



CREDIT-MODULE SYSTEM OF EDUCATION

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Abstract: *The study and analysis of the credit education system shows that it has its own characteristics in different countries of the world. Nevertheless, the effectiveness and appropriateness of the credit education system is justified by the fact that it is more widespread in the educational systems of many countries of the world, because the focus of educational programs on the development of independent work skills in students allows creative activity and self-mobilization to acquire knowledge, ultimately increasing the quality of education.*

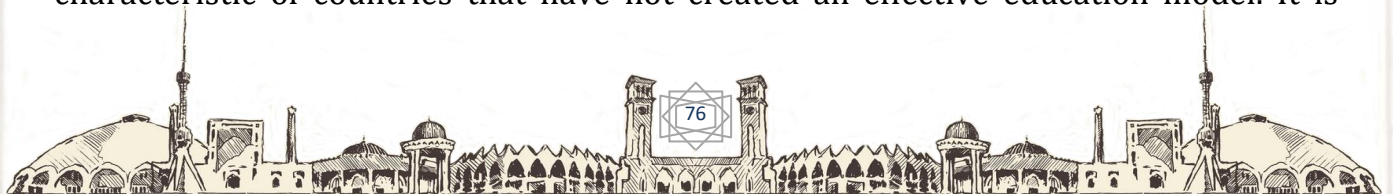
Key words: and phrases: *educational methods, ratification, European Convention, Bologna Declaration, Action Strategy, ECTS, credit system, ERASMUS, SOCRATES, credit-module system, academic mobility.*

Аннотация: *Изучение и анализ кредитной системы образования показывает, что она имеет свои особенности в разных странах мира. Тем не менее эффективность и целесообразность кредитной системы обучения обосновывается тем, что она более широко распространена в системах образования многих стран мира, поскольку направленность образовательных программ на формирование у обучающихся навыков самостоятельной работы позволяет осуществлять творческую деятельность. и самомотивация для приобретения знаний, что в конечном итоге повышает качество образования.*

Ключевые слова : и фразы: *методы обучения, ратификация, Европейская конвенция, Болонская декларация, Стратегия действий, ECTS, кредитная система, ERASMUS, SOCRATES, кредитно-модульная система, академическая мобильность.*

The issue of education is one of the important tasks in many countries of the world. In most countries, fundamental reforms aimed at creating a flexible education system that meets the new requirements of global competition are being implemented. The main goal is to increase the adaptability of higher educational institutions and educational programs, and its implementation is planned by reforming the academic and organizational structure, updating the infrastructure, educational methods and technologies, improving the pedagogical process, and improving the quality of teaching staff.

As we all know, the risk of falling behind in economic development is mainly characteristic of countries that have not created an effective education model. It is





clear from this that as we aim to build an open civil society based on knowledge, an economy oriented towards service and production, first of all, we need to actively improve the education system in our country.

In this regard, UNESCO regularly develops recommendations for the development of higher education and puts forward new ideas for creating normative bases for international cooperation. The existence of universal standards of academic freedom and democracy, international conventions adopted by UNESCO and the European Union, which are gaining normative importance for national education systems, and worldwide declarations are the basis for these processes.

The main document defining the strategy of this process is the Convention "Recognition of Higher Education Qualifications in the European Region" announced by UNESCO in April 1997 in Lisbon. The Republic of Uzbekistan was one of the first among 42 countries to sign it and ratified it in December 1997.

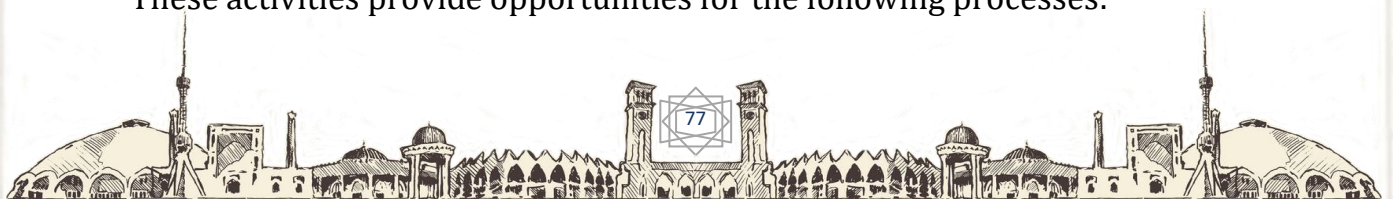
The signing of the Lisbon Convention by Uzbekistan, its ratification by the Parliament of the Republic, and the relevant Decree of the President of the Republic of Uzbekistan made our country "European Convention on the Equivalence of Diplomas Oriented to Universities" (1953), "European Convention on the Academic Recognition of University Qualifications" (1959) , "European Convention on the General Equivalence of University Education Periods" (1990) and a number of other international projects, programs and agreements made it a participant.

In 1999, 29 countries signed the Declaration on participation in the process of creating a single educational environment in Bologna. According to it, it is necessary to build a unified structure of higher education and adopt a system of comparable degrees. This facilitated the academic and professional recognition of courses, degrees in Europe and provided employment opportunities for graduates in all European countries. The Bologna process is open to all countries, and the number of participating countries is approaching 50. The fact that the issue of joining the Bologna Declaration was defined in the "Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021" shows how important this issue is for higher education.

All countries that have signed the Bologna Declaration are obliged to switch to a two-level system of higher education. The first level lasts 3-4 years. Upon completion, the graduate is awarded a bachelor's degree that allows him to work in a specific field. Completion of second-level programs leads to a master's degree (1-2 years) and/or a doctorate (3-4 years).

In the higher education system of most foreign countries, it is important to adopt and introduce the European Credit Transfer System (ECTS) system of test units, which has the functions of recording and collecting test units and guarantees the academic recognition of studying abroad (1999 ECTS system adopted in 1062 European higher education institutions).

These activities provide opportunities for the following processes:





- assistance to the European Partnership in ensuring the quality of education, development of comparable criteria and assessment methods;
- increasing the mobility of students, teachers, researchers and management personnel;
- establishment of cooperative educational and scientific research programs, creation of integrated educational courses and improvement of educational plans;
- ensuring the focus and competitiveness of European higher education and research.

European countries set themselves the goal of creating a single system of knowledge assessment (credit system) that recognizes the suitability of all programs and subjects of higher education institutions.

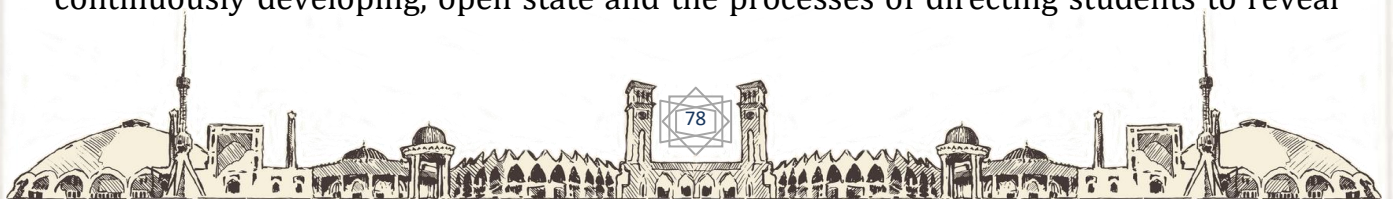
On the basis of the Bologna Declaration, it is expected to "develop criteria and methods of evaluation of the quality of education", to establish accreditation agencies independent of national governments and international organizations. Assessment is based on the acquired knowledge, training and skills, competencies of the graduates, not on the duration or content of the education.

Loans are an important component of the pan-European education system. A credit score is determined based on the size of the workload for each academic subject and its importance for future professional activity. A student will receive a specified number of credits upon successful completion of each subject, and the sum of these credits will enable him or her to obtain an appropriate bachelor's or master's degree.

In the last decades of the 20th century, the participation of higher education institutions in international education programs in Europe has become an important issue, and the internationalization of higher education educational programs has become one of the urgent directions of development. The ERASMUS (European Community Action Scheme for Mobility of University Students) educational program of student exchange founded by the European Union in 1987 was considered the most exemplary and was adopted as a basis and introduced in 12 European countries. The collected experiences were processed and adopted as the basis for the new SOCRATES program, which specializes in the education of all age groups. This program was planned until 2006 and was implemented in 31 countries. In addition, Leonardo Da Vinci and Tempus-Tasis educational programs aimed at strengthening the image of Europe as a cradle of science and universities were implemented in Europe under the student exchange program.

The test unit system (or credit system) of measuring and comparing educational programs has been used for many decades in Western European and American universities. The credit system makes educational programs transparent and, most importantly, comparable, which provides an opportunity to increase the academic mobility of students.

The transition of the country's education system from a reproductive state to a continuously developing, open state and the processes of directing students to reveal





their educational and socio-cultural interests require the need to change the attitude of the main subjects of the education system - students and teachers to their activities. This situation is fully compatible with the organization of the educational process according to the credit education system.

In the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PF-5847 of October 8, 2019, the introduction of digital technologies and modern teaching methods into the higher education processes, the widespread involvement of young people in scientific activities, the fight against corruption, specific tasks have been defined to increase the share of students studying in engineering and technical education, to introduce the credit-module system, to increase the share of practical training in specialized subjects aimed at increasing practical skills in the curricula.

The transition to the credit education system allows to accurately assess the levels, stages, academic levels of the education sector of the Republic of Uzbekistan and makes them transparent, identifiable and recognizable. This is one of the main conditions for joining the world educational environment.

The introduction of academic credit will be the basis for the new organization of the higher education system through the creation of integrated training courses, joint educational programs, and will ensure the competitiveness of our education and specialists in the world market.

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