosing a large number of courses and modules puts an excessive burden on students, which can increase stress.
2. Lack of resources: The infrastructure and resources required to effectively implement the system may be lacking.
3. Complexity: The credit-module system may be incomprehensible to some students, which makes it difficult for the system to function effectively.

Conclusion:

Scholars believe that the credit-module system is beneficial in creating flexibility in education and gaining international recognition, but there are also problems with the implementation of the system, such as increased academic workload, lack of resources, and complexity of the system.

In conclusion, it can be said that some professors see the credit-module system as a system that provides great opportunities for students to customize their educational process. They believe that the advantage of this system is that students can organize their curricula according to their needs and interests. This, in turn, helps to individualize education, that is, each student chooses the necessary courses to achieve his educational goals

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