



THE SPECIFIC ASPECTS OF DEVELOPING STUDENTS' INDEPENDENT LEARNING IN A CREDIT-MODULE SYSTEM

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ABSTRACT

This article describes the specific aspects of developing students' independent educational activities in the credit-module system.

KEYWORDS: Credit, module, system, pedagogical technology, motivation, intellectual potential, professional skill, skill, method, independent education, creativity, creativity.

INTRODUCTION

The "Concept for the Development of Higher Education System of the Republic of Uzbekistan until 2030" outlines specific tasks aimed at integrating digital technologies and modern teaching methods into higher education processes, widely involving young people in research activities, combating corruption, increasing the share of students studying in engineering and technical education fields, implementing a credit-module system, and enhancing practical skills through practical classes in specialized subjects. According to the Presidential Decree of the Republic of Uzbekistan dated October 8, 2019, it is planned that 85% of higher education institutions will gradually transition to a credit-module system by 2030. This indicates that almost all higher education institutions in the country will begin to operate within the credit-module system in the coming years. The credit-module system is a process of organizing education based on a set of modular technologies and an assessment model based on credit measurement. Implementing it as a whole is a diverse and complex systematic process. The credit-module principle focuses on two main issues: ensuring independent work of students and evaluating students' knowledge based on a rating system.

The main tasks of the credit-module system are recognized as follows:

- Organizing the educational process on a modular basis;
- Determining the value of a specific subject or course (credit);
- Evaluating students' knowledge based on ranking scores;
- Allowing students to individually create their own study plans;
- Increasing the portion of independent learning in the educational process;
- The ability to modify educational programs based on their convenience and the demands placed on specialists in the labor market.

The aforementioned aspects involve conducting lessons not only based on innovative educational technologies but also teaching students to engage in independent study, develop a new attitude toward education, and acquire necessary and deep theoretical knowledge and practical skills based on labor market demands. This system is aimed at the professional development and maturation of students, ensuring lifelong learning for knowledge seekers and

shaping human capital that can respond to labor market and modern demands. Let's briefly delve into the essence of the concepts of modules and credits.

A module is a part of the curriculum in which multiple subjects and courses are studied. It comprises a set of subjects (courses) aimed at fostering specific knowledge and skills in students, enabling them to conduct analytical and logical reasoning. In this framework, the teacher organizes the educational process, delivers live, video, and audio lectures, and coordinates and monitors student activities. Meanwhile, the student is responsible for independently studying the topic and completing the assigned tasks.

The concept of credit was first introduced in the 18th and 19th centuries at universities in the United States to liberalize educational processes and define the weekly academic workload for students. In 1869, Charles William Eliot, the president of Harvard University and a notable figure in American education, popularized the term "credit hour." Consequently, a system measured in credit hours was implemented during the 1870s and 1880s. The credit system allowed students to independently plan their learning processes, monitor the quality of their education, and provided opportunities for improvements in educational technologies.

According to foreign experience, the credit-module system consists of 2 to 4 modules each semester. The subjects within a module are organized progressively from simple to complex, based on theoretical-methodological disciplines and practical subjects, adhering to the principle of logical and interrelated complementarity. For a student to develop into a specialist, it is essential not only to acquire information but also to have the ability to process it and apply it in practice. Module-based curricula are developed according to a specific scheme and encompass the following elements:

- A comprehensive explanation of the educational goals and objectives;
- Requirements for the competencies that a student must acquire upon starting and completing the subject (course);
- A brief overview of each subject included in the module (syllabus), which consists of lecture topics, plans for seminars and practical classes, and assignments intended for assessing independent learning;
- A brief description of the teaching process, including teaching methods and tools, as well as the methods and forms of knowledge assessment.

In the module-based teaching system, the rating assessment system is used to evaluate students' knowledge, skills, and competencies. It assesses all aspects of a student's educational activity, including both in-class and out-of-class learning, by assigning scores to the knowledge acquired.

In higher education, the learning process must focus on absorbing a vast amount of information, fostering effective and creative thinking, developing intellectual potential, and facilitating logical analysis and comprehensive data processing. One of the essential conditions for organizing the educational process in accordance with modern requirements for training specialists is the activation of students' independent learning activities. The content of independent learning constitutes the foundation of this system. This content is formed by independent learning materials, as well as the activities of both educators and learners, where the interaction between the teacher and the student plays a crucial role. The primary tool for independent learning is independent learning materials, which are an interconnected system that differs from textbooks, educational-methodical guides, and lecture texts. These materials

include in-depth and substantive methodological guidelines, management blocks for the learner's cognitive activities, criteria for independent reading during professional training, and psychological-pedagogical recommendations that guide the learner toward self-directed study, self-monitoring, self-expression, and self-evaluation in their personal cognitive activities. Independent learning materials manifest in the form of educational-methodical guides, lecture texts, computer programs, audio and video materials, recommendations for existing traditional textbooks, and other information sources.

Independent learning materials are classified based on several criteria.

1. According to the description of the educational material: these include knowledge and information derived from textbooks, educational and methodological guides; supplementary materials; sample lecture texts, and others.
2. Based on the volume of educational information: the complete amount of information related to the studied issues and subject topics; materials related to information technologies.
3. According to the usage duration: materials distributed for one-time use by learners; materials used multiple times in classes.

In the process of independent learning, independent learning materials and the interaction between the learner and the teacher are considered leading components. The level of interaction between these two components helps to equalize open learning models. It is important to note that many students have never encountered the issue of working independently with learning materials. Independent learning materials are structurally complex compared to textbooks and educational and methodological guides. Practice shows that many learners cannot objectively evaluate their ability to work with independent learning materials during the educational process. These evaluations are often subjective in nature, raising a serious issue regarding how to ensure the objectivity of this process. It is necessary to develop, define, substantiate, and demonstrate the criteria for evaluating learners' skills in working independently with learning materials. Each learner selects criteria based on their readiness to self-assess and adjust or organize their activities. In developed countries today, there is extensive experience in applying pedagogical technologies that enhance students' learning and creative activity and guarantee the effectiveness of the educational process, with a focus on interactive methods. Essentially, the student demonstrates the knowledge they have acquired, while the teacher listens to their thoughts and, where necessary, engages in dialogue using questions typical in traditional education. One of the critical requirements for organizing modern education is to achieve high results in a short time without excessive mental and physical strain. Delivering certain theoretical knowledge to students in a short time, forming specific skill sets and competencies, monitoring their activities, and evaluating the level of theoretical and practical knowledge acquired demand high pedagogical skill and a new approach to the educational process from the teacher.

CONCLUSION

In conclusion, we can state that the independence and critical thinking in creative work are essential as they ensure the productivity of intellectual activities. Non-traditional methods in the educational process create a foundation for the comprehensive development of the student's personality. It is particularly important to emphasize that today's students, who are receiving education and training, play a significant role in determining the future and destiny of our nation.

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