

Students Independent Work in Credit Module System

Mirzayeva Zulkhumor

Navoi Innovations University, Navoi, Uzbekistan

Keywords: Credit Module, Independent Skills, Autonomous Learner, Motivation, High Education.

Abstract: Improving students' independent study skills within the credit-module system in higher education is crucial. This research identifies key problems and explores solutions to enhance autonomous learning. Through a review of existing literature, the study uncovers several challenges faced by students, such as lack of motivation, inadequate time management, and insufficient self-regulation skills. It also examines effective strategies for fostering independence, including structured guidance, use of technology, and development of critical thinking skills. Recommendations include integrating self-directed learning activities, providing targeted support, and promoting a culture of continuous improvement. By implementing these strategies, higher education institutions can better prepare students to become effective, independent learners. This research aims to contribute to the ongoing discourse on educational practices, offering insights into the development of autonomous learning skills in the context of the credit-module system.

1 INTRODUCTION

Nowadays, the role of developing students' independent study skills in credit –module system is a very crucial issue in High education system. In the credit- module system has especially two major statements: working independently and assessing according to credit module system. In 2019, the President signed the Decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030." These states that "at least 10 higher education institutions in the republic including the institution in the list of higher education institutions in the first 1,000 places of the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Higher Education or Academic Ranking of World Universities) and training in higher education institutions step-by-step transfer of the process to the credit-module system.

2 RESEARCH AND ANALYSIS

The researcher Zaripov Lochin gave his definition about the difference between the credit-module system and the educational rating system in his article. "A student who successfully completes a

subject will receives the number of credits allocated for that subject. He will use these credits for further studies (bachelor's or master's degrees). The difference in a student's performance is determined by the grade, the credit indicates the structure of the subject. educational process but does not indicate the student's level of knowledge. In other words, credit reflects only the time spent on a particular subject and is not related to the understanding or difficulty of that subject. The student receives only the corresponding loan amount. if he successfully completes the course. Graduated from science, that is, if he received a grade lower than the specified one (this is a "satisfactory" grade). The score in the documents (ultimately in the annex to the diploma) is displayed in parallel with the number of credits received. The credit module system in higher education institutions was developed on the basis of European Credit Transfer and Accumulation System (ECTS). In all periods, the development of science has its stages, history of creation, difficulties, and shortcomings and, of course, achievements. Each credit measure has its own role in imparting knowledge. USCS, ECTS, UCTS, CATS credit measurement units have been tested and are used in many famous universities to provide quality education to students.

The Law of the Republic of Uzbekistan "On Education" and other legislative documents, as well as the "International Standard Classification of

Education" (TXSK 2011) and "TXSK: Education and Professional" introduced by UNESCO The credit hours of bachelor's students are explained in the

tables in the State educational standards developed in accordance with "fields of training" (TXSK-S 2013).

Table 1: Division of the standard period of study for the form of study, separated from production (daytime)

The period of study	The number of weeks	The amount of credit	The number of academic hours
3 y	152	180	5400
4 y	204	240	7200
5 y	256	300	9000
6 y	308	360	10800

In order to systematize and optimize the catalogue of subjects based on the international principles of the credit system, it is recommended to determine the

distribution of credits by courses and semesters in the curriculum as follows.

Table 2: The number of hours allocated to the academic subject. Credits distributed depending on whether the subject is studied over one or two semesters.

Hours for academic subjects	Credits for depending on the passing of the subject for one or two semesters	
	1-semester	2-semester
120	4	-
180	6	-
240	4	4
300	4	6
360	6	6

In Boltayeva's research work the main tasks of the credit module system are given: The main tasks of the credit module system are as follows:

- Organization of educational processes on the basis of modules.
- Determining the amount of one subject, course (credit).
- Assessment of students' knowledge based on the rating score.
- To give a chance students to create their own study plans individually.
- Increasing the independent study in the educational process.
- The convenience of educational programs and the ability to change based on the demand for a specialist in the labour market.

When moving to the credit-module system, higher results can be achieved in the educational process through the following important principles:

- Student orientation.
- Priority of independent education.
- Academic exchange.
- Modularity.
- transparency of assessment.

The system of higher education in Uzbekistan is gradually moving to the credit module system. As a result, not only students, but teachers also work

independently on the platform on the Internet. First of all, we can see that there is not enough internet speed in the territory of Uzbekistan to work on the Hemis platform on the Internet. Sherzod Akhmatov, head of the information service of the ICT Ministry, gave the following information at the briefing held at AOKA. "At the thirteenth plenary session of the Senate, the Minister of Justice announced that 1 gigabyte of mobile Internet in India - 950 sum, in Israel - 1.2 thousand sum, in Kyrgyzstan - 2.2 thousand sum, in Italy - 4.5 thousand sum, in Ukraine - 4.9 thousand sum, in Kazakhstan - 5 thousand sum, and in Uzbekistan - 16 thousand sum, and the Internet coverage in our country is 51 percent. Now the population of our republic every month on average, it consumes 4-5 Gigabytes of Internet. As of March 2021, the average price of 1 GB mobile internet service is 6-7 thousand sums. As a solution to this problem, the prime minister held live interviews and it was planned to increase the Internet speed to at least 10 Mbit/s.

During the research, terms such as independent education and competence are encountered. In the above sections, the credit module system was mainly explained with an explanation of some terms found in it. In this section, the knowledge learned in the research about the methodology of independent work,

that is, the development of independent educational competencies is described. What is independent education? Independent education is the process of independent learning of the necessary knowledge by students in higher education institutions, studying independently outside the classroom hours. Independent education has been given different names in the English language. They are: "self-access work", "self-directed learning", "autonomous learning", "independent work" and "learner-training". They can also mean independent work, independent education, independent study, independent study in one's own way, and study training. R. A. Nizomov defines independent work as follows "Different types of individual and group cognitive activities performed by students in and out of the classroom."

3 CONCLUSIONS

As a result of Isakova's research, expressed the opinions of scientists about independent work in her article as follows: Danilov M.A., Nilson O.A., Usova A.V. and others consider independent work to be a type of educational activity aimed at developing knowledge, skills and abilities. Ya. G. Gendler, B. P. Esipov, A. S. Linda and others understand independent work as the organization of individual, group and frontal cognitive activities.

A. M. Lushnikov believes that the purpose of independent work is the ability to deepen and concretize one's knowledge with the help of individual research, to creatively approach the studied problem, to demonstrate the skills of working with books, to analyse and systematize what one has read.

REFERENCES

- Mirzayeva, Z. A. (2024). Kredit modul tizimida talabalarning mustaqil ishlash kompetensiyasining rivojlantirish jarayonida uchraydigan muammolar va ularning yechimlari. *Society and Innovations*, 71-74.
- Zaripov, L. (2023). Security methodological system of modular training in the professional training of future technology teachers in the credit-modular system. *International Bulletin of Applied Science and Technology*, 243.
- Nizomov, R. A. (1985). *Pedagogy of Higher Education: A Study Guide*. Kazan University Publishing House.
- Isakova, T. B. (n.d.). Essence of the concept "independent work".