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PREPARING STUDENTS FOR INDEPENDENT EDUCATIONAL ACTIVITIES IN CREDIT-MODULAR SYSTEM

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Abstract. In this research paper provides the credit-modular system contribute to the improvement of the educational process in a medical university, since it will allow for the transition from information-communicating training to modelling and formative training, which determines the future professional activity of a doctor. The transition to active forms will allow training specialist who will be able to quickly adapt to changing conditions.

Keywords: activities, credit modular system, students, independent educational, preparing, independent work.

抽象的。 在本研究论文中，信用模块系统有助于改善医科大学的教育过程，因为它将允许从信息交流培训过渡到建模和形成性培训，这决定了医生未来的职业活动。向主动形式的过渡将使培训专家能够快速适应不断变化的条件。

关键词：活动，学分模块系统，学生，独立教育，准备，独立工作。

Introduction

The system of higher education faces an important problem of organizing the educational process of students in the context of the theses expressed. In other words, society sets the task of bringing future specialists to the level of independent orientation in information flows, constant improvement of their knowledge, a creative approach to any changes, non-traditional and high-quality solutions to emerging problems. The Cabinet of Ministers adopted Resolution No. 824 of December 31, 2020 "On measures to improve the system of organizing the educational process in higher educational institutions."

According to the decree, starting from the 2020/2021 academic year, the educational process in higher educational institutions is gradually transferred to a credit-modular system. The document approved the Regulation on the

implementation of the credit-modular system in the educational process of universities.

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-modular education system. However, the pandemic has slowed down this process, and it will be actively implemented starting next school year.

In accordance with the decision of the Council of a higher educational institution:

the teaching staff can undergo training and improve their qualifications in prestigious foreign universities and scientific institutions, subject to the execution of an agreement providing for work at HEU for 3 years;

teachers can be trained in doctoral programs of prestigious foreign universities and research institutions, subject to the execution of an

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agreement providing for work at HEU for 5 years.

To expand the academic independence of universities, it is established that from January 1, 2021:

the payment of the hourly salary to the teaching staff teaching in technical schools at HEU is carried out in the amount of the hourly salary for teaching HEU students;

when organizing the educational process, the academic days of the week are determined by the HEI independently;

the chairpersons of the final state attestation commission, created in a higher educational institution, are approved by the order of the rector of the corresponding HEI (director of the branch).

The ability for further self-education and self-education is unthinkable without such a personality quality as independence, which in turn is brought up by independent and only independent activity. Thus, students' independent learning activities should become the leading ones. Within the framework of the credit-modular education system, in which, in contrast to traditional approaches, a much larger volume of students' independent work is assumed, attempts are actively being made to make it really leading. It is for independent search and development that a large amount of educational material is taken out. Even additional classes are provided under the guidance of a teacher as part of self-study, deans' offices develop special schedules and schedules.

Methods of research

It is necessary to add the questions of concrete implementation of independent work of students, first of all, through modern information and communication technologies. There is research

in this direction, but, in our opinion, it is limited by the framework of individual subjects, for example, the use of the Internet in the study of English in a non-core magistracy, independent work of students with electronic trainings on the modules of the section subjects, independent work of students in the course of mathematical analysis using computer mathematical systems MathCAD, etc. Considering all of the above, our attempts to analyse the state of organization of independent work of university students and determine the prospects for work on its improvement in the context of the Bologna process are quite relevant. Today's problems of organizing and increasing the efficiency of independent work of university students require constant attention and quality solutions. Analysis of psychological and pedagogical literature in this vein showed an active beginning of research into the issues of independent acquisition of knowledge by pupils and students in the middle of the 20th century, although at the beginning of the last century I. Gessen argued that the source of free development is active and independent work, which at the same time is the source of personality creation. Moreover, the personality of the student is created not only by the words written or spoken by him, the actions of his hands, but also his thoughts, emotions and feelings experienced by him at this time, desires and volitional efforts, as well as the state of mind. In our opinion, to the activity and independence of intellectual work it would be worth adding its acute necessity, usefulness, by and large desirability, and certainly a creative nature. The decisive role of independent work in the development of a child's thinking and abilities is revealed, the possibility and necessity of attracting students to creativity in the learning process is substantiated, and some directions of

the formation of cognitive activity and independence are determined. Convince proved that independent work is a means of increasing the awareness and effectiveness of the material being studied. Nevertheless, the general education school today does not really prepare for independent work. In particular, it was determined that 45.7% of students do not know how to properly organize their independent work, 72.5% do not know how to allocate their time, and 83% do not know how to carry out this distribution. Thus, the formation of students' abilities and skills of self-educational activity is natural and expedient.

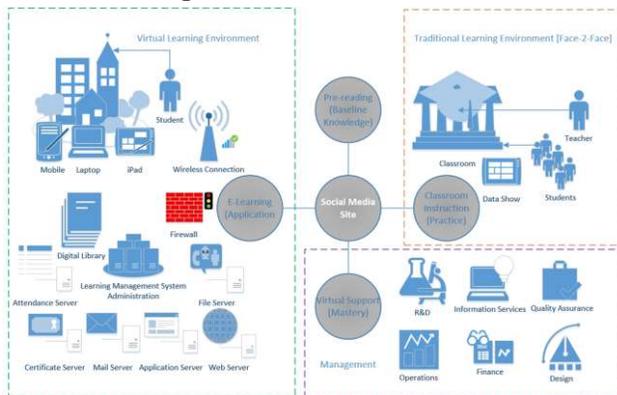


Fig 1. Independent educational activities in credit-modular system

Thus, the teacher has many roles, and within the framework of the credit-modular training system, the teacher should become, in our opinion, first of all a motivator, then a facilitator, and in the process of activity both a mentor, and a moderator, and a consultant. In other words, instructing students, the teacher needs to motivate them, provide the most favoured treatment for independent work, coordinate and advise students in the process of educational activities. Information and communication technologies, which were mentioned above, provide the ability to track the actions of each user separately, which is important in the context

of the problem under discussion and webinars teleconferences, video chats between students and the teacher when discussing a particular problem this is the way that can lead to real independent work of students under the guidance of a teacher outside the classroom, that is, in the most favoured nation mode, in conditions of almost instant coordination of actions students and advice. Independent work is a form of study in which a student receives the necessary knowledge, abilities and skills, learns to work in a planned, systematic way, and forms his own style of mental activity. Independent work differs from other forms of education in that the student organizes his own learning activities.

Analysing the concepts of "independence", "self-study" and "independent work", it is easy to see that all these terms have the prefix "self". On the other hand, the goal of students' independent work is to develop their independence, and self-study implies the presence of certain independence. Thus, independent work is the basis of self-study, and also contributes to the formation of the student's readiness for self-study.

The essence of self-study is the conscious self-organization of the process of assimilating knowledge, acquiring the necessary skills. It contributes to the development and improvement of the qualities, abilities and skills of the individual by the methods of self-education and self-development. All three components (self-study, self-education, self-development) are closely related, but none of these components is the main one. The effectiveness of self-study, self-education and self-development depends on the independent activity of students, which is based not only on the development of volitional processes of the individual, but also on sustainable motivation, that is, the system of

motives that determine the specific forms of activity and behaviour of any person.

Independent work contributes to the development of independence as the main personality trait. Independence is a personality trait, which manifests itself in initiative, criticality, adequate self-esteem and personal responsibility for their activities and behaviour. Thus, a trained and independent student, as a future specialist, should be able to: independently establish and systematize the order of his work; independently plan the sequence of their actions; - independently monitor and correct these actions, namely: monitor their progress, make amendments and clarifications. To develop students' independence, in our opinion, it is necessary to determine the level of students' preparedness for independent learning activities; if possible, raise this level and, accordingly, organize independent work, taking into account the individual characteristics of students, the level of training and the necessary motivation. The criteria for the development of individual independence can be considered the intensity of the tasks that are offered for independent work, as well as the percentage of tasks completed in conditions of self-organization relative to the total number of proposed tasks in a particular discipline. In addition, the work must be done with interest.

Thus, independent work of students in the system of credit-modular training is the main form of organizing training, including types of individual and collective educational activities and carried out in classroom and extracurricular classes, taking into account the individual characteristics and cognitive capabilities of students, under the guidance of a teacher, but without his direct participation. The goal of students' independent work is not only to develop students' ability to

independently replenish their knowledge and freely navigate in the flow of scientific information, but also to develop activity and independence as a necessary condition for further self-study and self-realization in a free democratic society. In conclusion, it should be noted that the main features of the organization of independent work of students in the context of the Bologna process are the following: 1) the bulk of the educational material is submitted for independent study and study; 2) creation of special didactic materials for independent work; 3) an individual mode of educational work and an individual schedule for studying certain disciplines, working out educational material at a personal pace; 4) changing the teacher's functions (organization, leadership, consulting, control); 5) a change in the student's position (initiative in the mode of work on educational material, independent planning of his work, responsibility for the implementation of the intended individual plan, etc.). The main direction of increasing the efficiency of organizing independent work of university students in the process of credit-modular training, we see the widespread use of information and communication technologies.

Analysis of the literature made it possible to state that the credit system is an asynchronous (as opposed to the traditional - "linear") model of the organization of the educational process. It includes all accounting mechanisms, including the credit system, the system for choosing training courses, the principles of grading, a set of criteria for obtaining a diploma, the rules for transferring with a course, the rules for converting credits received when transferring to another university, etc.

At the same time, under the credit there is a unified unit of measurement of the student's /

teacher's educational work, corresponding to 45 academic hours of total labor intensity for any academic period in the undergraduate program, 60 academic hours in the magistracy and 75 academic hours in doctoral studies. Consequently, the credit training system (credit system) (CSR) is a subject-based educational model based on the requirement to perform academic work, expressed in credits for achieving a professional qualification or degree. Comparative analysis of traditional and CSR shows significant differences between them in a number of characteristics: the duration of the academic year, vacations, semesters, session, in the forms and methods of monitoring and assessing the quality of education, movement of students from the university to the university, the trajectory of monitoring training, the selection of courses and disciplines, mobility and etc.

The comparison of the credit system and the traditional (linear) education system allows us to say that it is the credit system that has the ability to prepare students for professional activity in a modern (post-industrial) society and, with the correct organization and construction of the educational process, can become a guarantee of high quality education.

According to the Rules for organizing the educational process on CSR, every 15 academic hours of classroom work is accompanied by 30 hours of students' independent work. It is independent work that is the main advantage of the credit system. The free choice of subjects, teachers, schedules gives students the opportunity to be independent, active, mobile, plan and carry out their educational activities as they please. Other advantages of the credit system include: a high degree of academic freedom; the independent nature of the educational activities of students; developing

style of teaching activities of the teacher; independent search educational activity of students; innovative content of educational programs; expanding the volume of the university component of educational programs; an increase in the proportion of active, problem-stimulating, interactive teaching methods; prevalence of practical forms of conducting classes; systematic, step-by-step control of students' academic work; productive, research level of knowledge assimilation; diversification of the content and terms of mastering educational programs; compatibility with any national educational system; the possibility of international credit transfer.

It should be emphasized that the advantages of the credit system relate primarily to three interacting parties - students, teachers and educational institution. And each side benefits from this in its own way. For students, the benefits are: free choice of subjects, teachers and timetables; cumulative rating system, i.e. the ability to assess your knowledge during the learning process, and not after it; expanded opportunities for new communication, quick adaptation to information environment, communication and exchange; The amount of information a student has about his grades, the number of credits awarded, the assignment of the dialed number.

Teachers also benefit a lot from the credit system: students' interest in the subject - greatly facilitates the teacher's work; a clearly graded grading system allows for a fair and transparent assessment of a student's progress; the opportunity to receive grades from students, opinions on the conduct of the subject.

As for the educational institution itself, the introduction of a system of noticeable flexibility and adaptation to its policies. Unlike a traditional

university, where the curriculum can remain constant for 10-15 years, a university of a new type has the opportunity to compose the taught disciplines quite quickly, focusing on the demand for a particular specialty in the labor market, given its relevance under market and market conditions. social trends.

If about the shortcomings of the credit system, then they consist primarily in the lack of students' educational and methodological materials, a sufficient set of textbooks for independent work. An equally important problem is the unpreparedness of students for independent work, their inability to navigate the flow of information and adapt to new conditions.

Results

Taking into account the above features of the credit system, we will make an attempt to extrapolate them to the process of training specialists, highlighting the features of training in university. In the scientific literature, "features" are understood as those characteristic features, properties and qualities of an object that distinguish it from other similar objects. Highlighting the features of training specialists in CSR conditions will help to comprehend the process of reforming the higher education system towards the transition to a 3-stage model (bachelor's, master's-doctoral studies), to present the difficulties of such a transition, and to predict ways to overcome them.

The first feature is directly related to the restructuring of the style of activity of teachers, who are directly forced to adapt and adapt to the "new" credit system, moving from traditional "authoritarian" forms and teaching methods to subject-oriented ones, involving active cognitive activity of the student. The transition from an authoritarian (subject-object) educational

paradigm to a humanistic educational paradigm (subject-subject, polysubject) means, first of all, a refusal to understand education as obtaining ready-made knowledge and an idea of the teacher as an interpreter of knowledge and the central "figure" of the pedagogical process, and means the main source of activity. This is being replaced by the understanding of education as a property, which takes into account the subjective experience and potential of an individual (each) personality as a means of self-realization and self-actualization in life, building a personal career. And this changes the goals of teaching and upbringing, its motives, norms, forms, methods, the role of the teacher in the educational environment, etc.

The second feature of training specialists provides for the creation of a special information and educational environment focused on the independent development of educational programs. The educational environment is defined as the environment of a specific educational institution, which consists of a set of material, spatial-subject, social, interpersonal factors, where they are interrelated, interdependent, and complementary and have a certain impact on all subjects actively participating in the educational environment.

The next feature is associated with a shift in emphasis from a knowledge-oriented orientation in training specialists to a competence-oriented one, where the focus is not so much on theoretical knowledge, "divorced" from practice, as on competence.

Another feature is directly related to the organization of the educational process in the conditions of CSR, namely, the achievement of the maximum individualization of the training of future specialists. It is this feature that makes it possible to select only those disciplines (and

therefore credits) that a student can master due to their characteristics and level of training; select teachers in accordance with their ideas about the subject, requirements and attitudes, etc. In addition, CSR provides for independent individual planning of the educational program, increasing the level of motivation and self-education.

It is necessary to highlight the peculiarity in the training of specialists in the conditions of CSR, associated with the participation of employers in the implementation of educational programs. It provides for the implementation by the student of diploma, course projects based on real applications and assignments of enterprises and organizations; participation in research work and implementation of research results into practice; participation in the formation of a catalog of elective disciplines; participation in the development of a specialist model (i.e. specialist competencies); invitation of leading experts to read special courses and seminars; examination of the educational program; carrying out the defense of diploma projects directly at the enterprise; inclusion of employers of the university.

Conclusion

In our experimental work, we assessed the effectiveness of the IOM implementation by a wide range of parameters, among which the main ones can be distinguished: structural and meaningful certainty, delineation of the route; route promotion strategies (horizontal, vertical, mixed); the intensity of the movement along the route; performance (motivational criterion: stable cognitive motives, extracurricular and educational cognitive interests, perceived professional interests related to cognitive ones; the value of cognition); intellectual and cognitive

criterion (indicators: self-setting goals and objectives; hypothesis about connections and patterns of one's own actions in the design of IOM; formulation of inferences based on argumentation; mastery of logical thinking operations; use of various methods of cognition; transfer of mental techniques from stage to stage of the route; creation of algorithms, approximate foundations of the route); information and communication criterion (indicators: awareness of their own the possibilities and possibilities of the educational space; building a speech utterance; work with information); emotional-volitional and regulatory criterion (indicators: satisfaction with the conditions of the organization of training, satisfaction with relationships, adequate positive self-esteem and the level of aspirations, emotions experienced in relation to learning, cognitive reflection of actions to solve the problems of designing an individual educational route, the level of general anxiety, responsibility for one's own choice actions in an individual educational route, control and assessment of the process and results of activities for the implementation of the steps of the route); the criterion of the student's subjectivity in the educational process (indicators: initiative in defining goals and ways to achieve them, striving for self-knowledge, value and significance of one's own personality, experience of independent design, research, experience of business leadership); tracking the prospects for the development of the route.

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