



## **THE APPROACH OF HIGHER EDUCATION IN EUROPEAN COUNTRIES TO THE ORGANIZATION OF INDEPENDENT EDUCATION**

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**DOI:** <https://doi.org/10.5281/zenodo.17313880>

### **ANNOTATION**

The article deals with the introduction of credit-module system, which is an important aspect in stimulating the brilliant work of instructors and students. The creator of the article famous the questioning of module and credit. Modular teaching is the most coherent, clear and high nice technology of education, which guarantees the magnificent of coaching of able specialists. Specialists professional under the purposes created by way of the use of modular technology, possess no longer solely the knowledge, however moreover the skills of the chosen career and specialty: decision-making, average performance of choices and production work.

**Keywords:** credit, reform, innovation, modular technology, effective learning technology.

### **INTRODUCTION**

As one of the globalization procedures taking location in the world, the implementation mechanism of the “Bologna Process”, which envisages the convergence and harmonization of the higher schooling structures of European nations in order to create a single European higher education area. The credit-module training device is aimed at personal improvement, organizing impartial work and personal development. it is analyzed that instructing independence is the fundamental principle of this form of education. In today's transition to the credit-module system, the formation of the methodology of impartial training of students is of tremendous scientific and sensible importance. Organizing students' unbiased work, growing a mechanism for its implementation, visual, virtual, technological, informative-digitization in impartial work, making certain the flexibility and variability of independent work trajectories in performing scientific and revolutionary work taking into account the specialist pastimes and needs of university students are among the pressing tasks. A number of European collaboration, coordination, and integration processes are related to modification in the scope of higher education institutions' core mission of teaching and researching. These procedures are referred to as part of the "European of Knowledge" and the initiative to establish Europe hubs for higher education and research in the vernacular of contemporary politics. The systemic borders of the higher education landscape in Europe are in the process of being transcended and we are seeing the (partial) redrawing of such boundaries. Taken together the ongoing processes may represent shifts in boundaries between levels of governance, between policy areas and shifts in means of control over knowledge, and more specifically the knowledge produced, transmitted and disseminated within and by higher education institutions.

## MATERIALS AND METHODS

US Credit System (USCS). For the first time, research into the savings system of education started out in the United States, such as the introduction of the notion of "credit hour" in the education in 1869 by means of the head of Harvard University, Charles Eliot. He for my part supported the gadget of non-compulsory subjects, saying that it is a way for students to study subjects that have real motivation and intelligence or interest. However, it took many decades to implement a new device to the faculties and universities. Some American researchers have protected the length of introduction and implementation of deposit hour/unit in American schooling in specific ways. For example, Raubinger, Rowe, Piper, and West (1969) divided the history of the credit system into three stages (1873 to the present, initially high school, college, the introduction of the Carnegie unit, and higher education), while Gerhard (1955) divided the development of the credit system into two stages. Some American researchers have basically included the length of introduction and implementation of credit hour/unit in American education in exceptional ways (creation of deposit units of non-compulsory subjects, secondary and fairly higher schooling institutions) interpreted in a divided manner, which actually is quite significant. In US credit education, the "Carnegie unit is important. It was brought in US schools and universities in 1909 and it was in reality cited that its most important essence is associated to the amount of time spent on science. Currently, the instructional institutions of the US often use the Carnegie unit to file credits, and it is a priority to acquire the quantity of credits decided by way of the instructional stages according to the educational year, semester or quarter periods. In the undergraduate program, the student is required to earn a whole of 120 credit score hours. Full-time enrollment is normally 15 credit score hours per semester or 30 savings hours per academic year (deficiencies may be made up in summer sessions or independent study).

**The Credit training device of European countries.** The efforts of European countries to transfer all greater training institutions to a single credit score system commenced in the 1970s and 1980s, and the reason of this used to be to introduce innovative strategies to education, ensure the integration of all universities, encourage student-oriented education, make certain the uniformity of higher schooling standards, and define instructional outcomes in the plan of curricula, organizing the mobility of professors and instructors and students, introducing a single ranking point for evaluating students' knowledge, competencies and qualifications, taking into account the needs of practicable employers, and helping lifelong learning. According to David Crosier and Jasmin Maki, the signing of the Bologna Declaration with the aid of representatives of 29 international locations in Bologna, Italy in 1999 made a integral change in European greater education. In 2010, the official European Higher Education Area (EHEA) was established, and by 2020 the number of countries included in the area will be 49. Thus, one of the most important aspects of the Bologna Declaration is primarily based on the use of a single "credit system" of higher training establishments (ECTS). The ERASMUS program, established through the European Commission in 1987, opened a huge path for taking part nations in the use of the ECTS system. The ERASMUS Foundation provides a chance for professors and college students to learn about at bachelor's and master's levels, to proceed their studies, to do internships and to conduct scientific lookup work in HEIs of different member countries. Training of relatively

certified employees in step with the Bologna machine is done in stages: bachelor's degree (3- 4 years) and master's degree (1-2 years).

Sh. Mustafakulov and M. Sultanov mention the advantages of ECTS use for HEIs as follows:

- the presence of similar or identical curricula in the fields of study of universities;
- In order to maintain the level of specialization, the universities receiving and sending the student agree in advance on the content of the programs;
- According to the ECTS system, each higher education institution independently determines the credit structure, the number of credits for each module, as well as the total amount of credits that must be accumulated by the student to complete each course and the study period in general<sup>1</sup>

**UK Credit System (CATS).** The system has been adopted by all UK universities. The program used to be launched in 1986, and its principal intention is to take into account academic fulfillment in enhancing the possibilities and first-class of education in greater education. Several of these achievements are on hand at all tiers of HE. The UK credit system is designed to help college students transfer from one institution to another, enter a higher training organization with educational credit score or non-standard entry requirements, and create a built-in curriculum. Individual support for each student is a priority of the program. In the UK credit education system, the total amount of credits in the study stages is more than the European ECTS credit amount, for example, in the UK credit a student accumulates a total of 360 credits in a 4-year undergraduate course. Therefore, 1 ECTS deposit corresponds to two UK CATS credits. In addition, in Great Britain, as in different countries' credit score models, the groundwork of the savings training gadget is to improve student mobility, and the individual method to the pupil is the most important issue in this system.

**The credit system in Uzbekistan.** The first steps had been taken in the greater education system of Uzbekistan based totally on the decree of the President of 2019. Development of higher training is one of the urgent troubles facing the country. It was decided that it is necessary to change the education system in order to train competitive personnel in the world labor market and to place the country among the developed countries. As the head of our state said, "Education is our future, a matter of life and death" Therefore, we have no right to delay reforms in this area. .... because we have lost a lot of time"<sup>2</sup> In fact, the reform of teaching and the transition to a new stage (system) commenced out half of a century in the previous in developed worldwide areas and carried out immoderate consequences and led to the prosperity of a fluctuate of sectors of the state.

Uzbekistan chose the European ECTS credit-module system after researching world credit education models. This can be caused by:

- ECTS credit-module system is recognized by many foreign countries;
- The establishment of this system in Uzbekistan and neighboring countries (it will be much easier to ensure the exchange of professors and teachers and students);
- Similarity of educational stages;
- This system shows effective results in education

<sup>1</sup> People's word / Online chat. <http://navoiy-uni.uz/uz/new/Kredit-modul-tizimi-haqidabilasizmi>

<sup>2</sup> Presidential video selector meeting, January 28, 2022. <https://uzreport.news/politics/bizkop-vaqt-yoqotganmiz-shavkat-mirziyoyev-talim-tarbiya-sohasidagi-islohotlar-haqidagap>

Although it used to be no longer long ago that the efforts to enforce a new education machine in our us of a began, representatives of the field, which include B. Sh. Usmonov, R. A. Khabibullaev, V. Urinov, A. Umarov, Sh. Mustafakulov, M. Sultonov analyzed the predominant differences between the credit-module system and the cutting-edge educational system, the achievements and shortcomings of the new system. The quantity of credits and find out about masses at greater training degrees are the identical as the ECTS system. In the bachelor's program, 30 credits per semester and 60 credits per educational year are set, and it is ideal to accumulate a whole of 240 credits to obtain a bachelor's degree. 1 ECTS credit is equivalent to 25-30 hours of study. A student spends a total of 6000-7200 hours to obtain a bachelor's degree. In our HEIs, 1 ECTS credit is defined as a study load of 30 hours, of which 12 hours are class hours, and the remaining 18 hours are divided into independent study hours, that is, in the ratio of 1/1.5. So, for 4 years, 2880 hours of classroom hours and 4320 hours of independent study are spent in the Bachelor's program. The distribution of credits inside subjects is defined as 3-7 credits on average, relying on the quantity of topics protected in one semester.

## RESULTS AND DISCUSSION

So, the credit-module system is numerous times specific from actual education, and we list its advantages:

1. Prior to the applicant or student, the academic programs, directions, study plans, syllabuses, the listing of subjects to be taught in the tutorial year, educational results (how to accumulate knowledge, competencies and competencies in the field of education), educational grants, contracts that a information containing the indispensable data about fees is supplied on the HEI websites;
2. Modular organisation of sciences; (entry manipulate of the course, materials of theoretical, realistic and laboratory work, assignment assignments, explanatory dictionary of science, terms, literature, last control, etc.);
3. Students be conscious of all statistics about each subject (course), such as the variety of concern credits, subject plans, find out about loads, study results, assessment criteria before the course begins;
4. The student's choice selections (availability of optional subjects in addition to compulsory, non-compulsory subjects, challenge teacher, character lesson schedule);
5. Organization of student-oriented education;
6. Taking into account the needs and interests of the student when creating the lesson plan;
7. It is based on independent education;
8. Transparent implementation of educational activities;
9. Preparation of professionals unique to the requirements of the labor market (creating a bridge between theoretical and realistic knowledge, capabilities and qualifications);
10. Provision of exchange of professors and teachers ("El-yurt umidi" fund, etc.);
11. Establishment of self-financing of HEIs;
12. Availability of higher education platforms (for example, HEMIS, MOODLE, GOOGLE, AIS, BLACKBOARD);

13. The new device savings will be utilized to the whole time spent on learning the science, not simply the time of mastering carried out in the lecture room or laboratory;

14. Transition to a new ranking device for evaluating the student's acquired knowledge, abilities and qualifications;

15. Strengthening of healthful competition among professors-teachers, work on themselves, acceleration of improving their skills, growing attention to scientific potential.

## CONCLUSION

Considering all of the above, we can conclude that the credits are adequate indicator of studying achievement. Learning outcomes ought to be formulated no longer solely at the stage of a formal qualification, such as a degree, but also at the stage of modules or courses. Incorporating studying consequences into the curriculum and its components contributes to its consistency and logic. They precisely discover precisely what the scholar is predicted to learn. Clear studying effects facilitate transfer and accumulation of credits, and they also allow for the specific identification of the achievements for which for which credit are or have been awarded. This approach to defining learning outcomes allows for the development of common standards that should form the basis for local, national and global assessment and good assurance. When the tutorial system is transferring to some different system, it requires a gradual implementation, and this in flip is a long-term process. Similar factors of credit score fashions are the availability of non-compulsory subjects, the value of gaining knowledge of outcomes, growing student mobility, etc. When introducing the tutorial system of overseas countries to our country, it is quintessential to take into account our countrywide and cultural characteristics, our views on education. Because developed international areas have brought reforms after examining their country extensive and cultural units, human traits and troubles in national schooling whilst developing their systems. Therefore, it is considered to all humans that the direct introduction of the European coaching savings system will now no longer exhibit accurate results. For example, the full introduction of student decision possibilities in the new machine to our education system, the discount of personnel devices of professors and teachers in the introduction of educational programs, some imbalances in their distribution, or the use of our college students besides absolutely grasp the desire opportunities will create some problems. In addition, it has to be cited that ECTS carried out in HEIs of Uzbekistan will carry training to a greater degree in the future. Only for this, research, learning, teaching, implementation and cooperation are appropriate.

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