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Research Article

FOREIGN EXPERIENCE IN THE TRANSITION TO A CREDIT-MODULE SYSTEM. PRINCIPLES OF DEVELOPMENT OF LINGUISTIC-SPEECH COMPETENCE OF STUDENTS IN INDEPENDENT EDUCATION

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ABSTRACT

In the article we analyze the current state and prospects of transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Academic mobility, accumulation of grades, interest of teachers and students in science, as well as the introduction of a well-defined assessment system are substantiated.
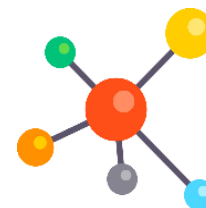
KEYWORDS

Educational programs, educational technologies, Course identifications, teaching methods, course plan, learning outcomes, description, course objectives.

INTRODUCTION

According to the law of the Republic of Uzbekistan "On Education" dated September 23. 2020, the implementation of educational plans and educational programs into the educational process is of great importance in the implementation of educational plans and educational programs in the educational process, educational organizations can use modern pedagogical technologies, innovative forms and methods of teaching, educational technologies based on the credit-module system. The place between the
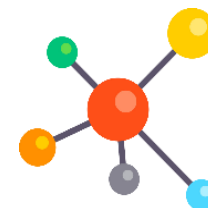
languages of the world, the status of the state language, the views that literature, built on the basis of language, is a source of raising spirituality, constitute information about language styles [18, p. 31]. Herewith teaching of of language in connection with the methodology, philological education – sustainable development, the role of philological education in the development of today's society, the need for methodical study, as well as the methodological characterization of the students' goals of working on texts, the further expansion and development of the knowledge and skills acquired in the lower stages of the native language, their ability to fully master the oral and written forms of, methods of achieving the achievement of being able to enter into communication are to be able to use the vocabulary of the native language with the correct use of speech styles. It is important to know the methods by which you can analyze the content of a word (text) on the basis of context, distinguish primary (Main) and secondary information in the text. In the methods of knowing the composition of questions on parts of the text, the methods of parsing the keywords of the text, the methods of methodical parsing of the necessary information from the text, the methods by which philologists correctly interpret the scientific terms related to the specialty, the knowledge of the syntactic correct formulation of words with their participation and the

Methods for performing independent assignments

1. Logical thinking, a quick question-and-answer method;
2. method of conversation, discussions;
3. interactive games method;
4. method of working in small groups;
5. method of presentation;
6. method of working with audio-visual materials;
7. method of individual projects;
8. project method for teamwork and protection.

THE MAIN FINDINGS AND RESULTS

The mechanism of performance of the independent learning (self-study), reading in an the classrom (IRC) methods of online learning from literature created for students in the native language methodology, independent work on projects. In order for the result to be effective, the main task of the loan today is considered to be passing the exam. Components of the Syllabus, identification (Course identifications), Teaching methods, course plan, as well as the results of studying the teacher's information (Learning outcomes) and literature (References), a complete description in the description of science (Course Description), course objectives.(Course objectives). Assessment. (Assessments), it should be noted that the rules of the ECTS system of Student Assessment in the credit module system are mainly formed in two stages.1) the rules of the evaluation system of the ECTS for the period from 2009 2) the current evaluation rules of the ECTS for the period after 2009 GPA assessment A-a high - correct result, B - A high result but there are some minor errors, C-a good result but there are some errors, D-a good result but there are FX-fail-a little reading is necessary for the loan to be provided, F-fail-much reading is necessary for the loan to be provided [7, p. 37]. On the basis of credit modules, the curriculum, as a rule, the schedule of the educational process, the beginning, duration and periodicity of training, the academic years, quarters, semesters, internship, holidays, attestation, the number of weeks allocated, the subjects (modules) to be studied and the hours allocated to them (credits) and other necessary parameters are reflected. The curriculum was determined to prevent the introduction of additional subjects on the basis of the

assignments of Public Administration bodies. Decree of the president of the Republic of Uzbekistan "On approving the concept of the development of the higher education system of the Republic of Uzbekistan until 2030"dated October 10.2019 with this decree №-5847: submission of at least 10 higher educational institutions to the list of higher educational institutions of the first 1000 seats of internationally recognized organizations (Quacquarelli Symonds; based on international experience, the introduction of advanced standards of higher education, including the gradual transition from theoretical knowledge-oriented education to the educational system aimed at the formation of practical skills in educational programs; ensuring the academic independence of higher education institutions, etc., was determined. [7, p. 44] Decree of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the system related to the organization of the educational process in higher education institutions"dated December 31, 2020. With this decision: the order of gradual transfer of the educational process in the higher educational institutions of the Republic from the
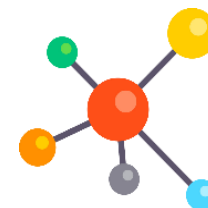
1. 2020/2021 academic year to the credit-module system.

2. Approval of the dispute on the procedure for the introduction of the credit-module system into the educational process in higher educational institutions. 3.Together with ministries and departments of the Ministry of higher and secondary special education, which are institutions of higher education in the system of higher and secondary special education, to ensure improvement of qualification requirements, curriculum and science programs of Bachelor's and master's specialties, the credit-module system is introduced into the educational process within 1 month.
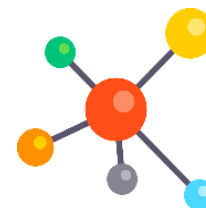
3. Together with the Council of higher education of the republic within 2 weeks the tasks of development and approval of samples of documents related to the organizational issues of the introduction of the credit-module system into the educational process in higher educational institutions were determined. Order of the Ministry of higher and secondary special education of the Republic №30 of 2021 "On approval of samples of documents related to organizational issues of introduction of credit-module system into the educational process in higher educational institutions". With this order, the following samples of documents were approved.

4. Information that should be reflected in the education program directory. 2. Catalog of Subjects. 3. Information that should be reflected in the agreement on education. 4.Information that should be reflected in the reference to education. 5. Information that should be reflected in the certificate of internship. 6.Personal training of the student. 7. Assesment convertation (from a 5-point system to a percentage). 8.Table of assesement of HEIs' evaluation system to other evaluation systems. 9. Information that is recommended to be reflected in the internship agreement. 10. Transkript. 11. Evaluation account. The president of the Republic of Uzbekistan has assigned the following 4 priority tasks in the field of Higher Education. Dramatically reduce bureaucracy and corruption by reducing paperwork for professors and students, digitizing the industry. To enhance the role of Management Councils of higher education institutions and to expand their competence. By adapting the learning process to market requirements, ensuring its consistency with production and creating an environment for the student self study. Order of the Ministry of Higher and secondary special education of the Republic of Uzbekistan №311 "On approval of State educational standards of Higher Education" dated July

16, 2021 of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan State Educational Standard of Higher Education. "Basic Rules" is the state educational standard of Higher Education. "Clasifier of directions and specialties of higher education" base higher education institutions on the spheres of Higher Education State educational standard of Higher Education. Introduction in the "Basic Rules". 1. Field of Application 2. Regulatory links 3.Definitions. 4. Categories and types of normative documents on standardization of Higher Education 5. General requirements for the content of curricula and curricula of Higher Education directions and specialties. 6. General qualification requirements in relation to the preparation of graduates. 7. The volume of the training load. 8. Evaluation of the quality of Personnel Training and the activities of higher education institutions. Basic Rules of the state standard of Higher Education: general requirements for the content of directions and specialties of higher education, programs and curricula. The Basic Rules of qualification requirements for the preparation of graduates. Specify the amount of training load. Determines the quality of personnel training and the procedure for evaluating the activities of higher educational institutions, qualification requirements, development and implementation of educational plans and curricula. Types of regulations. Qualification requirements. Curricula. Training programs. General requirements for the block of educational sciences. The block of compulsory subjects requires deep mastering of disciplines and should provide the basis for enriching the educational attainment, formation of the necessary fundamental knowledge, professional skills, abilities and competences in the field of education, professional activity in the chosen direction and specialty of the graduate, as well as continuing further education in a certain magistracy specialty [7, p. 39.]. The block of competitive Sciences-

Baccalaureate should ensure that the education recipients acquire additional in-depth theoretical and practical knowledge and skills, provide professional compensation taking into account innovative methods and regional factors of the sphere, and ensure the acquisition of professional knowledge and skills in accordance with educational trainings. General requirements for the qualification practices of The Bachelor's degree: in order for the students to perfectly master professional skills, educational plans and training and production qualification practices in the curricula of certain disciplines must be stipulated. Qualification practices are an obligatory part of the baccalaureate education process and are aimed at the formation of professional training, practical skills and competences of students. Control of the quality of Personnel Training. Internal control is carried out by a higher educational institution. Internal control is carried out in accordance with the established procedure established by the competent public administration authority for the management of higher education in accordance with the criteria of the rating(assessment) system and the credit-module system; The final control of graduates is carried out in accordance with the educational plans of the directions and specialties of Higher Education: the final state attestation on Educational Sciences in bachelor or the protection of graduation qualifications, as well as in the form of the defense of the master's thesis in the magistracy. State-public control - is carried out in accordance with the procedure established by the state governing body authorized to administer higher education, public organizations and personnel customers. External control-is carried out in accordance with the established procedure by the competent public administration body for the management of higher education, as well as the state administration for quality control of Education under the Cabinet of Ministers of the Republic of Uzbekistan.

Classifier of directions and specialties of Higher Education. The main users of qualification requirements. Management staff and professors of the higher education organization [7, p. 54]. Requirements of the higher education organization. State attestation commission. Authorized government bodies for the management of Education. Bodies that provide financing of higher education institutions. Authorized state bodies that control the accreditation and quality of higher education system. Personnel customers and employer organizations and enterprises. Applicants, their parents and other interested persons. 60230100-requirements for professional competence of bachelors in the field of Education" philology and teaching languages (Uzbek)". General competencies. Professional competence. Curriculums. Sample training plan. Working training plan. Educational plan-a normative-methodical document, which determines the size of hours and credits in the course of the full normative period of the educational period, the content of educational sciences, courses, the consistency of their study, the type of educational activity in a particular direction or specialty of Higher Education. In the credit-Module System, 3 types of the curriculum are used. The base training plan is for the entire training process in accordance with SES. Employee training plan – to calculate the schedule of the training process for each academic year and the workload of the teachers. To provide information to prospective students and their relatives about the programs in HEI (Orientations) enrollment of students accepted for study (Enrollments). Registration in the curriculum for the academic year or semester subjects (Course registrations). Registration and transfer of grades and credits of students in the subjects (Grade registration). Providing students with references from the place of study (Confirmation letters). Providing students with graduation diploma and diploma applications (Transcripts and Diplomas). Providing scholarships and financial assistance to students (Processing financial aid applications). Students will receive tuition contract fees (Processing tuition fee payments). Coordination of the development of the academic calendar of the university (development of academic calendars). Coordinate the development process of university application directories (overseeing course catalog development). Maintaining and transparently publishing the statistical data on students and curricula.

The Registrar's office was established in developed countries mainly in almost all universities, colleges and in some cases even schools in the United States, Canada and Europe. In the American and English HEI, this department was opened initially for the purpose of maintaining and regulating student ratings in a single place, later its functions expanded. The Registrar's office is mainly in Uzbekistan 1.Productive use of Time 2.Avoid queue expectations. 3. Transparency and transparency. 1. Work related to the diploma (obtaining, restoring, etc.). 2. On career issues (consultation and information on vacancies). In the case of further clarification of the duties of the Registrar's office below, they are as follows, Student Enrollment is the acceptance of the documents of applicants recommended to the student according to the result of the entrance examinations, the issuance of a payment contract paper, the division of them into groups and the formation of a complete database about them.

Student registration-to enter newly accepted students on the university educational portal (moodle) and give them an ID number, ID card, student certificate. **Course registration**-formation of the interaction window of teachers and students on the university educational portal. Here, each student is informed about the name
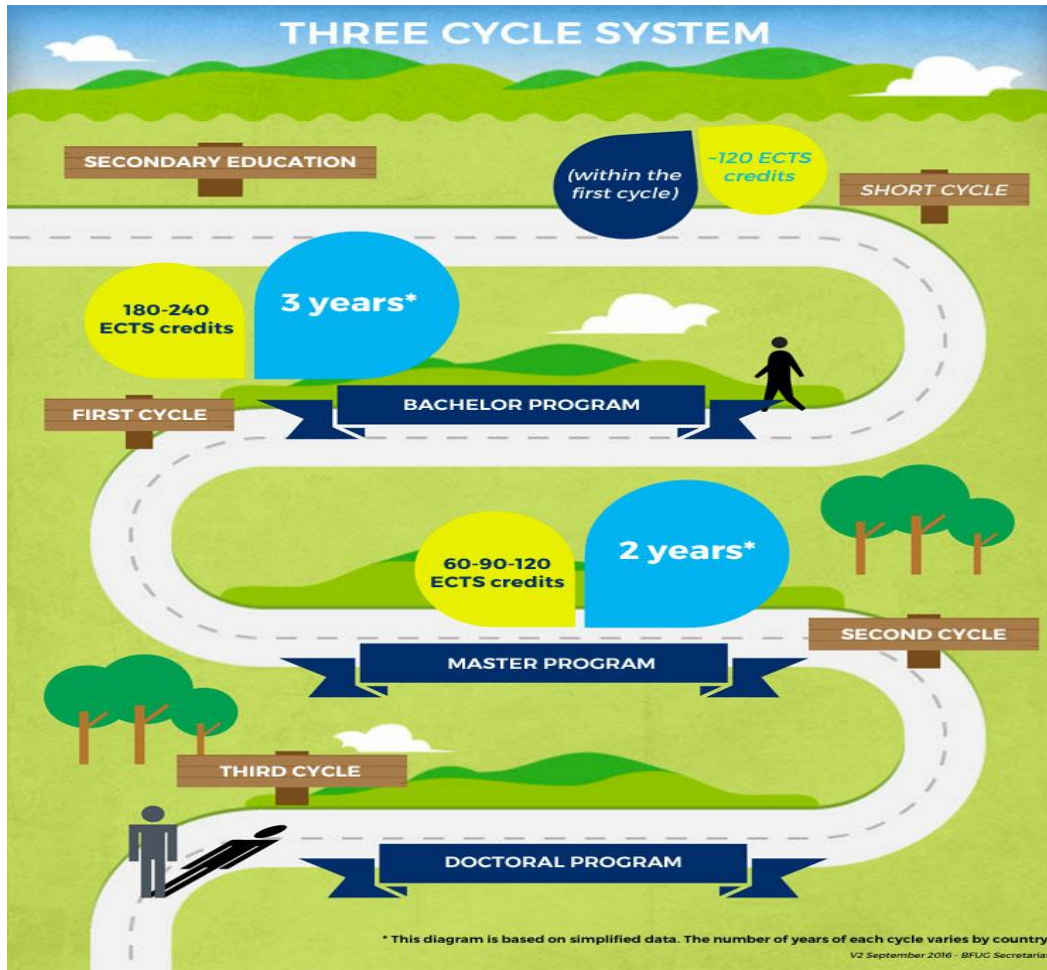
and teacher of the subjects chosen by him, and each science teacher himself will have information about the students who are enrolled in the subject in which the lesson will be conducted. The task of the Registrar's office is to update these data at the beginning of each academic year. **Transfer and restarting –** carry out work related to the transfer and restoration of reading. **Timetable**-to draw up a timetable for all students and deliver it to teachers and students through the educational portal. **Exam timetable**-draw up and announce exam schedule. **Exam registration** is the provision of pre-registration of students for examinations and the solution of problems associated with this. **Academic records registration** – formation of a general database of students ratings and ratings. **Timetable**-to draw up a timetable for all students and deliver it to teachers and students through the educational portal. **Reference letters**-to provide students with various references(in Uzbek, English, Russian). **Tuition fee**-the issuance of documents necessary for the implementation of payment contract money. Dormitory-issues related to placement in students dormitories. **Other issues**-helping students in other matters. **International affairs. Incoming students**-work with chel fifty students who come to study at the University (visa, registration, assistance in any matters related to participation in tutorials). **Outgoing students**-work with students who go to study at a foreign Ott. In summary, the establishment of the Registrar's office in the HEIs serves to make the administrative management system of the university education process more transparent, quick and qualitative consideration of students' appeals. The main purpose of the Toki student's entry into the HEI is to obtain this knowledge. Therefore, his time should not be spent on ovulation associated with administrative problems [7, p. 52]

The normative-methodological provision of the educational process in the credit-module system (based on foreign experience) ECTS - the concept of the European credit transfer system. Training load, training results, credit allocation to the audience and independent hours. Credit and module concepts. Application of ECTS to the national credit-module process. Changes in educational documents (SS, Curriculum, SP). Distribution of student workload, introduction of competitive subjects, evaluation in the new credit - module system. Questions and answers. Bologna Process. The situation is up to 1999 year. 1999 year, June, Bologna Process (28 country). EHEA (the European Higher Education Area) is a European Higher Education Area. March 2010-Budapest-Vienna - 49 country 1. first (undergraduate) cycle 180-240 ECTS - bachelorette 2. second (graduate) cycle 60-120 ECTS - Master's 3. third cycle (doctorate) Berlin - what is the doctorate ECTS system?

ECTS(European Credit Transfer System) is a system that focuses on education, based on transparency in teaching, teaching and evaluation of Education. Its object is to simplify the creation of educational programs, their delivery to students and their evaluation, and to easily understand (recognize) the knowledge learned during the student exchange program, a diploma or other type of document and the period of study. The concepts of credit and modules **academic credit** is a symbolic unit of measurement that is regularly collected by the student in order to achieve this level of education at a certain stage of Higher Education. This unit means that the student has completed a certain number of reading loads and has successfully mastered the results of a particular reading. **The Academic module** is a set of systematic, consistent reading and learning efforts aimed at achieving holistic specific learning outcomes, with its own assessment standards. It usually lasts one

semester but in some cases it can take several to several hours. Tiradi reflect a certain amount of credits in each module in the ECTS system [7, p. 44].

THREE CYCLE SYSTEM

SECONDARY EDUCATION

(within the first cycle)

~120 ECTS credits

SHORT CYCLE

180-240 ECTS credits

3 years*

FIRST CYCLE

BACHELOR PROGRAM

60-90-120 ECTS credits

2 years*

SECOND CYCLE

MASTER PROGRAM

THIRD CYCLE

DOCTORAL PROGRAM

* This diagram is based on simplified data. The number of years of each cycle varies by country.
V2 September 2016 - BFUG Secretariat

Credit. ESS credit-the composition of the two necessary system, which consists of the module element. Educational work load). Education and training of students.Credit. (Learning workloads). **1 credit, 25-30 hours contact hours (10 -12 hours), 60% Independent Education, (15 -18 hours)** development

of a training plan in the credit module system.The context of the program. **Program profile.**

The programme learning outcomes – expected results at the end of education The programme structure and allocation of credits-the structure of the program and the distribution of credits are the components of the student learning burden. Separation of subjects into credits: modular **and non-modular.** Subjects equal to the same loan amount during the course. Subjects equal to different loan amount during the course. Components of the student learning load. Amount of

credits. Bachelor-240 credits. Master's degree-120 credits. Subjects Are Basic. Choice. Optional. **Hour's division. Contact hours-**40% Independent Education – 60%. Student's learning load (modular) [7, p. 41]. The importance of scientific and methodological research on a number of methods of teaching the native language in our country in the following years is distinguished by its importance. Normative and methodological support of the educational process in the credit-module system, including Sh.Yusupova [1] and N.Yuldasheva et al [2] promoted the teaching of the native language on the basis of new pedagogical technologies in her studies. A.Gulomov [3], M.Saidov [4] and N.Alavuddinova [5] conducted research on the methods of independent work, formation of creative thinking skills by teaching the native language. A number of studies have also been carried out on the methodology of teaching language levels from the mother tongue in continuing education, including T.Yusupova conducted scientific research on the methodology of teaching the main sections of the sentence.[6]. The content of this article can be widely used in state language education today. It is worth noting that in different periods philologists also made their worthy contributions to the methodology of teaching the native language as the authors of the program, textbooks. H.Nematov, N.Mahmudov, A.Sabirov, I.K.Mirzaev and others studies this aspect as well. B.Mengliev is a professor who developed the purpose and content of native language education relying on the ideas of H.Nematov. The development of speech skills in a person, the integration of national spirituality into student thinking on the basis of dictionary and text, the preparation of students for different speech situations, the education of creative minds started with a new direction in the teaching of mother tongue [7, p. 32]

The Researcher A.Bobomuratov uses of game assignments in the education, methodist T.Ziyadova possibilities of increase the vocabulary of students in the process of native language education, M.Saidov said that in the process of his native language education on educational assignments and methods of their use develop thinking T.Ganiev studied the issues of increasing the cognitive activity of a person in the process of performing exercises from his native language. A.Hamroev studied the problem of designing the creative activity of the educator in the education of the native language. Methodist K. In this regardIt is worth noting the research work of mavlonova on the topic "Improving the methodology of integrated teaching of native language science with the science of literature through the artistic text" [7, p. 28].

The scientists developed the technology of developing the skills of working on the most complex text, reading it, understanding it and, most importantly, creating text in accordance with today's methodological approaches to the education of the native language, integrating it with the science of literature. Also on the topic of the study. A. Allayorov, O.R.Raziqov, R.Ibragimov, B.R.Adizov, M.H.Mahmudov I.E. studies problems of development of educational and cognitive activity of the educator, his activity and upbringing of independence were also studied by behaviours. [8.32] Russian educators A.N. Leontev, J. A. Ponomarev, S.L. Rubenshteyn conducted observations on the teaching assignments and their role in didactics, their functions. In particular, Leontiev characterizes the concept of "assignment" as follows: "assignment is a forward – looking goal based on certain conditions." [9.69] Australian scientist, professor Jacques Richards with methodical, psychological and pedagogical research of teaching assignments in World pedagogy was specially trained. [10.74] It is worth noting that Western
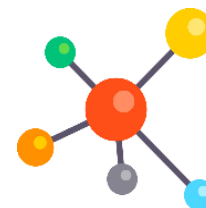
pedagogy focuses the main attention on practice. The first pragmatic ideas were the American philosopher and pedagogue D. Developed by Dyui [11, p. 12]. Timely conclusion from foreign experiments H.Nematov introduced a cognitive-pragmatic approach to the education system of Uzbekistan in the first years of independence, although this approach is timely supported. Therefore, the educational tasks still in force in the native language education do not give the expected effect. Today's pedagogical, linguistic conditions require the improvement of teaching assignments in the credit-module system on the basis of a cognitive-pragmatic approach, it is also necessary to take into account the Blum taxonomy in the development of questions, exercises and assignments [14, p. 12]. In this sense, this article aims to develop independent teaching assignments in the subjects of linguistics for the module-credit system in higher philological education, to substantiate the pedagogical, psychological and linguistic requirements of improving teaching assignments in the module-credit system, to describe the concepts of questions, exercises and assignments on the basis of a pragmatic approach, and to classify them from a curriculum. To develop the scientific and theoretical basis for the formation of independent educational assignments in the subjects of linguistics for the module-credit system in higher philological education, to improve the linguistic foundations of existing teaching assignments, to study the current state of the use of independent educational assignments in the system of higher education and to determine the place of teaching assignments [7, p. 12] The module in higher philological education consists of the creation of independent educational assignments in linguistic disciplines for the credit system, a comparative study of its compliance with the requirements of the program, as well as identifying the causes of problems associated with their teaching and offering solutions.

Development of methods for the development of listening, speaking, reading comprehension and writing (literate and meaningful spelling) skills in students by setting up independent teaching assignments in linguistics for the module-credit system in higher philological education. Improvement of the development of thinking skills based on the creation of independent educational assignments in linguistics for the module-credit system in higher philological education. Selection of methods, methods and technologies of convenient and practical importance for the module-credit system of higher philological education in the formation of independent educational assignments in linguistics and working with assignments [7, p. 13].
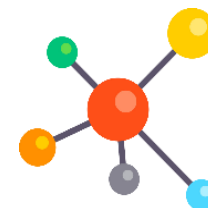
To summarize the proposals and recommendations developed for the creation of independent educational assignments in linguistics for the module-credit system in higher philological education through experience in the content of textbooks on the basis of the module-credit system, testing in native language lessons and Conclusions Drawn. The module-credit system in higher philological education is the study of Methods, systems and technology of improvement of pedagogical, psychological, linguistic foundations of the creation of independent educational assignments in linguistics. In the course of the study, a number of methods such as cognitive-pragmatic pedagogical observation, comparative analysis, variance, classification, interview, statistical analysis, interview, questionnaire, pedagogical experience-test were used. In higher philological education, speaking skills are developed when independent teaching assignments are used, which are structured into linguistic disciplines for the module-credit system, as a result of which it is determined that the literacy of students has increased to a certain extent. It is based on the fact that the module-credit system in higher philological education

establishes independent educational assignments in linguistics – directs the future specialist to thinking, work with teaching assignments, and at the same time performs the task of testing the formed cognitive skills and qualifications. For module-credit system in higher philological education concepts related to independent education in the formation of independent educational assignments in linguistics subjects were described in a new way in terms of pedagogical, psychological and linguodidactics, the places of application are classified according to the tasks performed [7, p. 9]. When working with linguistic Sciences in philological education in the formation of independent educational assignments in linguistics for the module-credit system in higher philological education, the levels of asking questions to the text, the interlocutor from the situation were determined, it is recommended to approach the formulation of a question in a cognitive-pragmatic way. The creation of independent teaching assignments in linguistics for the module-credit system in higher philological education along with the ability to listen and understand the student, the methods and means of teaching the student to ask the right and logical questions are developed, referring to the need to apply according to the situation of communication, the qualification of speaking is also observed. For the module-credit system in higher philological education, it is determined that the creation of independent educational assignments in the subjects of linguistics will direct to the performance of an action, motivate thinking, and, most importantly, perform the task of testing, assessing the acquired knowledge, skills and qualifications. The system of special educational assignments for students of the Uzbek language and literature learning is introduced into practice in the context of linguistics, the creation of independent educational assignments in the subjects of linguistics for the module-credit system in higher philological

education. Through the teaching of mother tongue in higher education, the technology of formation of speech skills Komplex has been developed and introduced into practice, such as the formation of literary language, skills of literary pronunciation, spelling literacy, increasing vocabulary and being able to work independently. For the module-credit system in higher philological education, the method of using teaching assignments based on a pragmatic approach to the teaching process has been introduced, the use of teaching assignments of teachers in the formation of independent teaching assignments in linguistics, the skills and qualifications for their development have been formed. The results of the study will be used to create new SES and curriculum, as well as textbooks based on the competency approach. The relevance of the Applied Research Methods and scientific-theoretical data to official sources, the effectiveness of the presented analysis and experimental-test work is explained by the fact that the mathematical statistics are based on methods, the conclusion, recommendations and recommendations are introduced into practice, the results obtained are confirmed by competent structures.
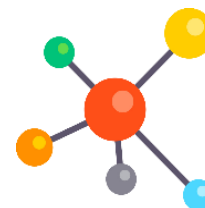
The scientific and practical significance of the research findings. The article within the scope of this study plays an important theoretical role in the study of pedagogy and the history of education, in improving the methodology of teaching mother tongue, in determining the position of phonetics in education. Also, the theoretical views reflected in this thesis may serve as a source for new research in this direction. The ideas, theoretical views and practical recommendations put forward in the article can serve as a source in the creation of "native language" textbooks, manuals, as well as in the preparation of lecture texts. The "present Uzbek literary language" in the philological faculties of higher educational

institutions serves as a material in the formation of lecture texts in a number of linguistic disciplines, serves as an important guide in the deeper teaching of the native language to higher education students [18, p. 31]. It is important to carry out monitoring of the process of transition to the credit-module system in the study of the activities of the universities, which are in high places in the international rankings, to develop educational plans in accordance with modern and World requirements, to introduce modern information and communication technologies in the philological education system, to convey the essence of the

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