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ESTS Credit System in Education

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Аннотация: *The importance of modern information and communication technologies in the modernization and reform of society is incomparable. Therefore, the formation of a national information system in the field of information and communication technologies, the mass introduction and use of modern information technologies, computers and telecommunications in all spheres of life and management, meeting the information needs of citizens and expanding access to global information resources are key tasks. . Along with other areas, effective reforms are being carried out in the education system.*

ESTS credit technology remains one of the most effective approaches to the formation of knowledge and skills in students on the basis of independent activity, to ensure effective results in their planning, self-management and control, mastery.

Ключевые слова: *Modular technology, innovative education, ESTS credit technology, Bologna Declaration, credit hours, conversion.*

INTRODUCTION. The importance of modern information and communication technologies in the modernization and reform of the country is incomparable. In this regard, the formation of a national information system in the field of information and communication technologies, the mass introduction and use of modern information technologies, computers and telecommunications in all spheres of life and management, meeting the information needs of citizens and expanding access to global information resources. .

At the same time, the following requirements are set for the educational process in Uzbekistan: quality, ie the acquisition of a certain level of education, a certain number of students must have a certain level of education at the same time; efficiency, i.e. the cost of education must, of course, be maximized. The use of the ESTS credit technology system in education is especially important in improving quality and efficiency in the context of the current h6 / + - pandemic.

MAIN PART. One of the deeply ingrained pedagogical paradigms in the traditional education system is

the subject-object relationship. This approach was introduced by the German pedagogue I.F. Gerbard (1776-1841). In such an approach, the educator plays the role of the subject and decides how to teach, what students to develop, in what direction to develop the student community only on the basis of his own approach. Students, on the other hand, passively act as objects. The main activity of students is to learn to remember, understand, apply. The idea against this paradigm was put forward by the American educator D. Dewey develops (1859-1952). In his opinion, in finding answers to the questions of what and how to study, the student should also be given freedom and his wishes should be taken into account. So that the student can actively engage in independent management of their activities, their destiny, their lives. This concept has been recognized as a "subject-subject" relationship and has a place in the education system of many developed countries.

It should be noted that the positive aspects of the rich didactic experience accumulated in the history of education are reflected in the credit modular education.

In this regard, the President of the Republic of Uzbekistan Sh.M. In his address to the Oliy Majlis on January 24, 2020, Mirziyoyev proposed to name 2020 the "Year of Science, Enlightenment and Digital Economy", to gradually increase the coverage of graduates with higher education, to review the directions of education and subjects taught, halving the number of non-specialty subjects, the transition of the educational process in higher education to the credit-module system, the transition to self-financing of a number of higher education institutions, full digitization of education, the widespread introduction of public-private partnership mechanisms in education noted that.

In 1999, 29 countries signed a declaration on participation in the process of creating a single educational environment in Bologna. its goal was to adopt a system of comparable degrees, facilitate academic and professional recognition, and provide employment opportunities for graduates. the Bologna process was open to all states, and to date the number of participating states has approached 50.

All countries that have signed the Bologna Declaration have moved to a two-stage system of higher education (bachelor - 3-4 years, master - 1-2 years). after higher education it is possible to get a doctorate (3-4 years).

The European credit transfer system is an important part of the education system. the credit score is determined based on the volume of workload for each subject and its importance for future professional activity. the student will receive the prescribed credits upon successful completion of each subject, and the sum of these credits will allow him or her to obtain a bachelor's or master's degree that is appropriate for him or her.

Today, the practice called credit system is widely used in the world practice for the implementation of educational programs. The credit system includes the amount of education and the total labor costs incurred for it. In world practice, the most common systems are the United States credit system (uscs), the British system of credit collection and transfer (sats), the European credit system (ects), the Asia-Pacific system of university loan transfer (ects).

Objectives of the organization of the educational process in the transition to ESTS credit technology:

- creating conditions for choosing a higher education institution to continue their studies abroad;
- Ensuring the recognition of the period of study in Uzbekistan in foreign countries;
- Study the curricula of European universities and improve the educational process on this basis;
- Achieve full disclosure of students' abilities and high learning outcomes.

ESTS is an example of a democratic system of organizing the educational process in higher education.

The term "credit" (ESTS- credit) - means a certificate of passing a certain course in an educational institution.

“A credit is a conditional test unit that provides information about a student's passing of a certain part of a subject. A certain number of credit units are allocated for each subject. The number of credit units is determined according to the labor costs of students.

The "credit hour" system first appeared and improved in the United States. In 1969, Charles Eliot, president of Harvard University and a prominent figure in American education, first introduced the concept of “credit hours” and introduced a system that allowed the measurement of science in credit hours during the 1870s and 1880s. In 1892, the second phase of the introduction of the "credit-hour" system began.

In higher education institutions operating in the country on the basis of ECTS and other similar credit-modular system, the number of credits that a student must accumulate to obtain each stage of higher education (bachelor's, master's) is determined by law or legislation. This procedure serves to prevent various abuses (the emergence of short-term undergraduate, graduate programs) in the field of higher education in an increasingly liberalized country. The range of study load hours attached to each ECTS credit is determined by law or statutory documents, and according to ECTS principles, this range is 25-30 hours.

In addition, the need for each university to adopt its own rules for the practice of the credit-module system and communicate them in a transparent manner to teachers, students and other stakeholders of the university is determined by law or legislation. It is important to reform the existing assessment system, criteria and scale used in higher education and bring them closer to the most advanced assessment systems in the world. Due to the fact that the number of positive grades in the current assessment system is quite limited, the grades do not adequately reflect the differences in students' knowledge and potential. For example, there are only 3 positive marks on the current rating scale (3, 4, 5), 5 on the ECTS system, and 12 on the American rating system. These large differences in valuation practice increase the likelihood of inaccuracies and errors in the conversion of valuations.

In connection with the transition to the credit-module system, the current law, bylaws, decisions and regulations of the Ministry of Higher Education will be revised and amended. Each university operating in the credit-module system can determine the results of each curriculum (bachelor's, master's), develop a program catalog and post them transparently on its website at the beginning of each academic year. After all, the main purpose of the preparation of these materials in the ECTS credit-module system is to bring them to the attention of students. The university will develop internal rules covering the most important aspects of the credit-module system and post them on its website. The rules of the credit-module system should cover the following main issues: a) the number of hours of study load attached for each loan; b) the ratio of audience and independent hours in it; c) the minimum amount of credits that can be allocated to each module; d) the minimum amount of credits required for a student to move from course to course; e) rules on when a student should retake a subject; j) the maximum time the student must complete; h) It is important to have a list of compulsory subjects to be taken in each course in each curriculum, especially in the senior courses, to expand the range of elective subjects and to focus on the formation of specialized knowledge and skills in the professional field.

It also includes having an online platform that manages the university's credit-module system (student registration, recording and sending grades, storing relevant information).

In conclusion, we can say that the transition to a credit-module system in the universities of our country does not mean the distribution of a certain amount of loans by year, semester and subject. Unfortunately, this is how some universities understand the transition to a credit-module system.

As noted above, the transition to a credit-module system requires new approaches to the organization of their lessons, starting with the creation of curricula in higher education. If the credit-module system is introduced correctly and completely, it can bring great positive features to the higher education system of our country. In particular, the introduction of a world-renowned unit of education in the higher education system of the country, the emergence of balance and norms in the curriculum of higher education institutions, the transparent organization of the educational process in higher education, the formation of curricula based on economics, labor market and student needs. finally, it serves to ensure that each student, in a sense, has his or her own independent curriculum.

If local universities move to a credit-module system but do not or do not try to achieve the above goals, then the universities are not considered to have literally passed to the credit-module system.

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