



## INDEPENDENT WORK OF STUDENTS AS AN IMPORTANT FACTOR OF LEARNING ACCORDING TO THE CREDIT-MODULAR SYSTEM

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### ABSTRACT

An important place in the education system is occupied by educational work in credits. It is proposed to adopt the European Credit Transfer System (ECTS) as a basis. The credit-modular organization of the learning process ensures the psychological development of the relationship between the teacher and the student. These relationships contribute to the development of general teaching skills and habits, in addition to the independence of students in the educational process.

### KEYWORDS

Credit – module educational system, integration, skills, habits, education, independent work of students, life long learning, scientific knowledge, quality of education, educational institutions, individual assignments, scientific worldview.

### INTRODUCTION

In Uzbekistan, the use of a credit-modular system of education in universities is becoming relevant, a large percentage belongs to self-education. To implement this system, on October 8, 2019, the head of our state signed a decree “On approval of

the Concept of development of the higher education system of the Republic of Uzbekistan until 2030”. This important program document defines” to include at least 10 higher educational institutions of the republic in the list of higher



educational institutions occupying the first 1,000 places in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education Academic Ranking of World Universities) and gradually transfer the educational process in higher educational institutions to credit-modular system". It is also indicated that by 2030, 85 percent of all higher educational institutions (universities) of the republic[1].

Today's problems of organizing and improving the efficiency of independent work of university students require constant attention and quality solutions. At the same time, the analysis of psychological and pedagogical literature showed the active beginning of research on self-study of students in the middle of the 20th century, at the beginning of the last century, I. Gessen argued that the source of free development is active independent work, and at the same time the source of personal creativity. In addition, the student's personality is created not only by what he writes or says, the actions of his hands, but also by the thoughts, emotions and feelings that he experiences at this time, his desire and volitional actions, as well as his mental state [2]. In our opinion, to the activity and independence of intellectual work, it would be necessary to add once again their extreme necessity, usefulness and, of course, creative character.

Among the six key positions that must be fulfilled within the framework of the Bologna process (the introduction of double-cycle training, quality control of education, increased mobility, ensuring the employment of graduates, ensuring the

attractiveness of the European education system, an important place is occupied by the requirement to introduce in all national education systems a system of accounting for the complexity of academic work in loans. It is proposed to adopt the European credit transfer system as a basis.

The authors of the articles analyze various attempts to solve the problem of the modular credit system of education, introduce the reader to modern methods, training programs, as well as the methodology of using these programs in the classroom [3, 4].

Some researchers understand the independent work of a student as a form of educational activity in which the student manages his activities – first at one, then at several, and then at most stages of its implementation, while the main stages are managed by the teacher [5].

At the same time, the issues of didactic conditions for the use of a credit-modular system of education in a higher educational institution (university) in the context of modern educational programs remained insufficiently developed.

Purpose, objectives of the work, material and methods.

The purpose of the study is to theoretically substantiate the general didactic conditions for the use of a credit-modular system of education in a higher educational institution and to analyze the state of modern educational programs in higher education.

Results and discussions.

Credit – the modular organization of the learning process ensures the psychological development of the teacher and the student, the improvement



of relations between them, contributes to the development of general educational skills and skills, the improvement of students' independent work skills, allows objectively, taking into account the level of the student's creative approach to planning and performing various kinds of professional tasks, to assess their mastery of the modular program, which includes participation in pedagogical news, discussions during lectures, elaboration of mandatory literature, performance of each creative individual task (development of a methodology for studying the formation of moral and ethical qualities and traits, modeling of an educational event or educational situation, various forms of education, etc.); keeping a summary of primary sources; activity of work at each practical lesson; participation in scientific work (independent processing of a research psychological and pedagogical problem, participation in the development and conduct of an experiment, generalization of the results obtained, preparation of abstracts with elements of search and research work); presentation at a student scientific conference, preparation of materials for printing and much more.

The credit-modular system is provided with two main functions. The first one promotes the mobility of students and teachers and simplifies the transition from one university to another. The second is accumulative, a clear definition of the volume of work carried out by the student, taking into account all types of educational and scientific activities.

We will consider the implementation of the second function in the practice of pedagogical universities.

There are many universities in Uzbekistan working on the credit – modular system, and the majority of respondents have a positive attitude to this system.

However, in our opinion, the most urgent at this stage of the introduction of the credit system of higher education institutions is the problem of effective organization of independent work, education of students' need to constantly work independently to improve the quality of knowledge, improve professional skills. The main indicators of a student's level of readiness for independent work can be: the ability to plan their activities, see variable ways to achieve their goals and find the optimal one, proficiency in high-speed reading; the ability to highlight the main idea in the information received; the skills of compact, abbreviated presentation of the information that you own; the ability to perform various types of fixation of the information received (abstracts, extracts, citations, etc.); compliance with the requirements of the bibliography and the like.

This is due to a number of reasons. Firstly, the introduction of a credit -modular system provides for an increase in the time for direct individual communication between the teacher and the student in the learning process. And this, in turn, reduces the share of direct external information and expands the use of interactive forms and methods of students' work under the guidance of a teacher (tutor) and full-fledged independent work. To a friend, the European Credit Transfer



System is a cumulative system capable of working within the framework of the concept of “life long learning”.

The task of the higher school is to form students' scientific worldview, a system of modern professional knowledge, the development of creative abilities, as well as the preparation of future specialists for continuous self-education in the process of professional activity. These tasks are solved in the learning process, which accommodates the activity of the teacher-teaching and the activity of the student – teacher. The learning process is a special form of transmission and assimilation of socio–historical experience accumulated by people over the centuries and expressed in the form of a system of scientific knowledge, judgments, rules, etc. The learning process is a complex unity of the activities of a scientist-teacher and a student aimed at achieving a common goal – arming students with scientific knowledge, skills and their creative development.

Learning is a complex process of educational activity in which the assimilation of certain scientific knowledge takes place, the acquisition of individual experience of cognition with the help of independent knowledge management, mastering the necessary methods of action that are implemented through skills. In the course of this, an insight into the essence of science and life takes place, the laws of their development are learned, the methods of science are assimilated and its philosophical foundations are substantiated, a scientific worldview is formed. Training is conditioned by the content of

education, educational and formative activities of scientists-teachers and provides for intensive independent work of the student. The content of the training includes the types of activities, the assimilation of which is provided for by the relevant specialty, and the knowledge on which these types of activities are based.

The level of education of a specialist who has graduated from a higher educational institution is determined by the degree of mastering the knowledge of general scientific (fundamental), special (professional) and social sciences and the formation on this basis of a dialectical-materialistic worldview, the development of cognitive abilities, as well as the assimilation of various types of professional activity.

Studying at a university is a complex and difficult process. It requires the mobilization of attention, strong-willed efforts, increased efficiency, concentration, self-organization, rational allocation of time for study and rest, high consciousness and activity.

Success in learning depends on many factors, among which the leading place is occupied by motives, that is, the reasons that encourage learning, instructions (psychological attitude or readiness for activity), cognitive needs and interests, purposefulness and other strong-willed qualities.

Classes in classrooms and laboratories of educational institutions have ended. But the students' academic work is far from over. Probably, only now begins the most important and responsible part – independent work on educational material. In the process of



independent work, successful assimilation of educational material takes place, self-education skills are formed for a specialist who works creatively, which makes it possible to constantly expand and deepen knowledge, navigate the flow of scientific information and effectively use all new, progressive methods in professional activity. Independent work of a student involves such an activity that he performs without the direct participation of the teacher, but on his assignment, under his guidance, supervision, control. The organization of independent work on any subject should be aimed at solving two interrelated tasks:

1. To develop students' independence in cognitive activity, that is, to teach them to acquire knowledge independently;
2. Teach students to independently use knowledge in teaching and practical activities.

A student who has the skills of independent work, more actively and deeply assimilates the educational material turns out to be better prepared for creative work, self-education and continuing studies. In the conditions of the scientific and technological revolution, the rapid "aging" of information causes the need for continuous replenishment of knowledge. However, the spontaneous formation of rational teaching methods, working with a book – the main source of information without proper guidance from a teacher, as experience shows, proceeds slowly and is not very effective, since not all students are able to work with a textbook. First of all, this applies to first-year students.

The first main task of working with a book is to find out for yourself its meaning and assimilate the material you have read. The second is to understand what you have read. The third is to draw the necessary conclusions from what you read for memory, and finally, the fourth is to give yourself an account of what the book has taught you new.

Reading is not a mindless "swallowing" of pages, but an active, purposeful management of the cognitive process. Therefore, a student who wants to learn how to work with a textbook independently must solve a number of educational and logical tasks with the teacher, including the selection of information to answer the question posed by the teacher; the selection of the main and secondary in the educational text; drawing up a text plan; work on concepts, patterns, theoretical principles, bringing; grouping and classification of the studied material, generalization and minimization of the studied, application of the acquired knowledge and fixing them in memory.

The organization and control of independent work of students, as experience has shown, allows us to successfully solve issues related to improving the training of a highly educated person who is able to systematically replenish his knowledge, which ensures:

- reduction of the terms of adaptation of first-year students;
- ordering independent work, daily routine, creating the most favorable conditions for the harmonious development of personality;





- reducing the number of cases of untimely preparation of academic assignments by students and improving their quality;
- wider involvement of students in public events, research work;
- formation of the need for constant self-education;
- improving academic performance and quality of education.

The successful solution of these issues is possible provided that the use of a scientifically-based organization of independent work of students, which also implies the creation of an optimal system for monitoring knowledge, skills and abilities.

It is known that the assimilation of educational material, the formation of skills and abilities, the development of cognitive abilities of students occurs in the process of their independent performance of a system of exercises adequate to the purpose of assimilation, that is, in the process of independent work. Depending on their level of training, degree and profile of the educational institution, various types of independent work are used, and their content also changes. The following types of independent work of students have been widely used at the university:

- consolidation and deepening of the study of educational material with the help of textbooks, manuals and other sources;
- independent study of individual topics and sections of the discipline;
- performing graphic, calculation and other individual homework;

- preparation for seminars, practical classes, laboratory work, colloquiums, intermediate knowledge control, control and independent work;
- execution of coursework and projects;
- participation in research.

These types of independent work and their content provide not only for the study, repetition and consolidation of educational material, that is, the solution of narrow educational tasks, but also for the creative work of students, the development of abilities to search, research, the formation of qualities such as perseverance in achieving goals, diligence, necessary in life, in fruitful work.

One of the important stages of organizing students' independent work is planning. The plan should cover all types of student's educational activities, determine the number, content and time of all types of independent work. Such a plan is necessary for both students and teachers. It allows students to regulate their free time from classroom classes, to set the necessary amount of work, that is, to organize individual time. Teachers receive a kind of limits, determining the amount of educational information that should be learned by students for each course, they can determine the scope of tasks and deadlines for their completion without prejudice to other disciplines.

In general, planning independent work creates conditions, providing systematic, which contributes to improving the quality of training specialists, frees up time to participate in socially useful work and creates favorable conditions for the harmonious development of personality.



When planning students' independent work, the following main tasks are solved:

- teaching students the skills of independent work;
- determination of the content and timing of seminars, practical classes, laboratory work, term papers and projects;
- determination of the number, content and timing of colloquiums, independent and control works, individual assignments, intermediate knowledge checks;
- determining the time spent by students on all types of independent work;
- development of systems of tasks, control over the independent work of students, taking into account the time spent.

One of the ways to develop a responsible attitude of students to independent work, the formation of their need for its performance can be the introduction of such a scheme for studying pedagogical disciplines in pedagogical educational institutions of different levels of accreditation: 1) familiarization of future teachers with a specific stage of the educational process directly in a general educational institution (propaedeutic course); 2) independent work of the student from the analysis of what he saw on the basis of independent study of the recommended literature; 3) theoretical justification by the teacher of the topics that the students got acquainted with during their visit to the educational institution, involving them in a conversation, discussions and the like.

Attention to this area of higher education reform is explained by the fact that all attempts of

scientists to find a scientific and pedagogical formula based on the principles of classical traditional education and capable of processing all the difficulties encountered by university teachers have not yet been crowned with success. Today it is necessary to bring the existing teaching theories in line with the requirements of modern pedagogical practice, to give them a greater operational and instrumental character, taking into account the modern purpose and objectives of training specialists.

Having analyzed the specifics of Higher Education on the credit-modular system of education, we can conclude that today favorable conditions have not yet been created for the introduction of a credit - modular system of education in our country. In order to solve such a problem, the following conditions are necessary at the university:

1. Creation of a regulatory framework in all educational institutions of the country;
2. Availability of sufficient material and technical base in each of the educational institutions;
3. Development of methodology, methods and methods of effective implementation of the credit-modular training system;
4. Improving the infrastructure of the education system and its management mechanisms.

## CONCLUSIONS

Thus, for the successful introduction of a credit-modular system of training organization in universities, it is necessary, first of all, to solve the



problems of organizing and conducting independent work.

We see prospects for improving the effectiveness of the credit-modular system of education in the development of new programs, also in interactivity, in flexible and individual use of materials and, necessarily, proper training of teaching staff in higher educational institutions of the country.

Further research is expected to be carried out in the direction of studying other problems of organizing independent work of students in teaching according to the credit – modular system.

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