



IMPROVING TEACHING METHODS AND DEVELOPING INDEPENDENT LEARNING IN A CREDIT-MODULAR SYSTEM

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Article history:	Abstract:
Received: 26 th March 2022 Accepted: 26 th April 2022 Published: 8 th June 2022	This article consecrates the transition to the credit-modular system of higher education in Uzbekistan, the essence of the credit-modular system, the possibilities and its features, the development of students by increasing independence in the process of obtaining education, the role of teachers in organizing the educational process, the relevance of introducing the concept of credit into school education. -modular system.

Keywords: Credit-modular system, Bologna process, independent work, self-development, self-realization.

For several decades, the educational system of the Republic of Uzbekistan has been improved, various changes have been introduced, but fundamentally the education system itself has remained unchanged, so the changes introduced did not give the desired results and did not lead to a significant improvement in the quality of education.

And today, along with cardinal changes in all spheres of life, cardinal changes are also being introduced into the system of higher education of the Republic of Uzbekistan. The Cabinet of Ministers adopted Resolution No. 824 dated December 31, 2020 «On measures to improve the system of organizing the educational process in higher educational institutions». Initially, according to the Concept for the Development of the Higher Education System in the 2020/2021 academic year, it was planned to transfer 25 universities to the credit-module system of education. However, the pandemic slowed down this process; it began to be actively implemented from the 2021-2022 academic year.

What is a credit-modular system?

The credit-modular system, which is a process of organizing education, is a combination of modular learning technologies and an assessment model based on credit measurement. Its implementation as a whole is a multifaceted and complex systemic process. The credit-modular principle attaches importance to two main issues: ensuring the independent work of students; rating assessment of students' knowledge.

Currently, a number of measures are being taken in higher educational institutions of the country to gradually transfer the educational process to the Credit-Module System.

A smooth transition to a credit-modular system is as follows:

- more than 30 foreign and domestic professors and teachers are involved in the educational process;
- held master classes on CMS in universities of Uzbekistan;
- curricula and programs of the 1st year of bachelor's and master's programs are used, developed on the basis of foreign experience with the involvement of international experts;

The book "Credit-modular system ECTS in higher educational institutions of the Republic of Uzbekistan: basic concepts and rules", published jointly with the El-Yurt Umidi Foundation, the Republican Council of Higher Education and the Tashkent State University of Economics, was applied; • teachers with a high level of training were selected for CMS training.

The credit-modular organization of education is inherently humanistic. It is based on the principles of subject-subject, tolerant, partnership pedagogy. The trajectory of their learning, the individual program of their education is determined by the student with the help of a teacher-tutor (guardian). Education should be evenly distributed evenly stressful throughout the duration of the student's stay at the university. And most importantly, this system guarantees a high quality of training, and therefore protects the student from professional unsuitability after graduation [1].

The purpose of this education system is:

- Quality assurance in higher education
- Creation of a unified educational space
- Harmonization of education systems
- Creation of European standards

Modernization of the educational process in line with the requirements of the Bologna Declaration provides for a significant increase in the volume of independent work of the student (up to 50 - 60%), depending on the minimum or advanced level of training, the student takes one or another number of hours in the subject.

Active participation of the student in the formation of an individual curriculum, i.e. everyone has their own personal plan with a certain set of courses and chooses which one to take first and which one to take later. All these changes require fundamental knowledge, skills and competence in organizing their activities on a new methodological and technological base - a credit-modular transfer accumulative education system (ECTS) from the scientific and pedagogical workers of universities.

At first glance, it may seem that the role and importance of the teacher in the organization and implementation of the educational process in this educational system is reduced, but if you look at it with a deeper understanding, you can see that the teacher in this system takes on a new position. For example, from a leader, a "supervisor" and fully responsible for a student at school hours, a person, a leader becomes a "tutor", a tutor (from English Tutor - I observe, I care) - a teacher-mentor, during school hours these teachers they teach a subject in their specialty, after classes they conduct educational work with 5 - 10 or 15 students. Under their guidance, students work independently on certain topics.

From the general description of the term tutor, one can see that he only gives direction, and students do all the main work on their own. Students studying at universities in the credit-modular system are more independent and take the whole process of education into their own hands.

The main thing should be pointed out, the transition to a credit-modular system of education contributes to the maximum mobility of both teachers and students. Based on the fact that the main goal of our society is the upbringing of a harmoniously developed person, self-study is of great importance in the formation of personality, professional skills of a specialist.

And therefore, one of the main tasks of modern education is the restructuring and adaptation of students' consciousness to today's decisions, instilling in them the skills of self-education, creative use of the acquired knowledge. Students who work independently can make specific decisions, make serious proposals, and can choose methods of work in the process of self-study. The individual work of students suggests how necessary the skills of organizing students' self-study are. The history of the development of human thinking has shown how great is the role of self-improvement in the formation of personality. Philippe Condi wrote: "Self-learning is a process, method and philosophy of education where the student gains knowledge through his efforts and develops the ability to receive information and critical evaluation" [3].

Self-study is the most productive method of self-improvement, since, from time immemorial, people of mental labor prefer to combine all types of education, including self-study. Student's independent work is an individually organized work, which includes in its structure such components as:

- understanding of the purpose and the set educational task;
- clear and systematic planning of independent work;
- search for the necessary educational and scientific information;
- development of own information and its logical processing;

CONCLUSION:

It should be noted that students enrolled in universities are not yet fully prepared to receive education and use all the advantages presented to students in the credit-modular education system. In order to fully prepare them for this system, it is necessary to give them an initial idea of the system in school education, in the final grades.

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