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BOLOGNA PROCESS: CREDIT-MODULE SYSTEM

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ANNOTATION

The transition to a credit-module system requires new approaches to the organization of their own lessons, starting with the creation of curricula in higher education. If the credit-module system is introduced correctly and completely, it can bring great positive features to the higher education system of our country. In particular, the introduction of a world-renowned unit of education in the higher education system of the country, the emergence of balance and norms in the curriculum of higher education institutions, the transparent organization of the educational process in higher education, the formation of curricula based on economics, labor market and student needs. finally, it serves to ensure that each student, in a sense, has his or her own independent curriculum.

KEYWORDS: *credit-module system, Bologna process, ECTS, module, training module, “modular education”.*

БОЛОНЬЯ ЖАРАЁНИ: КРЕДИТ-МОДУЛ ТИЗИМИ

Хусаинова Фируза Тохировна, Тошкент давлат юридик университети Умумтаълим фанлар ва маданият кафедраси катта ўқитувчиси

Аннотация: кредит-модул тизимига ўтиш ОТМлар ўқув дастурларини яратишдан бошлаб, ўқитувчиларнинг ўз дарсларини ташкил қилиши бўйича янгича ёндашувларни талаб қилади. Агар кредит-модул тизими тўғри ва тўлиқлигича жорий этилса, у мамлакатимиз олий таълим тизимига жуда катта ижобий хусусиятларни олиб кириши мумкин. Жумладан, у мамлакатимиз олий таълим тизимига таълимнинг жаҳон тан олган мукамал ўлчов бирлигининг олиб кирилиши, ОТМлар ўқув дастурларида мувозанат ва меъёр пайдо бўлиши, ОТМларда ўқиш жараёнининг шаффоф тарзда ташкил этилиши, ўқув дастурлари иқтисодиёт, меҳнат бозори ва талабалар эҳтиёжлари асосида шаклланиши, дарсларнинг сифати яхшиланиши ва ниҳоят ҳар бир талаба, маълум маънода ўзининг мустақил ўқув дастурига эга бўлишига хизмат қилади.

Калит сўзлар: кредит-модул тизими, Болонья жараёни, ECTS, модул, ўқув модули, “модулли таълим”.

БОЛОНСКИЙ ПРОЦЕСС: КРЕДИТНО-МОДУЛЬНАЯ СИСТЕМА

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Аннотация: переход на кредитно-модульную систему требует новых подходов к организации своих занятий преподавателями, начиная с создания учебных программ в университетах. Если кредитно-модульная система внедрена правильно и полно, она может принести огромные положительные черты системе высшего образования нашей страны. В частности, внедрение всемирно известной единицы образования в систему высшего образования страны, появление сбалансированности и норм в учебных программах высших учебных заведений, прозрачная организация учебного процесса в высшей школе,



формирование учебные планы, основанные на экономике, рынке труда и потребностях учащихся, и, наконец, они служат для обеспечения того, чтобы каждый учащийся в определенном смысле имел свою собственную независимую учебную программу.

Ключевые слова: кредитно-модульная система, Болонский процесс, ECTS, модуль, учебный модуль, «модульное обучение».

The credit-module system is one of the latest innovations aimed at creating a single competitive European educational space, which is widespread in the educational practice of European countries in the Bologna process.

The European style of education implies high activity of students in the learning process not only as an object of study, but also as a person who has a direct impact on the education system. To do this, on the one hand, the high level of self-awareness of students, on the other hand, the need to change the relationship between student and teacher. Unlike a traditional education system, where a student can be thought of as a conveyor belt moving from subject to subject along a predetermined trajectory (common curriculum, the same for all), the credit-module system allows students to combine different modules in addition to compulsory subjects. Thus, the student forms his own educational direction, focused on individual needs. During the study process, each student receives credits that measure the labor intensity of their activities. This system also includes the project form of training - the development and defense of individual or group projects on topical issues¹.

Other advantages of the system are: the small number of subjects studied at the same time, the individuality of the pedagogical process, the practical direction, as well as the disclosure of students' creative abilities. In modern conditions, this system allows you to train more mobile, qualified and responsive professionals².

The development of the "credit system" has a history of more than a century. The U.S. credit-module system was one of the first credit-module systems to contribute to the formation of credit-module systems in higher education institutions in the world, as well as in European countries. The credit-module system was first introduced in the United States in the second half of the 19th century. At that time, the country's higher education institutions operated on the basis of strictly defined

curricula. The curriculum consisted mainly of subjects related to the religious philosophy of the time. In almost all universities, Latin is taught as a separate subject. In fact, by this time, Latin had already become a dead language. That is, in practice there was almost no need for this language. The scope of subjects that have lost their relevance in such practice in university curricula has been considerable. As a result, universities were no longer institutions for the training of specialists, but at that time the darker strata of the population became educational institutions simply as a sign of prestige and prosperity. As a result, interest in universities among ordinary citizens began to decline. By 1869, Charles Elliot, one of the most progressive thinkers of the time, was elected president of Harvard University. Soon he will cancel the strictly defined curricula at the university. Now, at Harvard University, students have the opportunity to choose and study the subjects they want and are interested in from the subjects offered in the curriculum. That is, each student now had the opportunity to formulate his or her own university curriculum in a sense. This reform will revive interest in Harvard University among the country's youth. As students choose the subjects they are interested in, the subjects in the university curriculum also naturally begin to be selected. In order to attract students to their subjects, teachers are also trying to improve the quality of lessons. Otherwise, the subject they were teaching could be expelled from the curriculum. Student activity in classes also increases significantly. Because the students were mostly studying the subjects they wanted, were interested in and chose. After Harvard University abandoned strict curricula, a number of questions began to arise before the university: well, there are no longer strictly defined curricula at the university that are the same for all students. In this case, what are the criteria for students to move from course to course or graduate? That is, how can students' progress in the curriculum be measured? How much knowledge do students need to be formed to become professionals? Harvard University finds a very simple solution to all of these questions. Each science is allocated symbolic units of measurement, i.e. credits, based on its reading load. That is, each subject is reflected in a certain amount of credits, and it is determined that the student must accumulate a certain amount of credits by the end of one academic year. Now, the university begins to determine the development of students in the

¹ Bologna Treaty and ECTS (EUROPEAN CREDIT TRANSFER SYSTEM) KF Tohirovna Archive of Conferences 14 (1), 25-31.

² Methodological recommendations for the implementation of a system of credits (credits) at the university / State University of Management, Center for Quality; comp. O.V. Davydov, V.I. Zvonnikov, M.B. Chelyshkova. - M.: GUU, 2010.S. 13.



curriculum, its suitability for a particular level of education, depending on the number of credits it has accumulated. It was a convenient, easy-to-understand system for both the university and the students. Gradually, other universities will begin to adopt Harvard University internships as well. Whichever university applies this practice, the interest in these universities among young people will start to grow. The next stage in the wider dissemination of the principles of the credit system in U.S. higher education took place in the early 1900s. In 1906, the steel magnate in the United States, the great philanthropist Andrew Carnegie, founded the Education Development Fund to support teachers in higher education. He will contribute \$ 10 million to the fund in the same period. Carnegie's main goal was to support the low-paid teachers of the time by adding a salary top-up and to contribute to attracting good staff to the profession. The task of the fund was to distribute the money fairly to university teachers. The Fund finds the most logical way to achieve this goal to be an existing credit system. That is, the fund decides to distribute Carnegie money to teachers based on the amount of science credits they teach. As a result, universities that have not yet adopted a credit system will also begin to introduce a credit system for their teachers in order to receive money from the fund. Thus, by the 1930s, almost all U.S. higher education institutions were operating in the credit system³.

The National Education Committee introduced credit not only in colleges but also in secondary schools, and began to determine the scope of the content of undergraduate, graduate and doctoral education on a credit basis. Since then, the "credit system" has been constantly improved⁴.

The credit-module system of organization of the educational process is a new form of organization of the training process. Implementing this direction is one of the first steps towards joining the single European space.

The credit-module system is a model of organizing the educational process based on the unit of modular learning technologies and ESTS credits as a unit of measurement of the student's workload.

In this case, the concept of "credit" is a quantitative feature that allows you to take into account the contribution of each subject to the content of education and training.

³ Voxid Urinov. ECTS Credit-Module System in Higher Education Institutions of the Republic of Uzbekistan: Basic Concepts and Rules. Guide. August 10, 2020. pp. 21-23.

⁴ Review of foreign credit systems (based on research materials carried out by Lomonosov Moscow State University within the framework of the 2005 FPRO project and the 2006 national project). P.18.

Initially, the modular system was used for individual teaching, but later it was widely used and seen as a new form. The concepts of "module" and "learning module" mean a functional unit of the learning process, a complete block of didactically adapted information. A learning module is an integrated functional unit that activates student and teacher development.

A modular system is a set of curricula designed for individual learning that provides learning achievements based on a certain level of preparation. Thus, according to modern notions, the term "modular education" means the technology of teaching students, the main means of which are the module and the module program. A module is a block of information that includes a logically completed learning material, a program of targeted action, and methodological guidelines that ensure the achievement of set goals⁵.

Let's compare traditional and modular education. Traditional education consists of students studying a particular subject or section of disciplines and profile subjects being studied in the classroom. The modular training system consists of the study of training modules.

As an integral part of the working curriculum of the studied subject, the purpose of the module is to create conditions for the acquisition of knowledge, skills and abilities, as well as the formation of professional and personal qualities necessary for future work of students.

The essence of modular education is that the student can work independently with an individual curriculum, including a targeted action plan, an information bank and a methodological guide to achieve the set didactic goals.

What are the goals of a modular education system for students in higher education? This is to strengthen the control over the continuous study, mastering and quality of teaching materials during the semester, to intensify the work of the department and all teachers to update and improve the forms and methods of teaching, as well as to develop students' skills of systematic independent work and personal responsibility.

The practical and scientific significance of the module system is as follows:

- combines new and traditional approaches to teaching;
- combines a large part of pedagogical theory and practice, eliminates severe stress among students;
- The student bites the content of the studied material, which leads to a more conscious and deeper mastering of the material;

⁵ Credit-modular training system. A.A. Timofeev, N.A. Ushko, M.A. Yarifa. Modern dentistry. 1/2013. S. 134-135.



- creates conditions for personal development;
- provides flexibility and adaptability to the individual needs of the individual, the level of initial training and creates conditions for the development of thinking, memory and creative abilities in students.

The credit-module system also increases the requirements for university teachers. In the module system, the teacher performs not only information and control functions, but also consultant and coordinator functions. The leading role of the teacher in the pedagogical process is preserved. Using the credit-module system, the student has a work plan and database, as well as methodological recommendations for achieving the set learning objectives, and can independently master certain sections of the curriculum⁶.

Thus, during the transition to a credit-module system, there is an increase in the importance of independent work in the educational process, and this requires an increase in independence. In the credit-module system, students always have the opportunity to receive help and advice, if necessary, to evaluate their work by the teacher and other students. This will help you develop teamwork skills. This system not only helps to increase the activity of students (increasing their desire for knowledge), but also teachers, forcing them to improve their pedagogical skills⁷.

In the context of a credit-module system, each module must be a completed segment of the curriculum, as a result of which the student acquires a certain set of competencies. These competencies must be checked and evaluated. It is well known that competencies are formed over a long period of time (at least one semester and possibly several semesters). It is obvious that it is expedient to use the concepts of "section", "subdivision", "topic" rather than the concept of module of the period of study completed during the semester. The module can be understood as a separate part of the training course, a thematic block that combines several learning topics mastered in lectures and seminars.

The curriculum in European universities has a different structure: a single module combines subjects that are thematically close to each other, regardless of their general academic position. The basic principle of module construction is the transition from simple to complex, from

methodological to practical sciences. Therefore, the module may include general professional sciences as well as natural sciences. An important feature of the module system is that it is focused on student practice, including research. The module combines conceptual knowledge and practical skills to enable the student to move quickly from one direction to another, from one level to another quickly and efficiently. Therefore, the modular organization of the educational process at the master's level should be associated with an individual master's program (the subject of his master's dissertation). In the European Higher Education Area, the module provides several courses (disciplines). The module creates a holistic view of a particular topic and should demonstrate the specific competencies that the student has acquired after mastering this module. The module is determined not by the topic but by the student's achievement of the learning outcome. The number of modules per semester is determined by what results the student should achieve in a semester.

The credit-module system of organization of the educational process is designed to positively address the following tasks:

- Divide the training material into modules, checking the mastery of each module;
- use a broader scale to assess knowledge;
- increase the objectivity of knowledge assessment;
- Encourage regular independent work of students during the semester;
- Introduction of healthy competition in education.

The credit-module system has its advantages and is considered as a means of increasing the mobility of students in the transition from one curriculum to another, including the next stage of education. The credit system allows to take into account not only the student's workload, but also his participation in research, conferences, science Olympiads and more⁸.

Specific features of the credit module system:

- Introduction of a system of credits for the assessment of labor costs of students and teachers for each subject of the curriculum;
- Freedom of choice of elective courses by students;
- Freedom of choice of teachers by students;
- direct participation of the student in the formation of his individual curriculum;
- creation of special academic services - institute of tutors;

⁶ Urazgalieva R.I. Credit-modular system of training organization as a factor in the formation of the student's self-educational skills. Abstract. Orenburg, 2010.S. 97.

⁷ Modern pedagogical methods in effective organization of lessons AS Narzuloevna, KF Tokhirovna, AZ Bakhramovna... - Journal of Critical Reviews, 2020.

⁸ Methodological recommendations for the implementation of a system of credits (credits) at the university / State University of Management, Center for Quality; comp. O.V. Davydov, V.I. Zvonnikov, M.B. Chelyshkova. - M.: GUU, 2010.S. 18.



- Extensive powers of the faculty in the organization of the educational process (identification and accounting of types of workload of professors and teachers);

- Educational-methodical and information-technical support of educational process⁹.

There is every reason to believe that the credit-module system will become a key link in Europe's single education system in the future, as it has established itself as a tool for transparency, comparability of student learning, and academic recognition of skills and competencies. Therefore, educational programs based on the credit-modular approach are being implemented outside the European Union.

The credit system is a sufficiently diverse and flexible educational tool to meet the needs of the market of educational services, working within the framework of a certain educational philosophy, aimed at the transition of educational institutions to individual forms of collective education. The credit system emerged precisely in the liberal education system, where it was initially shaped as a factor in the competitiveness of the higher education institution.

In terms of functionality, the credit system serves as a basis for:

- Individual organization of the educational process, which allows students to create individual curricula, freely determine the sequence of study of subjects and independently create an individual semester schedule of classes;

- systems for evaluating the results of educational activities of students and teachers;

- increase the level of academic freedom of all subjects of the educational process;

- Economic calculations of teaching costs and teachers' salaries, budgeting of the higher education institution and its subdivisions¹⁰.

As an integral attribute of the Bologna Declaration, the credit-module system is given two main functions:

1. Facilitate the mobility of students and teachers and simplify the transition from one university to another.

2. Clearly define the scope of work performed by the student, taking into account all types of

educational and scientific activities. The amount of credits accumulated by a student in the study program determines the student's ability.

Models of credit systems for the evaluation of educational programs:

- credit systems aimed at ensuring academic mobility;

- credit systems, mainly focused on the accumulation of loans.

According to the ESTS system, the academic year in European higher education institutions lasts an average of 40 weeks. The student's annual academic load was 60 credits. Based on this, a student should receive 30 credits per semester.

A European student can accumulate credits for a future diploma over a long period of time. Accumulation of credits allows a student to improve their skills throughout their life, for example, to obtain additional higher education. Thanks to the loans, the student will be able to take long breaks from study - the loans previously taken will not be lost. Even if a student is expelled from a higher education institution for any reason, the credits he or she receives can be used to continue his or her studies later, and they are taken into account again and again, which greatly helps the student to get a second higher education. Credits allow, under certain conditions, to take into account the student's work experience in the specialty as part of higher education¹¹.

According to the rules of the Bologna process, it is customary to give loans to students for internships and internships, to prepare for exams. Indeed, it is a learning process that requires a certain amount of labor, it is important to evaluate its value as objectively as possible. Undoubtedly, in addition, credits should be given for essays and coursework written by a student that require the study of many sources and has high academic performance.

Credits are issued to a student only on the basis of the results of successful completion of the final form of control (examination, test, test or final control work, etc.) specified in the curriculum for a particular subject.

The modular-rating system of knowledge assessment implies a 100-point system, i.e. 100 points is the maximum score that a student can receive for academic success in the process of studying the module. In assessing the student's knowledge for the module, all types of classes conducted, scores obtained for current and final controls (e.g., for practical, laboratory classes, etc.) are taken into account.

The unity of the field of education does not mean its unification. On the contrary, all the basic

⁹ Credit-modular system of education at the university: the reverse side of the medal. V.G. Dunyaeva. TSU science vector. 2012. No. 4 (11). P. 91.

¹⁰ The introduction of a credit system in a Russian university: the first results in 60 experiments on the transition to the credit system of the Vladivostok State University of Economics and Service, 2004-2005 / Ed. OO Martynenko. - Vladivostok: Publishing house of VSUES, 2005. C.5.

¹¹ Bologna Treaty and ECTS (EUROPEAN CREDIT TRANSFER SYSTEM) KF Tohirovna - Archive of Conferences, 2021.



documents adopted after the signing of the Bologna Declaration state that every country and every educational institution has the right and even the obligation to preserve its traditions, achievements and priorities in the field of education. A single area means mutual understanding and mutual transparency of educational practices of different countries and higher education institutions.

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