



## A New Approach to Education

M. Madumarova<sup>1</sup>, B. Akhmedova<sup>2</sup>

<sup>1</sup> Feregana regional branch of Uzbekistan State Institute of Arts and Culture

<sup>2</sup> Secondary school #20

**Abstract:** The formation of knowledge and science directly goes back to the education system. The effectiveness of the educational system is directly ensured by the level of the teacher, the needs of students, the content of educational literature, and the infrastructure aimed at the formation of independent education. Therefore, the training of advanced personnel, increasing their competitiveness in accordance with the requirements of the labor market, training creative thinking specialists is closely related to the educational process established in educational institutions.

**Keywords:** credit-module system, higher education institution, educational process, student, innovative educational technologies, scientific activity, spiritual and educational work, distance education platform.

On October 8, 2019, the head of our state signed the Decree "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". Also, by 2030, 85 percent of all higher education institutions in the republic, including 33 higher education institutions in the 2020/2021 academic year, will be transferred to the credit-module system. So what's the point? How useful is this mechanism for today and the future? How does it fit the strategic goals of the new Uzbekistan?

The credit-module system is a process of educational organization and is an evaluation model based on a set of module technologies of education and a credit measure. Carrying it out as a whole is a complex and systematic process. In the credit-module principle, two main issues are given importance: ensuring independent work of students; assessment of student knowledge based on rating.

The following are recognized as the main tasks of the credit module system:

- ✓ organization of educational processes on the basis of modules;
- ✓ determining the value of one subject, course (credit);
- ✓ assessment of students' knowledge based on the rating score;
- ✓ allowing students to create their own study plans individually;
- ✓ increasing the share of independent education in the educational process;
- ✓ the convenience of educational programs and the ability to change based on the demand for a specialist in the labor market.

The above is not only teaching based on innovative educational technologies, but also teaching students to study and learn independently, to have a new attitude to education, to acquire necessary and deep theoretical knowledge, and to form practical skills based on the demand of the labor

market. In short, this system is focused on the professional development and maturity of the student. The credit-module system of education is based on the openness and transparency of the educational process, including the transparency of teaching and evaluation. It is also a student-oriented education and independent learning, which allows the collection and transfer of credits, thereby providing an opportunity to study at different educational institutions. In this system, a student can determine his independent educational direction, depending on which field he wants to become a specialist in the future, and continue part of his studies in foreign higher education institutions.

What changes have been made in the new system in the initiation and conduct of training processes? In the 2020/2021 academic year, in the context of the pandemic, classes began remotely, but an introductory week was held for all students. As part of the introductory week, all students were explained the essence of the credit-module system of education, how the educational process of higher educational institutions is organized, how to use the distance learning platform, the procedure for submitting control work, as well as information on scientific activity, spiritual and educational work was given in remote form.

Students familiarized themselves with the educational process, lesson schedule, new requirements, and also determined elective subjects. They learned to use the electronic platform and formed remote groups with their teachers.

The educational process was organized using the distance education platform of HEIs, as well as other educational platforms, social networks and communication tools based on the level of accessibility and convenience of the participants of the educational process.

Lecture sessions were conducted through video chat and Zoom software integrated into the platform, and seminar sessions were conducted in the form of organizing chats and forums, assigning assignments to students and discussing them, and monitoring students' attendance and learning was carried out on the basis of a fully distance learning platform.

Measures have been taken to create an appropriate opportunity for students who do not have access to distance learning due to poor internet connection or other reasons. For this, conditions have been created for students to come and study remotely at state service centers located in the regions.

About elective subjects and their distribution, we can say that the student chooses a subject from the designated elective subjects part of the curriculum (6 to 10 subjects are indicated). If at least 30 students choose one subject, that subject will be taught. Faculty deans provide guidance and explanations to students regarding the choice of subjects. It is planned to increase the proportion of elective subjects after the students have fully understood and understood the essence of this process.

- Answering the question of what is the difference between credit and assessment, it should be noted that these two concepts are not the same, but they are interrelated. A credit is an indication that a student has mastered a particular subject, which is directly linked to the hours allocated to that subject. For example, let's say that according to the curriculum, 10 credits are allocated to the Acting Skills module. A student will receive the same 10 credits regardless of their passing score, i.e. 56, 71 or 90.

According to the curriculum, the student is required to acquire 60 credits in each academic year of the bachelor's level, a total of 240 credits in 4 years.

If we talk about the procedure of transferring students from one course to another, based on the requirements of the system, students must accumulate 40, 100 and 140 credits and above in order to be transferred to the second, third and fourth year.

If a student has accumulated credits that allow him to transfer from one course to another, but has not been able to accumulate all the credits that should be accumulated for the academic year, he will take the same module independently or together with lower courses in the next academic year. For this, it is necessary to make the payment allocated for this particular module.

In the credit system, is a student who could not master a certain subject, that is, unable to accumulate credit, excluded from studies? According to the results of the end of each semester and academic

year, the student must acquire the specified amount of credits. But if the student has not mastered the credits for certain reasons, his transfer to the next stage or re-reading this stage will depend on the amount of accumulated credits. In this case, the student will not be expelled from the ranks of students and will only be required to relearn the subjects for which he owes. In the credit system, such re-appropriation requires making appropriate payments based on the amount of the corresponding loans. On the other hand, even if the student is left in the course, he only re-learns the subjects that he failed to learn and did not receive credit, he does not re-read other subjects that he passed successfully and accumulated credits.

How are controlled exams administered and evaluated? The evaluation system in the institution of higher education is defined separately, in which students are required to pass intermediate and final tests in each subject and have the opportunity to be evaluated with a maximum of 100 points.

Plans to improve the activity of the higher education institution, including the quality and efficiency of the educational process, are being implemented step by step.

Currently, one of the main goals of higher education institutions is the complete digitization of the educational and management process. Currently, a number of electronic systems for the educational process have been created and introduced. Students were given the opportunity to apply electronically for any issue, an electronic system for the selection of graduation qualification works and master's theses, as well as scientific supervisors was introduced, and a mechanism for receiving payment contracts electronically and monitoring payment arrears was launched.

In addition, a number of activities are being carried out to improve the quality of classes and to ensure that the educational process is connected with practice. All conditions have been created for students, opportunities to use the electronic library, international databases have been created, practical clubs have been established, practical experts, as well as foreign professors, are widely involved in the educational process.

Of course, we still have a lot of work to do. Through their implementation, we will achieve the training of internationally competitive highly qualified personnel.

The introduction of the measure of credit accumulation has given the student greater freedom, as well as an opportunity to independently plan the academic process in order to become a competitive specialist in the field of his choice in the future. At the same time, it also led to improvements in the assessment system and educational technology.

The importance of independent education in the educational process increases, and this leads to an increase in the independence, creative initiative and activity of specialists in the future. In the credit-module system, university students always have the opportunity to receive help and advice from teachers and fellow students. This strengthens mutual cooperation and serves to form teamwork skills.

The transition to the credit-module system of teaching will increase the commitment and demand for professors and teachers of the higher educational institution. As mentioned above, with the modular teaching system, the teacher performs not only the functions of an informant and supervisor, but also the functions of a consultant and coordinator. The leadership role of the teacher is preserved in the pedagogical process.

## References

1. <https://xs.uz/uz/post/kredit-modul-tizimiga-otish-nima-uchun-kerak-maqsad-mohiyat-va-afzallik>
2. <https://kun.uz/uz/31782793>
3. <https://lex.uz/ru/docs/-5193564>
4. <https://cyberleninka.ru/article/n/kredit-modul-tizimi-va-uning-amaliyotga-joriy-etish-tamoyillari-oliy-talim-muassasalarida-matematika-o-qitishda>
5. <https://kun.uz/uz/news/2020/07/22/oliy-talimda-kredit-modul-kelayotgan-oquv-yilida-talabalarni-nimalar-kutmoqda>

6. [https://www.norma.uz/oz/qonunchilikda\\_yangi/oliy\\_talim\\_muassasalarida\\_-\\_kredit-modul\\_tizimi](https://www.norma.uz/oz/qonunchilikda_yangi/oliy_talim_muassasalarida_-_kredit-modul_tizimi)

