



ON PRACTICAL WORK ON THE TRANSITION OF THE EDUCATIONAL
PROCESS IN HIGHER EDUCATIONAL INSTITUTIONS TO THE STAGE-
STAGE CREDIT-MODULE SYSTEM AND THEIR RESULTS

Khakimova Muhabbat Fayzievna

*Doctor of Pedagogical Sciences, Professor,
Tashkent State Economic University*

Khakimova Khulkar Khamitovna

*Senior Lecturer of the Department
of "Corporate Economics and Management"*

*OKSOP between the Ural State Economic University and Tashkent State Economic
University*

Annotation: *The state says that in modern conditions, education is an important component of socio-economic development. The introduction of state educational standards in accordance with international standards, the transfer of educational processes in all universities to a credit-modular system ensure the level of education of the population, databases and knowledge bases. The realization of the possibilities of society is carried out in research, cultural, industrial, business and other activities in the form of proposals. experts. In turn, the effectiveness of the educational system and its development is based on three defining principles - accessibility, quality. and safety. The main task today is to optimize the professions that require higher education and fill them with new professions required by the sectors of the economy.*

Key words: *Education, creativity, technology and forms of education, education system, vocational education, audience.*

The creative work carried out in our country on the eve of the 30th anniversary of our independence, reforms in the field of science, attention to education and the programs adopted on its basis serve to improve the lives of our youth, create a new, prosperous image of our new Uzbekistan.

Research methodology

The methodology of the article analyzes the importance and role of thought design in accelerating innovation activity in sectors of the economy, starting with an analysis of sources that are becoming scientific and increasingly popular. The article presents methods for studying the factors and sources of innovative development. Taking into account the level of entrepreneurial structures, its goal is the practical application of appropriate mechanisms to ensure the simultaneous management of competitiveness and innovative sustainable development. The optimal state of

management is the priority of the development of innovations, followed by labor productivity.

Analysis of relevant literature

The models of economic growth in the tradition of Robert Solow and Paul Romer, presented in the form of production functions, are equally criticized by Phelps Brown (1957) and P. Samuelson (1979). They reproached the calculation of production functions as a kind of "practical exercise." The reason for this, according to them, is that the total volume of production and used labor and fixed assets are linked to the national account, and ultimately, identity determines the value of the coefficient of the regression equation. The hallmark of the 21st century is the acceleration of innovation in the context of rapid deployment and contradictory processes of globalization. The new global world order is based on the main links of interconnected phenomena of knowledge, human and economic.

Main part

The realities of this world dictate the need to improve the quality of higher education, which implies a radical change in the structure and content of education, the introduction of modern educational technologies. In the context of globalization and increased competition in the economic sphere, higher education is becoming a competitive environment. A necessary condition for the growth of the competitiveness of educational services of higher educational institutions on a global scale to improve the quality of higher education. The current state of the national higher education system does not correspond to the changed realities of public life, the needs of business and the labor market. Integration of Uzbek higher education into the world and beyond. In general, the Uzbek space, due to the implementation of the high intellectual potential of international educational standards, presupposes the development of a national system for ensuring the quality of educational services. The quality of educational services is a multidimensional category that encompasses all its functions and activities: educational programs, research, human resources and material and technical base, therefore, the assessment of the quality of higher education should be based on multidimensional analysis, the structure of education, its content, technology, training, resource potential of universities. This is the basis for the development of a conceptual model for improving the quality of educational services. The feasibility study defines the boundaries of isolated invariant angles in relation to the components of the partnership strategies of government and business in the higher education system in the conceptual modeling of new integrated structures participating in the socio-economic development of the region in the horizontal plane. education market.



In modern conditions, education is an important component of socio-economic development. Companies represented by the public, corporate, private household sectors are in demand for professionals in the field of goal setting training. The accumulated knowledge (scientific, methodological, spiritual) provides the level of education of the population, databases and knowledge bases. The realization of the possibilities of society is carried out in research, cultural, industrial, business and other activities in the form of proposals from experts, and the effectiveness of the educational system and its development is based on three defining principles - accessibility, quality and safety.

In modern times, when the glorious power of our people is in full swing, the foundation has been laid in Uzbekistan for a new revival - the Third Renaissance. Such a great kindness, such a great power can be understood in the "Third Renaissance", a sentence that touches on the history of modern Uzbekistan.

Today we are proud to live in such a blessed time in the sacred land known as the new Uzbekistan, in the time when the foundation of the third Renaissance was laid.

The upsurge processes taking place in our rapidly evolving life today are manifesting themselves in all spheres. Social thinking, which is in harmony with the national spirit and universal values, is becoming a solid foundation for the sustainable development of our country. Due to the growing level of social thinking in our country, there have been dramatic changes in the field of science and education.

Currently, there is a process of modernization and reform of education in almost all countries of the world. And, despite the differences in systems and approaches in this area, global trends in education have much in common, in particular:

- changes in goals and functions, strengthening of its innovative component prevails over the cultural characteristics of developing countries;
- Improving the quality of education in accordance with the changing needs of society presupposes the real implementation of new educational technologies, changes in the entire system of training and retraining of highly qualified specialists;
- Emphasis on the principles of lifelong education - the introduction of both new educational technologies and the search for new ways to provide educational services, taking into account the needs of school graduates and students;
- Formation of new goals of the school, standing in the XXI century. It becomes a social institution to meet the needs of society in vocational education.

At present, the sector of off-budget paid education is highly developed, and a large number of non-state educational institutions operate on the educational services market. The emergence of non-state educational institutions contributed to

the development of competitive relations in the educational market: state universities were forced to intensify efforts to improve their competitiveness, increase the mobility of educational services, training programs and the level of innovative potential.

Only the projects implemented at our Tashkent State University of Economics for the 2021-2022 academic year, master's specialties, joint programs, the opening of joint faculties, cooperation of foreign scientists, the integration of science, education and industry are the result of educational reforms. I can easily say.

President Shavkat Mirziyoyev chaired a video conference on June 16 on the priorities of the higher education system. At the meeting, the head of state outlined four priorities in the higher education system:

The first is to increase the role of boards of higher education institutions and expand the powers of departments.

The second is to adapt the learning process to market demands, ensure continuity with production, and create an environment for students to work on themselves.

The third is to increase the scientific potential of higher education institutions, the development of science and innovation.

The fourth is to reduce paperwork for faculty and students, and drastically reduce bureaucracy and corruption by digitizing the industry.

It was noted that in order to effectively fulfill these tasks, higher education institutions should be empowered to make independent decisions on academic and organizational management.

In other words, from now on, the university board will decide on the curriculum and literature, the introduction of science programs, the workload of professors and teachers, as well as the form of education. Now it is shown that the activities of each department are evaluated on the basis of its scientific potential and the involvement of young people in scientific activities on a selective basis.

At present, a number of positive measures are being taken in higher education institutions of the country to gradually transfer the educational process to the credit-module system.

According to the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan dated October 8, 2019, 85% of higher education institutions in the country are planned to gradually transition to credit-module system by 2030. For this purpose, the decision of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated June 30, 2020 set

the transition of 35 higher education institutions in the country to the credit-module system in the 2020/2021 academic year.

As a result of this decision, a credit-module system was introduced in the educational process of the Tashkent State University of Economics.

Preliminary work on the gradual transition of the educational process at the university to the credit-module system was as follows:

- More than 30 foreign and domestic professors and teachers were involved in the educational process.

- Master classes on credit-module system were held in higher education institutions of Uzbekistan;

- Curricula and programs of the 1st year bachelor's and master's degree were developed on the basis of foreign experience, with the involvement of international experts;

- The book "ECTS credit-module system in higher education institutions of the Republic of Uzbekistan: basic concepts and rules" was published in collaboration with the "El-Yurt Umidi" Foundation, the Republican Council for Higher Education and the Tashkent State University of Economics;

- "Why switch to a credit-module system? Articles on "Purpose, essence and advantages" and "How the credit-module system creates services for students" or "Registrar's office capacity";

- In order to improve the quality of management in education and prevent bureaucracy, an office registrar was established;

- Advanced teachers were selected for teaching in the credit-module system.

The credit-module system gives students the right to choose the elective subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. They are given the freedom to choose not only subjects but also professors. Giving students the opportunity to choose subjects is a positive thing. It is also an indicator of the specific value of evaluating learning processes. The transition to a credit-module system will further increase the need for digital technologies.

The introduction of the credit accumulation measure not only gave the student greater freedom, but also provided an opportunity to independently plan the academic process so that he could become a competitive professional in his chosen field in the future. At the same time, it has also led to improvements in the assessment system and educational technologies.

The introduction of the credit module system in higher education will improve the quality of education, ensure transparency, eliminate corruption, reveal the true

knowledge of the student and create the basis for students to study and work independently.

On the eve of the 30th anniversary of our independence, the credit-module system, first of all, will bring to the higher education system of our country a more perfect unit of measurement than in practice.

According to him, each subject taught at our Tashkent State University of Economics is now reflected in the credits, depending on the amount of study load. For example, each subject may be reflected in an average of 5, 6, or 7.5 credits. Students, on the other hand, can accumulate a certain amount of credits each semester, academic year, and depending on this amount, they are awarded a bachelor's or master's degree.

The amount of annual loans in the ECTS credit-module system is 60. Given that one academic year consists of 2 semesters, a student will have to accumulate 30 credits per semester during their studies. While a bachelor's program typically takes 4 academic years, a student is required to earn a total of 240 credits to earn this degree, and 120 credits to complete a master's program.

Loans are not just numbers. Each credit represents a certain amount of study load that a student needs to complete. In the ECTS credit-module system, 1 credit represents an average study load of 25-30 hours. This means that if a subject is a 6-credit subject, the student will have to complete a 150-180-hour study load during the semester in order to earn the specified number of credits in that subject.

Also, the introduction of a credit-module system is an important factor in the collaboration of teacher and student. In modular education, the teacher organizes, directs, advises, checks the process of mastering the listener. The greatest emphasis is also placed on students' independent learning.

The importance of independent learning in the learning process will increase, which will lead to an increase in the independence, creative initiative and activity of professionals in the future. In the credit-module system, university students always have the opportunity to get help and advice from teachers and classmates. This strengthens mutual understanding and serves to build teamwork skills.

Recall that students will be required to study 1.5 hours at home and in the library for 1 hour of classroom time. But the process also depends in many ways on the teacher's responsibility, organization, and deep mastery of his or her subject. It is also the teacher's responsibility to provide students with interesting materials and assignments so that they can use their time and opportunities effectively and study independently outside of class.

The transition to a credit-modular system of education will increase the commitment and demand for professors and teachers of higher education

institutions. As noted above, with a modular learning system, the teacher consistently performs not only informational and supervisory functions, but also advisory and coordinating functions. The leading role of the teacher in the pedagogical process is preserved.

The above is not only to teach on the basis of innovative educational technologies, but also to teach students to study independently, to take a new approach to education, to acquire the necessary and in-depth theoretical knowledge, to form practical skills based on the demands of the labor market.

In short, this system is focused on the professional development and maturity of the student. It is aimed at ensuring the lifelong learning of the owner of knowledge and the formation of human capital that can meet the labor market and modern requirements.

This does not mean that the credit-module system fully corresponds to our worldview, conditions, values aimed at the development of a harmoniously developed person. Therefore, we need to change the views of professors and students, who are active participants in the educational process in the higher education system, to inculcate in them the requirements of this system, to form a unique culture and enlightenment.

Analysis and results

The formation of knowledge and science, on the other hand, goes directly to the education system. The effectiveness of the education system is directly ensured by the level of teachers, student needs, the content of textbooks and the infrastructure aimed at the formation of independent learning. Thus, the training of advanced personnel, increasing their competitiveness in accordance with the requirements of the labor market, the development of creative thinking professionals are closely linked with the educational process in educational institutions.

Positioning education as a key factor in economic and social development, we note that, firstly, the growing role of skilled labor increases the requirements for the level of education. Secondly, the acceleration of the aging process and the decline in qualifications contributes to self-education and the expansion of the scope of additional professional education. Third, in the rapidly developing knowledge economy, the role of intellectual labor has diminished and the importance of physical labor has also declined. Fourth, changing a profession takes time, educated people spend less time looking for a new job.

Based on the above, we must feel that we will inevitably lose our place in the competition if we do not train specialists in accordance with the requirements of the labor market in today's era of the Third Renaissance. But we have no better way or



choice. After all, it is true that today the higher education institutions of all developed countries of the world are following this path and achieving high results.

USED LITERATURE:

1. Artemov A., Pavlov N., Sidorova T. Modular rating system // Higher education
2. Baydenko V.I. Bologna Process: Searching for Commonality of European Education Systems... M., 2020
3. State educational standards of higher professional education. T., 2021 y