

Specific Features of Implementing the Credit-Module System in Professional Education Institutions

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Abstract: This scientific article analyzes the specific characteristics of implementing the credit-modular system in vocational education institutions. The article discusses the essence of the credit-modular system, its advantages, as well as the challenges and solutions associated with its implementation in vocational education institutions. This paper provides important recommendations and analyses that help address the problems encountered in introducing the credit-modular system in vocational education institutions and improve its effectiveness.

Keywords: vocational education, credit-modular system, differentiated educational programs, competency-based approach, learning outcomes, credit-based education.

In the developed countries of the world, the integration of the credit-module system into education is viewed as a pivotal direction for enhancing the quality of training competitive professionals for the labor market. Internationally, the ECTS (European Credit Transfer System) is considered an essential component of educational frameworks. A credit value is assigned to each course based on its workload and its significance to the future professional activities of students. When a student successfully completes a course, they receive the assigned credits, which collectively enable them to achieve the corresponding level of education.

In our country as well, the social and economic reforms being carried out in the professional education system are particularly focused on refining the process of supplying the labor market with competitive, skilled personnel. Recognizing the urgent importance of integrating a credit-module system into education, the phased implementation of differentiated educational programs aligned with international classification levels has been established as a priority goal and task of professional education [1].

Furthermore, the Cabinet of Ministers of the Republic of Uzbekistan, on December 7, 2023, adopted Resolution No. 648 "On Measures to Implement the Credit-Module System in Professional Education," which outlines the following objectives [2]:

- Organizing the educational process in the mid-level workforce preparation using the credit-module system and ensuring the quality of education;
- Determining the number of credits to be accumulated by students during each academic year and semester and specifying the courses to be mastered;
- Gradually implementing the credit-module system in mid-level workforce training and assessing students' mastery;
- Facilitating academic mobility of students and recognizing credits, organizing registration services within the credit-module system.

The credit-module system is a process of organizing education that relies on modular teaching technologies and a credit-based assessment model. Two primary issues are emphasized in the credit-module principle: ensuring students' independent work and evaluating students' knowledge on a rating basis [3].

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Defined as a model for organizing the educational process using modular teaching technologies in conjunction with ECTS credits, the credit-module system is based on the following principles [6]:

- Implementing a competence-based approach;
- Introducing stratified educational programs;
- Transitioning to a multi-stage education system;
- Applying modular approaches in creating curricula designed to provide specialization in specific fields.

The aforementioned principles delineate the unique characteristics of the credit-module system, such as mobility, democratization, and quality assurance, which are considered advantages of this system over the established qualification system in the dynamic context of modern society.

The organization of the educational process using the credit-module system addresses the following tasks:

- Segmenting course material into modules while simultaneously monitoring the assimilation of each module's content;
- Utilizing a broader grading scale compared to the conventional four-point scale;
- Enhancing the objectivity of knowledge assessment;
- Encouraging systematic independent student work throughout the educational process;
- Fostering healthy competition in education.

Moreover, utilizing the credit system in professional education opens up opportunities to positively transform the educational process for the following purposes:

- Designing individualized learning plans for students, freely determining the sequence of course assimilation, and independently setting the schedule for personal semester academic activities;
- Encouraging the point-rating system of evaluating students' learning results;
- Developing and continuously evolving educational plans, programs, and standards related to educational content;
- Granting teachers academic freedoms, including the right to freely choose teaching methods;
- Economically calculating tuition fees and the wages of teachers.

Undoubtedly, the critical condition for realizing all these advantages of the credit-module system is mastering the relevant terminological framework, which includes fundamentally new concepts and system categories within the education system: core educational program (CEP), didactic unit, credit system, credit (academic credit, ECTS credit, credit unit), contact hour, ECTS (European Credit Transfer System), complexity of educational program components, educational process module, course module, individual's educational plan, grading control, student rating, final assessment session, etc. [4].

The planning of the educational process consists of the following stages [2]:

- Developing the curriculum and training program;
- Creating the working curriculum and developing the working education program for the courses;
- Forming the personal educational trajectory of students under the supervision of the educational-methodological department (or department head), in accordance with the list of elective courses;
- Scheduling academic activities for academic groups.

Elements of education allowing for additional credits, freely mastered by students, are included in the curriculum. Students are credited for participating in community work, professional events, activities related to their profession, and short-term courses conducted by field specialists.



In the theory of teaching according to the credit-module system, a module is defined as "a relatively independent part of educational information sufficient to form specific professional knowledge, abilities, and skills" [7]. A module is divided into core and variable parts, with the core part being mandatory and the variable part providing the right to choose based on students' individual capabilities and interests. The content of each module reflected in the curriculum should be structured in accordance with its objectives, methods, forms, assessment methods, forms, and criteria.

Applying a modular approach in teaching demands redesigning the core educational program (CEP) using new methodological methods. The CEP for specialization (direction of personnel training) consists of a set of normative documents, developed based on the state educational standard of professional education, which defines the goals, content, and methods of the educational and training process, taking into account model curricula and programs for the corresponding specialization (educational direction) [5].

A didactic unit is the elementary component of the CEP, a collection of elementary educational outcomes that possess established cause-effect relationships within a specific field of study. It is characterized by a clearly defined objective, the formation of a specific competence or necessary element for a given competency, and the formation of the necessary resource set for its implementation [6].

The modular system of organizing CEP mastering includes two main elements of the educational process: the educational process module and the CEP course module.

The educational process module is one direction of mastering the educational space, a distinct part of the CEP. It is a structural element of the educational process with a defined duration, during which certain established modules of courses are taught either fully or partially.

A course module is a separate fragment of the curriculum, a thematic block combining several educational topics absorbed in lectures and seminars. The discipline module is a structural element of teaching a particular course with established labor input. The total labor input for all modules of a discipline is set in contact hours, which equals the total labor input for the discipline in contact hours. The labor input for the final module of a course in credits is also set to equal the number of credits allocated for that course.

The credit-module system allows students to choose the necessary number of study courses for learning and mastery, taking on obligations to complete them within a given timeframe, evidenced by objective data from module control and exams based on a unified credit system.

A list of selected courses and their structural modules for each specialization is identified and announced timely, showing labor input in contact hours and credits. Based on this, students form their individual learning trajectory and plan within the prescribed limits of permitted choice conditions.

Considering the terminology formed in the credit-module system (CMS), the organizational forms of the educational process are divided into two classes based on the presence or absence of a common curriculum for students and teachers: synchronous and asynchronous [7].

Asynchronous organization of the educational process allows a student to master educational material at any convenient time, not predetermined by a lesson schedule. Asynchronous organization of the educational process is most characteristic of distance and correspondence forms of education when a student interacts with an interactive learning environment. As a rule, asynchronous education does not operate independently and is applied in practice alongside synchronous education.

Synchronous organization of the educational process implies having a common timetable of academic activities for teachers and students. Upon admission to the educational institution, students may or may not be grouped into educational groups (classes) and cohorts. Depending on this, synchronous organization is subdivided into: stream-group, group, and individually-directed education.



The organization of the educational process in a credit-module format can be seen as a technology providing the potential for forming a personal vocational education space, ensuring the integration of qualitative and quantitative characteristics of students' mastery of professional programs.

Credits and teaching modules serve as essential supports for each student, offering the opportunity to gain competence, proficiency, and professional skills throughout lifelong learning.

The fundamental characteristics of technology—globalization, algorithmization, and individualization—play a key role here. While algorithmization and globalization activate universal features, individualization activates variability.

Thus, credit-based education represents a pedagogical technology founded on a competence-based approach, whose algorithm encompasses two vectors: the organizational vector of forming content in the form of educational modules and the vector of acquiring professional mastery as a personal quality.

The implementation of the credit-module system in professional education institutions plays a crucial role in ensuring the effectiveness of joint activity between instructors and learners. In modular education, the educator organizes, manages, advises, and inspects the process whereby students internalize professional activity. Meanwhile, students independently move towards the directed objective. The significance of independent learning in the educational process increases, which subsequently enhances the autonomy, creative initiative, and activity of professionals in the future.

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