

CREDIT-MODULE SYSTEM AND ITS ESSENCE IN HIGHER EDUCATION SYSTEM

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Annotation: This article is aimed to investigate issues regarding to credit module system in higher education establishments and its benefits. This assessment system is seen as a key to follow with requirements of world standards and requirements of them.

This term is firstly introduced by Charles Eliot, President of Harvard university in 1869 as a system to measure the volume of academic subjects on credit. The credit system in foreign and Russian RoR education in Uzbekistan is based on the design of an individual strategy for each student to achieve professionalism in the process of continuing education. However, a number of contradictions have been identified in the implementation of credit training practices: • In the context of the globalization of education and the preservation of nontraditional forms, methods and manuals, the educational process is a priority in the context of globalization, "open learning" , between the need to update the model of introduction of a system, credit preparation, the implementation of credit programs of pedagogical universities • The role of pedagogical universities in the implementation of the credit system in the education system of Uzbekistan on the basis of the Bologna process the need to develop alternative models of education based on the content of its specific features. Taking into account the above objective contradictions, the following goals are envisaged in the organization of the credit system of pedagogical higher education.

1. To consider the theoretical and methodological conditions for the development of the pedagogical education system in the context of the Bologna process; 2. To study the phenomenology of the concept of "academic credit"; The credit-module system of education is aimed at independent learning and determines the amount of knowledge in the form of credit, the creative acquisition of knowledge on an individual basis, the choice of the educational path with a firm definition of the educational process. Credit (Credit, Credit-module) is a unique unit that measures the volume of student's (teacher's) academic work in accordance with the workload during the entire academic period. One of the peculiarities of the credit technology of general education is its compliance with international general education standards and the problems of obtaining educational documents, a universal educational program that takes into account global trends, academic freedom and education. is the variability of the chase programs. Students will have free access to university education in foreign countries, and bachelor's and master's degree graduates will have the right to work in any country.

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education and training; taking into account the requirements of the labor market One of the peculiarities of the credit technology of general education is its compliance with international general education standards and the problems of obtaining educational documents, a universal educational program that takes into account global trends, academic freedom and education. is the variability of the chase programs. Students will have free access to university education in foreign countries, and bachelor's and master's degree graduates will have the right to work in any country. [1]

The priorities of the transition to credit education are: Improving the quality of education and training; taking into account the requirements of the labor market The credit module is equal to the academic hour of the student's audit work during the week during the semester. In June 1999, the Ministers of Education of 29 European countries signed the Bologna Declaration, which focused on the pan-European application of ECTS and diplomas. To date, all European countries have been transferred to educational credit and introduced to 1,062 higher education institutions. In this way, Europe logically equated the scale of evaluation in the national system according to the pan-European template, which is the ECTS system. According to this system, each student must accumulate 60 European credits in 1 academic year. In addition to the European, American and British credit systems, the university credit transfer system for the AsiaPacific region, which is the USTS (University Credit Transfer System), is limited. Japan and China did not join the USTS. The basis of the Japanese system of units of assessment (zachyot) was introduced the American system of USSS, in contrast to which the term "credit module" was replaced by the term of unit of assessment (zachet).

In conclusion we can assert that credit-module is a system which provides great opportunity for students and teachers. This system is flexible, innovative and demands organizing lesson interactively, monitoring students knowledge regularly, financial incentives for students and teachers.

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