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The Role of Independent Education in the Context of the Credit Module System

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ABSTRACT

It is known that the ECTS credit-module system was introduced into higher education system of our country, which aimed to ensure the achievement of positive results in the process of modernization of the higher educational system. The ECTS credit-module system is built on the basis of clear principles, which include student-centered education, transparent education, improving flexibility and student mobility. (improving student mobility) tasks. Learning outcomes in the credit-module system are the summation of the necessary knowledge and skills (program learning outcomes) that students are expected to learn, understand and be able to do as a result of completing the course load of the bachelor's and master's curriculum.

This article will highlight the role of independent education in the context of ECTS credit-module system in higher educational system of our country.

KEYWORDS: independent education, independent learning, organization of independent learning, independent learning skills, credit-module system, higher educational system.

Introduction

According to the “Concept of the Development of the Higher Educational System of the Republic of Uzbekistan until 2030” approved by the decree of the President of the Republic of Uzbekistan on October 8, 2019, 85 percent of higher educational institutions in our country will gradually transition to the credit-module system by 2030. This concept will start operating in the credit-module system in all educational institutions by 2030. The introduction of the ECTS credit-module system ensures the achievement of positive results in the process of modernization of the higher educational system.

Materials and Methods

The ECTS credit-module system is built on the basis of clear principles, which include student-centered education, transparent education, improving flexibility and student mobility. (improving student mobility) tasks. Learning outcomes in the credit-module system are the summation of the necessary knowledge and skills (program learning outcomes) that students are expected to learn, understand and be able to do as a result of completing the course load of the bachelor's and master's curriculum. If we analyze the practice of universities operating in the ECTS credit-module system, we can observe that in most of them, the ratio of

classroom and independent study hours in subjects and modules with classroom hours is 40% to 60%. For every 1 hour of class assigned to a particular subject, the student will have to study independently for an hour and a half outside of class, independently prepare assigned assignments and tasks. "In this case, the Higher Education Institution has set a study load of 30 hours for 1 credit, of which 12 hours ($30 \times 40\% = 12$) are lecture hours, and 18 hours ($30 \times 60\% = 18$) correspond to the student's independent study hours. Based on this distribution, if we determine in the 6-credit subject study load, in order to obtain the specified credits in this subject, during the semester, the student will spend 72 hours ($(30 \times 6) \times 40\% = 72$) classroom classes, 108 hours ($(30 \times 6) \times 60\% = 108$) will have to do the independent study load outside the classroom, at home, in the library. In the ECTS credit-module system, one lecture is equivalent to 45-60 minutes of academic hours, and the distribution of the student's study load in this way means that he should take some responsibility in the educational process, study regularly in the subject and outside of the lesson [19].

If a student is engaged independently and works tirelessly on himself/herself, he/she will be able to deeply master the knowledge, skills and abilities necessary to become a professional in his/her chosen profession. According to the ECTS credit-module system, in order to become an expert in the chosen field, a student must accumulate a total of 240 academic credits in the bachelor program and a total of 120 academic credits in the master's program. It is assumed that he accumulates 50% of these credits (120 credits for bachelor's degree, 60 credits for master's education) at the expense of compulsory subjects, and the remaining 50% at the expense of elective subjects (subjects that can be studied based on the interests and desires of students, future plans). Academic credit is a symbolic unit of measurement regularly collected by a student in order to obtain this level of education at a certain stage of higher education. These credits must be collected at the expense of classroom and independent study hours, that is, a student must spend an average of 6000-7200 hours ($240 \times 25 = 6000$; $240 \times 30 = 7200$) of study load for four years to earn a total of 240 academic credits for a bachelor's academic degree, two years for a master's academic degree, an average study load of 3000-3600 hours ($120 \times 25 = 3000$; $120 \times 30 = 3600$) will be required. If the ratio of classroom and independent study hours is on average 40% to 60%, then to obtain a bachelor's academic degree, on average, 2400-2880 classroom hours ($6000 \times 40\% = 2400$; $7200 \times 40\% = 2880$), 3600-4320 independent study hours ($6000 \times 60\% = 3600$; $7200 \times 60\% = 4320$) will do. To obtain a master's academic degree, on average, 1200-1440 hours of lecture ($3000 \times 40\% = 1200$; $3600 \times 40\% = 1440$), 1800-2160 hours of independent study ($3000 \times 60\% = 1800$; $3600 \times 60\% = 2160$) are completed.

In the model instruction on the procedure of organization, control and assessment of student independent work in higher educational institutions, the organization of student independent work is divided into two types: independent education carried out in the classroom and independent education outside the classroom. Independent education carried out in the classroom aims to check the level of students' acquisition of theoretical and practical knowledge, preparation for practical training classes (seminar, practice, laboratory) and the quality of homework assignments. methods such as discussion are used. Independent education outside the auditorium is carried out in the form of performing practical tasks that require the subject to independently find, analyze, master, and creatively approach additional educational materials on the subject for the number of hours specified in the working curriculum.

Results and Discussions

There are different types of independent work at higher education institutions:

1. Low level of independent work-independent activity based on a sample;

2. Carrying out tasks using a well-known method of determining the solution. These works are performed on the basis of repetition of independent works previously shown by the teacher and tested by students;
3. The initial level of independent activity of the reconstructive-variational type which provides an opportunity to mentally transfer knowledge to typical situations, analyze various events, events, facts, and form methods and methods of cognitive activity;
4. Heuristic independent works - dynamic level of independent activity. It helps to form a creative personality in students. This type of work requires constant search for new knowledge, generalization and systematization of acquired knowledge, transferring them to non-standard situations;
5. A high level of independent work in the subject and interdisciplinary research type. It is considered the highest stage of independent work, and it is required to develop ways to find a solution to the task while performing such work. [Qurbanova, 2021:10]

The organization of independent education, the selection of independent educational tasks and the requirements for the tasks, the development of independent educational skills of the students of higher educational establishments have been studied in the scientific research works of foreign methodologists, linguists, and pedagogues. Concepts such as "autonomy", "autonomous learning", "learner autonomy", "independent study skills" have become widely used. Autonomous learning refers to the principle that students should take maximum responsibility for "independent learning", "self-education" and "independent learning".

In fact, according to universally recognized international standards, the current PreSETT curriculum envisages the integrated teaching of language skills necessary for future language teachers to master the studied foreign language at the C1 level, independent application of acquired knowledge and skills in practice, and appropriate and active use of intercultural communication skills in various social situations. Subjects and modules included in the PreSETT curriculum require the maximum use of individualized educational methods and a communicative approach to foreign language teaching. In addition to textbooks and training manuals, in audience training, using authentic materials: audio, video, newspapers and magazines, Internet resources, electronic learning tools and interactive methods, brainstorming, case-study, project preparation, role-playing, debates, presentations are used for students to be integrated teaching of oral and written forms of the language, independent development of communication skills in different contexts, improvement of practical and theoretical knowledge of the studied foreign language skills, and ensures that they can freely apply the acquired knowledge, skills, and abilities in their professional activities.

As a result of mastering of independent learning skills, students acquire the following knowledge, skills and abilities, including general secondary and special secondary (school, lyceum, college and higher education systems) analysis of the educational process and their different aspects, choosing the path from the principle of dependence on the teacher to student independence, becoming independent (independent acquisition of knowledge), having an idea about the importance, learning styles and tendencies, sensory learning styles (visual, audio, kinesthetic, tactile), Haney and Mumford's classification of learning styles (theoretical, activist, reflective, pragmatic), introverted and extroverted learning to know, to know effective methods of education for good knowledge and to use them wisely, to assess one's language level according to the generally accepted international standards (CEFR), to define SMART goals, to correctly define the purpose of learning a foreign language, to reflect, to be productive with time in the educational institution and outside use, identify tasks

and personalization, effective use of libraries, purposeful and effective use of the Internet, avoiding plagiarism (copying), and preparing for exams and tests.

Conclusion

Therefore, activities aimed at independent acquisition of knowledge are an integral part of the educational process. Organization of independent work at the initial stage of study in higher educational institutions is related to a number of tasks, and in this process, each professor-teacher proves the need to first instill confidence in the student in his abilities and mental capabilities, patiently and step by step teach them to properly organize independent education.

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