



Improving the management of the quality of education by introducing the credit module system in higher education institutions.

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ABSTRACT

In recent years, the ongoing reforms in education around the world, the modernization of existing teaching methods and technologies, improving the efficiency of the pedagogical process, enhancing the quality of teaching staff to create an effective model of education. In this regard, the ongoing renewal, change and reforms in our country are aimed at this goal. In order to increase the effectiveness of education, it is necessary to reform the education system, improve the quality and establish cooperation with developed countries in this regard.

This article discusses the requirements for improving the quality of education in the higher education system, reforms in the process of reforming the higher education system, the creation of a new generation of educational and regulatory documents, taking into account the student's labor intensity, the development of academic and professional flexibility of graduates, the introduction of a credit-modular system when introducing intensive methods of knowledge acquisition.

Keywords:

Knowledge, intensity, credit, personnel, competence, demand, education, education reform, quality, independent learning of students, qualifications, elective subjects, learning outcomes, academic skills, credit hours, effectiveness of education.

In the process of reforming the higher education system of Uzbekistan, the introduction of the national qualification framework started a new era in the training of highly educated personnel. In accordance with the decision of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" No. Pursuant to Order No. 357, from the 2020-2021 academic year, higher education institutions of the republic switched to the credit-module system. [1]

Systematic development of higher educational institutions that train pedagogic personnel and improvement of their management, development of modern educational programs with the introduction of advanced foreign experiences, raising the training of highly qualified professional personnel to a new level,

as well as education in the field of pedagogy , in order to ensure the harmony of science and practice, on June 21, 2022, the President of the Republic of Uzbekistan "On measures to increase the quality of pedagogical education and further develop the activities of higher educational institutions training pedagogic personnel" Decision No. PQ289 was adopted. In accordance with the decision, to revise the educational programs of higher education institutions training pedagogues in cooperation with foreign experts and to align them with the National Qualification Framework, the International Standard Classification of Education (MSKO-2011), curricula and educational programs coordination tasks were set for each other. [2]

Today's reforms include creating a new generation of educational and regulatory documents, taking into account the student's

labor intensity, developing the academic and professional flexibility of graduates, introducing the credit-module system in the introduction of intensive methods of knowledge acquisition.

In the address of the President of the Republic of Uzbekistan to the Oliy Majlis on January 24, 2020 [1], he proposed to name 2020 the «Year of Science, Enlightenment and Digital Economy» doubling, introduction of credit-module system in the educational process of higher education institutions and granting financial independence to many higher education institutions.

This system has helped the recognition of other higher education institutions, thus increasing the quality of European higher education institutions and increasing the scale of student mobility. As a result of the growing importance of the credit system, it became a regional, national and European level system as one of the most important tasks of the Bologna Declaration signed in June 1999.

Today the credit-module system is one of the most advanced forms of modern education and is one of the most effective ways to achieve mutual understanding and cooperation in the social, economic and cultural spheres between the advanced countries of the world. It is a set of several disciplines (courses) aimed at developing a certain knowledge and skills of students, improving their analytical and logical thinking skills.

The main tasks of the credit education system are:

- Unification of the knowledge level
- Creating conditions for maximum individualization of education
- Development and improvement of modular teaching technology
- Enhancing the role and effectiveness of students' independent work
- Increasing the share of independent learning in the educational process
- Assessment of students' knowledge on the basis of ratings in accordance with the credit-module system
- Further improvement of the methodological support of science in order to ensure independent work of students

According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 No 824 «Regulations on the procedure for introducing credit-module system in the educational process in higher education institutions» [7] provides the following information: one academic hour is equal to 25-30 hours of the study load. This means that students will need to master a set amount of workload in order to receive credits in a particular subject. The workload is divided into 40-50% of classroom hours and 50-60% of independent working hours in the bachelor's degree, and 30-40% of classroom hours and 60-70% of independent working hours in the master's degree. The amount of credit per hour and the amount of workload are determined by the university board and posted on the website of the higher education institution.

Usmanov B. Sh., Khabibullaev R.A [10] in their manuals interpret the words credit, credit-hour (credit, credit-hour) as follows: a unified unit of measurement of the volume of educational work. A credit consists of one academic hour held each week for one semester and independent study hours set aside for mastering it.

The syllabus of the syllabus in the «Regulations on the credit system of education at the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi and its branches» [6], adopted at the Tashkent University of Information Technology named after Muhammad al Khwarizmi, one of the universities operating in the credit-modular system it is emphasized that test units will be given to the students who are evaluated within the established evaluation criteria and positive assessments given in the relevant appendix, and test units will not be given if the student fails to achieve the specified learning outcomes.

The regulation states that "Assessment methods consist of oral, written, practical work, projects, portfolios and controls, which reflect and correspond to the results achieved by the student within the subject or module. The assessment criteria should reflect the learning outcomes."

V. Urinov, M. Sultanov, and A. Umarov's "ECTS Credit-Module System in Higher Education

Institutions of the Republic of Uzbekistan: Basic Concepts and Programs” provides the following ideas: It can be translated into Uzbek as «average value of marks».

It may be unfair for a student’s grade in a particular subject to be used as a benchmark for a general purpose. Because a student may have achieved a high result in one subject and a low result in another subject. Hence, it is very important to determine the average value of the grades a student receives during the study period. GPA is a mechanism that calculates the average value of students’ grades in the subjects taught to them during the study period.

The planning of the educational process is one of the main mechanisms for managing the educational activities of higher education institutions and it consists of the following stages:

- During the academic year, a calendar is created, reflecting the main types of educational activities and the timing of their implementation;
- In addition to the subjects in the standard curriculum, a catalog of elective subjects will be formed;
- Individual curricula of students are formed under the supervision of the registration department and the dean with the help of advisors in accordance with the elective subjects and the standard curriculum;
- Working curricula will be developed;
- A syllabus is developed
- In accordance with the working curricula of specialties, the workload of the departments is developed and the staffing table and the distribution of credits are approved.
- Schedule of training sessions by academic flow and groups. [3] Getting a bachelor’s degree in the United States involves four years of study. During this time, the student will have to master about 40 subjects, each of which is allocated 3 credits. First- and second-year students acquire fundamental knowledge (approximately 60-68 credits), while third- and fourth-year students study specialized subjects intensively. The second stage of higher education is a master’s degree program for an average of two years. The highest and third stage of training highly qualified specialists is a doctorate aimed at

training a narrow range of personnel and independent research.

This means that students will have to accumulate a certain number of “credit hours” called credit units in order to earn a certain level. In the U.S. system, credit hours are a measure based on study time. This means that 1 credit hour in the bachelor’s degree is equal to 1 academic hour per week of the student’s semester work, and 2 hours (100 minutes) of student independent work are added to each academic hour of lectures and practical classes. Thus, for one semester (15 weeks) it takes 45 hours to master this or that subject with 1 credit weight per week (1 + 2) hours.

In the higher education system, it serves as a basis for compiling credit hour work schedules, calculating the average score-GPA, determining the workload of departments, teachers and students, paying for tuition and fees, and regulates the activities of universities. The system under consideration increases student mobility because academic credits taken at one university are accounted for at another university and students can transfer from one university to another without losing credits.

The first European countries to start the process of ensuring the quality of the higher education system were the United Kingdom, France and the Netherlands [5]. They began a formal quality assessment in 1985. Denmark soon joined the ranks of these countries. The UK polytechnic sector has had a quality assurance system since the late 1960s. Recent research by quality assurance agencies shows that many agencies are created by the state through a direct or indirect initiative.

Sweden also has a credit system of education, according to which 1 Swedish credit equals to 1 week of university study. This system was introduced to facilitate the preparation of curricula and the calculation of student hours. The academic year at Swedish universities lasts 40 weeks and consists of fall and spring semesters. Thus, a student (including lectures, independent work, etc.) has to earn 40 credits. To earn a bachelor’s degree, a student must accumulate 120 credits over a 3-year study period. The duration of study for a master’s degree is 1-1.5 years, and the student will need

to obtain 60 credits. The duration of doctoral studies is 2-4 years. Education in Swedish universities is organized in the form of lectures, seminars and discussions (with or without the help of teachers). At the end of each course, an exam (in the form of a seminar, homework and classroom lessons) is scheduled.

Based on the above, it can be said that the measures taken in the higher education system of Uzbekistan are aimed at improving the quality of the educational process, filling it with innovative content, introducing an effective system of assessing students' knowledge, developing skills to independently acquire and use new knowledge. The importance of the module system is great. At the same time, we believe that the implementation of the following proposals in line with the measures to improve the system of higher education will serve to make the reforms in this area more effective.

First of all, in order to solve the problems in the field, taking into account the best foreign experience, it is expedient to develop a concept aimed at improving the credit-module system in the higher education system in our country. The concept provides an opportunity to directly analyze the system of training, to study the achievements and shortcomings, as well as to identify goals and plans for the future.

Now the question arises: what opportunities will be opened if the credit module system is introduced in the higher education system of Uzbekistan? First of all, the effectiveness of education will be significantly increased, the skills of specialists in the field will be improved, and the necessary conditions will be created to strengthen the position of Uzbekistan in the field of international education. Our diplomas will begin to be recognized internationally and will enable us to be part of a common European educational space in the future.

Many of the participants of the Bologna Process, including the United Kingdom, Sweden, France, Denmark, Russia, Ukraine, Belarus and Kazakhstan are achieving high results in their education system by improving the quality and effectiveness of education through the organization of the educational process on the basis of credit-module system today.

In conclusion, it can be said that any system needs to introduce innovations for development. Therefore, the ECTS (European Credit Transfer and Collection System) credit-module system, which is applied to the current higher education system, will also be effective. After all, the main purpose of this system is to prevent the training of incompetent staff in higher education institutions that do not meet modern requirements. To do this, professors need to increase their responsibility in the educational process, by working on themselves regularly, guide their students and attract talented students to innovative and creative ideas created by them. The mentor encourages each prospective professional to develop their universal competencies while being interested in their future. At the same time, students' love and confidence in their chosen profession, knowledge and skills will serve as a basis for achieving their goals.

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