IJIAET International Journal of Innovative Analyses and Emerging Technology

| eISSN: 27924025 | http://openaccessjournals.eu | Volume: 1 Issue: 4

Credit-Modular System in Education

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ABSTRACT: At the moment, Uzbekistan is in the process of reforming the system of higher professional education, caused by the transition to level training of specialists and the introduction of new federal state educational standards (FSES). Under the term credit-modular system of organization of the educational process, a new model of the organization of the educational process is considered, which is based on the use of modular learning technologies and educational credit units (credits). The article examines the essence of the credit-modular training system, its main advantages and disadvantages.

Keywords: credit, module, credit-module training, advantages and disadvantages of credit-module training.

The introduction of a credit-modular system significantly changes the nature of the work of teachers and the intensity of the educational process, makes the Russian education system more open to international cooperation.

The transition to loans requires a long work, since the accumulative system of credit units should cover all types of educational work, including not only the classroom load, but also industrial practice, laboratory and research work, and various certification activities.

ECTS (European Credit Transfer System) was introduced in 1989 under the Erasmus program, now part of the Socrates program. Of a number of credit systems in Europe, it is the ECTS system that has received the greatest recognition - a credit system that has been successfully tested and is currently used throughout Europe. Originally, ECTS was intended for the transfer of credits when students move from one institution to another. The system facilitated the recognition of periods of study abroad and thus contributed to an increase in the quality and scope of student mobility in Europe. Recently, ECTS has evolved into a funded system that needs to be implemented at the regional, national and European levels.

The Bologna Declaration mentions the ECTS system only as an example, but no other European system has emerged. On the contrary, the ECTS system quickly spread throughout Europe and was incorporated into many new higher education laws.

In 1998, on the occasion of the 800th anniversary of the Sorbonne University, a meeting was held between the Ministers of Education of Germany, Great Britain, France and Italy, at which they discussed overcoming the obstacles in the European system of higher education and science caused by segmentation, and signed the Sorbonne Declaration. On June 19, 1999, 29 European countries signed the Bologna Declaration [2].

The Bologna education system was adopted by Russia in 2003, and in 2005 by Ukraine, Azerbaijan, Armenia, Moldova and Georgia. In 2010, Kazakhstan joined the Bologna Process. In 2015, Belarus conditionally joined the Bologna Process. To date, 48 countries have signed the Bologna Declaration.

The Bologna Process consists of three interrelated stages that ensure the continuity of higher education, providing the opportunity to obtain bachelor's, master's and doctoral degrees.

Under the Bologna system, the student must study in an undergraduate degree for 3 or 4 years and accumulate 180 or 240 ECTS credits. In the master's degree study lasts 1 or 2 years and it is necessary to accumulate 60 or 120 ECTS credits.

The positive side of the modular credit system is that higher education degrees are internationally recognized. There are great opportunities for academic mobility and international relations. Higher education institutions have the opportunity to participate in projects funded by countries that have signed the Bologna Declaration. TMI (SRS) - students' independent work hours are added to the teacher's workload. Students who do not pass the session have the opportunity to study in the summer in 6-month courses on a paid basis and retake exams. Due to the advanced experience and capabilities of universities - members of the Bologna Declaration, a high demand for graduates in the labor market is ensured.

ISSN 27924025 (online), Published under Volume: 1 Issue: 4 in September2021

When calculating the labor intensity of the main educational programs of higher professional education in credit units, it is necessary to proceed from the following:

1. One credit unit corresponds to 36 academic hours of total labor intensity of 45 minutes each (or 27 astronomical hours).
2. The maximum volume of a student's study load per week is 54 academic hours, i.e. 1.5 credit points.
3. The calculation of the labor intensity of the discipline in credit units is based on dividing its labor intensity in academic hours by 36, rounded to 0.5 according to the established rules. Discipline credit and the labor intensity of course projects (works) are included in the total labor intensity of the discipline in credit units.
4. One week of practice is expressed in 1.5 credit points.
5. One semester exam is expressed in 1 credit (3 days of preparation and 1 day for the exam).
6. The complexity of the final certification is calculated based on the number of weeks allotted for it: 1 week corresponds to 1.5 credit points.

The use of the credit system in higher education opens up the possibility of a positive transformation of the educational process in order to [2]:

1. An individually-oriented organization of the educational process, which provides students with the opportunity to draw up individual curricula, freely determine the sequence of mastering disciplines, and independently draw up personal semester schedules of educational sessions;
2. Stimulation of the point-rating system for assessing the results of educational activities of students;
3. Formation and continuous development of curricula, programs and standards of educational content;
4. Granting academic freedoms to teachers, including the right to freely choose teaching methods;
5. Economic calculations of the size of tuition fees and teachers' salaries;
6. Formation of budgets of income and expenses of structural educational units of educational institutions;
7. The defining elements of the credit system are the individually-oriented organization of the educational process and the stimulating point-rating system for evaluating educational activities

In the learning process, each student earns credits, which are a measure of the labor intensity of the student's activity. This system also assumes a project-based form of training - the development and protection of individual or group projects on relevant topics. Other advantages of this system are: a smaller number of simultaneously studied disciplines, individualization of the pedagogical process, practical orientation, as well as the disclosure of students' creative abilities. In modern conditions, this system allows you to train more mobile, competent and in-demand specialists.

The characteristic features of the credit education system are [3]:

- introduction of a credit system for assessing the labor costs of students and teachers for each discipline of the curriculum;
- freedom of choice by students of optional disciplines; freedom of choice of a teacher by students (provided there is a sufficient number of teaching staff at the university or in a given locality);
- direct participation of the student in the formation of his individual curriculum;
- creation of special academic services - the institute of tutors;
- broad powers of the faculty in the organization of the educational process (determination and accounting of the types of teaching load of the teaching staff);
- good educational, methodological, information and technical support of the educational process.

The credit-modular system of organizing the educational process is designed to provide a positive solution to the following tasks:

- division of educational material into modules with verification of the assimilation of each module;
- use of a wider scale for assessing knowledge;
- increasing the objectivity of the assessment of knowledge;
- stimulation of the systematic independent work of students throughout the semester;
- the introduction of healthy competition in education.

Thus, the role of credits is not limited to measuring the academic load in larger units than the academic hour. Their use in the educational process has a broader purpose. Credit units allow:

- consider for this academic discipline the relative importance of classes of various types: lectures, seminars, laboratory and others;
- to determine the importance of a particular discipline studied by a student, and its relative contribution to the average score received by him at the end of a certain period of study;
- to rank students according to the results of training and to establish an individual rating for each of them.

ISSN 27924025 (online), Published under Volume: 1 Issue: 4 in September2021

Consequently, the introduction of credits and modules of academic disciplines allows students to study according to individual plans, independently building their educational trajectory; allows students to take part of their studies at universities in other countries. And, undoubtedly, modeling the individual trajectory of education is an integral and important part of the educational process [4].

However, the obvious success in the dissemination of the credit-modular training system does not mean at all that it is flawless in all respects, and it is only necessary to involve countries that have not yet been covered by it in the process of using it. Both in Europe and in the rest of the world, there are many critics of such an organization of the educational process. The problems of introducing a credit-modular system in higher educational institutions are considered in many modern scientific and methodological publications [3].

The disadvantages of credit-modular education include [5]:

- the fragmentation of the knowledge of graduates, which inevitably stems from the internal completeness of individual modules;
- uncritical perception of foreign experience to the detriment of domestic traditions;
- emasculation of traditional forms of teaching (lectures and seminars);
- lowering the role of the teacher in the educational process;
- excessive focus on practice, which is hardly compatible with a really broad and deep fundamental knowledge of the chosen profile of training.

The credit-modular system requires a lot of student self-control, since he himself has to plan his individual educational program, which is often particularly difficult for today's youth. Also, in connection with the redistribution of the teaching load, there was an increase in the proportion of students' independent work, with which the students are clearly not satisfied [6]. The teachers note the impossibility of independent study by students of a large amount of theoretical material, even of a low level of complexity.

The introduction of a credit-modular training system leads to an increase in the amount of information about the course of the educational process, its processing and storage. During the period of intersessional attestation, teachers fill out the sheets prepared by the dean's office, the sheets with the results of the last intersessional attestation are submitted to the dean's office, the dean's office, based on the rating control sheets by discipline, determines the integral rating of the student. Therefore, for the successful functioning of the CCM, it is necessary to provide support for the educational process with an appropriate automated document management system [7].

Thus, the credit-modular system is not at this stage of education development a priority technology for organizing education in higher education. However, it, like many others, has its own advantages and disadvantages, has real reasons for inoperability in practice.

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ISSN 27924025 (online), Published under Volume: 1 Issue: 4 in September2021