

**ORGANIZING INDEPENDENT EDUCATION OF STUDENTS IN THE CREDIT-MODULE SYSTEM**

Ilhom Dostnazarovich Ganiyev  
Senior Teacher of Chirchik State Pedagogical University  
[ganiyev1759@gmail.com](mailto:ganiyev1759@gmail.com)

**Abstract**

The credit-module system has brought to the system of higher education of our country a unit of measurement that is more perfect and effective than the current education, modern, but understandable to everyone. The article talks about the organization and methodology of students' independent work in the credit-module system, as well as the audience and independent hours in the credit-module system, as well as the quality of students' independent work.

**Keywords:** ECTS credit module, methodology, portfolio, pedagogue, student, ability, independent education, TMI.

Today's globalized modern life cannot be imagined without the progress of science and education. Humanity seems to revolve around the axis of science. It is not without reason that the development of education in the leading countries of the world is defined as the first task. After all, the prospects of the country's future development are closely related to its achievements in this field.

Progress is on the way Uzbekistan is becoming more and more visible in the eyes of developed countries as a country with a bright future. Many effective reforms are being implemented in our country in various fields, including the higher education system, in order to reach the level of developed countries. New modern educational technologies and advanced foreign experiences are being introduced into the education system of the country in order for our young people to become educated and mature and become perfect people in the true sense.

*the "Bologna Declaration"* signed by 29 countries of the world in Bologna, Italy in June 1999 and the initiation of work on the introduction of the credit-module system into the education system initiated a period of radical modern changes in the country's higher education system.

Decree 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. PF-5847, introduction of digital technologies and modern teaching methods in higher education processes, broad involvement of young people in scientific activities, fight against corruption, To increase the share of students studying engineering and technical education, to increase the share of practical training in specialized subjects aimed at improving practical skills in the curricula of introducing the credit-module system.

In this way, the issue of gradually transferring the educational process to the credit-module system in higher education institutions was set as a priority task.

In order to increase the international recognition of national education programs, increase the academic mobility of students and teachers, as well as to increase and ensure the quality of

education, the introduction of credit technology of education in the higher educational institutions of the republic was set as a priority task. The credit education system is an educational technology that increases the level of self-education and creative development. Within the regulation of the educational process, the credit system is knowledge based on the selection of the educational trajectory. This allows a more flexible approach to the educational process, the student will be able to choose more courses for self-study. The independent work of students in the organization of the educational process (TMI) is effective in teaching the principles and methods of selecting the content of training courses, job descriptions, developing the legal framework for credit technology, standards, training programs, to introduce the credit technology of education, to ensure the efficiency and quality of education. The concept of "credit" is interpreted as a single unit for measuring the amount of education.

The credit-module system brought to the system of higher education of our country a more perfect and effective, modern, but understandable unit of measurement of education than the current one. The higher education system curriculum is divided into different subjects and modules aimed at specific learning outcomes. Each subject or module is reflected in a certain number of credits depending on the amount of study load in it. For example, every science the average is 5.6 or 7.5 in credits reflection reach can. A student while every semester with responsibility, study abroad in the year in a certain place. I paid off the loans to go condition and Is it relevant? from the plagan's obligation loans her bachelor's or master's degree to be given specified.

It's natural for a student to think of credits as just numbers, when in fact, credits are more than just numbers. Each credit represents a certain amount of study load that the student is required to complete and that the student has achieved certain learning outcomes as a result. That is, the structure of the ECTS credit-module system consists of two necessary elements:

- a) study loads.
- b) study results.

Only when a student completes these two elements will he have earned the specified number of credits in that subject.

Auditorium and independent hours in the credit-module system

Students and professors may wonder how much of the total study load corresponds to classroom hours. ECTS credit-module requirements this matter according to b see demand or border did not specify. Many thanks to this reasons to bring can. For example, education processes or module has always had included audience hours command can't get it. For example, we can cite the graduation practice, diploma work, and similar study elements and modules in the curriculum. As you can see, such reading items do not have audience hours. But when we analyze the practice of universities operating in the ECTS credit-module system, we can observe that in most of them, the ratio of classroom and independent study hours is 40% to 60% in subjects and modules with classroom hours. In other words, this ratio is 1:1.5. That is, for every 1 hour of lessons assigned to a particular subject, the student will have to study and prepare independently for one and a half hours outside of the lesson.

General approaches to the methodology of student independent work and its implementation. Student's independent work (TMI) is a student's independent study, which is planned by the scientific-pedagogical employee together with the student, but the student performs it in

accordance with the tasks set before him and under the methodical guidance and control of the scientific-pedagogical employee without his direct participation. Rational tools play an important role in learning science: methods of organizing independent work, working conditions, daily routine, work techniques, etc. For students' independent education, the study of academic subjects is divided into the following types: Listening to lectures, participating in seminars, performing practical and laboratory work. Development of topics for lectures and seminars, practical and laboratory work by students. Preparation of essays and term papers, writing scientific articles and theses, preparation for modular control and tests, working with literature, etc. Each of these types requires students to work hard independently. First of all, every student must follow the rules of mental hygiene during the study process. Therefore, they should reveal the mechanisms of mental work, the causes of fatigue, ways to improve performance, as well as nutrition, rest, and other related issues. Of this for they are especially remote education students orientation lesson with conduct need \_ Daytime of the student life and activities optimal organize in reaching diary order plays an important role \_ of training the first days scientific and teaching staff by recommendation will be done .

First stage students independent study to work adaptations it is necessary That's why for first year students higher study in the country to live and work conditions adaptations need \_ Of this for this on the ground scientific -pedagogical staff targeted pedagogical support necessary \_ This is the first first, psychological discomfort , uncertainty and various other abstractions from the head forgiving to the student is attention.

## References

1. Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5748 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030".
2. Appendix 1 to the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 of December 31, 2020 "Regulation on introducing the credit-module system into the educational process of higher education institutions". Tashkent, 2020.
3. Orinov V., Sultanov M., Umarov A. ECTS credit-module system in higher education institutions of the Republic of Uzbekistan: basic concepts and rules. Manual. - T, "Spirituality", 2020. - 96 pages.
4. Usmanov B.Sh., Khabibullaev R.A., Organization of the educational process in higher educational institutions in the credit-module system. Study guide. - Tashkent, TKTI, 2020. - 120 pages.
5. A Boymurodov. Integration of general educational schools and higher education institutions in the innovative cluster of pedagogical education. European Journal of Research and Reflection. Vol. 8 No. 8, 2020.
6. <https://xs.uz/uzkr/post/kredit-modul-tizimiga-otish-nima-uchun-kerak-purpose-essence-and-preference> 16:24/08/05/2020
7. <https://kun.uz/news/2020/07/22/oliy-talimda-kredit-modul-kelapan-oquv-yilida-talabalarni-what-is-waiting-for-students> 0 8:00 /22.07.20201.