

Technology for Organizing and Monitoring Student's Independent Work within the Credit-Module System

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Abstract. This article discusses the organization and monitoring of independent student work within the credit-module system in higher education institutions. It emphasizes the importance of systematic processes in fostering student independence, creativity, and social activity. The implementation of such processes aims to develop a new generation of specialists capable of finding their place in social and political life, and proficient in setting and solving future tasks.

Keywords: independent learning, higher education, credit-module system, student autonomy, creative thinking, social activity, teacher-student interaction, competency development, modern educational methods.

INTRODUCTION

Ongoing educational reforms are directed towards developing students' independent thinking, creative problem-solving, and practical skills, addressing issues related to individualized learning trajectories. The transition to achieving these objectives in higher education institutions is planned to be gradual.

Currently, major issues include the insufficient share of independent study hours, lack of critical and creative thinking skills among students, inadequate systematic analysis and entrepreneurial skills, and the need for methodologies and technologies that strengthen organizational skills and competencies in students. Thus, increasing the share of independent study hours and implementing methodologies that promote critical and creative thinking, systematic analysis, and entrepreneurial skills, as well as practical skills development, are critical.

Under modern conditions, it is required that the educational process focuses on developing personal, social, and professional competencies, fostering independent, critical, and creative thinking skills. High-quality specialists must be trained according to consumer demands, with a focus on the knowledge, skills, and competencies required for their chosen field, ensuring they are prepared for both theoretical and practical activities.

As in any society, the main problem in the development of our republic is the training of qualified specialists who can withstand competition in the conditions of the market economy. In recent years, large-scale work has been done and is being done on the training of specialist personnel, improving its quality and efficiency. In particular, special attention is being paid to developing qualities such as independence, creativity, entrepreneurship, and activity of trained specialists.

How to do independent work in educational institutions is done by each student. In order to achieve success, the student himself must work on himself with patience and without fear of difficulties. This is planned and implemented by the student himself. Problems and changes in all aspects of society affect the process of training students in higher education institutions and set new requirements.

DISCUSSIONS

Currently, there is a great need for specialists and personnel who have theoretical knowledge and practical skills, are adaptable to changes, think freely, and can independently solve their professional and life problems. At the same time, higher education institutions require students to be well-rounded, independent thinkers, and have organizational skills.

The fulfillment of such requirements is ensured by teaching them to acquire knowledge throughout their life. The acquired knowledge, acquired skills and competences in the conditions of active education are formed in a systematic and logically complete manner and allow to be used in various production situations.

Activating learners allows them to develop their independent learning skills. As a solution to the problem of developing organizational skills of students in the process of independent education, we can say that the educational process in higher education institutions is gradually transferred to the credit-module system. In the concept of the development of the higher education system of the Republic of Uzbekistan until 2030, 85 percent of all higher education institutions (HEIs) in the republic, including 33 higher education institutions in the 2020/2021 academic year, were shown to be transferred to the credit-module system by 2030.

According to the concept of the 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 on October 8, 2019, higher education institutions in our country are gradually moving to the credit-module system. In the credit-module system of education, the main attention is paid to the independent work of students. As we know, if the educational process teaches students to think independently, then education can be considered a developmental learning process. It is possible to form creative ideas in students by using special tools aimed at independent thinking, making them interested in science, teaching them to think freely, and creating a development system.

In the credit-module system, students must complete a certain amount of study load in order to achieve study results (credits) in the subjects (modules) specified in the curriculum. In the credit-module system, the ratio of classroom and independent study hours is on average 40% to 60%, that is, for every hour of a lesson in a particular subject, a student needs one and a half hours of independent study outside of class, time for preparation.

Therefore, the credit-module teaching system is based on the composition of each educational module, as well as the system of organizing the process of mastering the educational program, which regularly evaluates the knowledge, skills and competencies of students by monitoring the educational results of the module and the final control.

In the credit-module system, students' creative competences such as self-learning, independent search for creative ways of learning, and the pedagogue's creative approach to imparting knowledge based on digital technologies are developed.

Until then, the main tasks of pedagogues in the higher education system of our country were to search for information in order to provide knowledge and skills to students in certain subjects, assimilation, processing and distribution to students, that is, they performed the task of receiving and transmitting information necessary for the training of specialists. The tasks of the students are to acquire and assimilate knowledge only by participating in training sessions in the auditorium and laboratories, that is, it is important to form independent work skills that help them to perform tasks such as using scientific and technical innovations, analytical and logical thinking, and creating innovative projects, which are necessary for them to become mature specialists.

In the credit-module system, it is necessary for the student to take some responsibility in the course of his education, to work independently in the subject outside the classroom. Working outside the classroom in the credit-module system requires the teacher to organize the independent work of the student, to provide materials and tools for independent work, and to create effective methods of monitoring the level of student learning. In order to become a specialist, students are required to

acquire not only materials and tools, but also independent work experience and skills that form the skills of processing and putting them into practice.

Due to the increase in the share of independent education in the credit-module system, the importance of independent education in the educational process will increase, and this will lead to an increase in the independence, creative initiative and activity of specialists in the future, and an innovative and creative approach to any work. In this, the student will always have the opportunity to receive help and advice from the teacher and fellow students. This strengthens mutual cooperation and serves to form teamwork skills, resulting in the development of professional competencies of future specialists.

Due to the widespread use of digital technologies in education, it is difficult to convey all the information to the learners only in classroom training in the current environment, where the range of information and knowledge is expanding rapidly. Therefore, independent education in the credit-module system is an important factor in becoming a modern specialist.

Independent learning is the independent activity of students regularly guided by teachers rather than leaving them to their own devices in imparting knowledge to students. The role of independent education in improving the quality of the educational process is great. The student must understand that independent education is conducted for his benefit. The teacher's cooperation with students in the educational process forms their confidence in independent education. Conducting lectures in a traditional way, i.e., not limited to just giving information, but in a problematic interactive way will lead to expected positive results. Independent work of the learner means that he is responsible for the knowledge he is getting and ensures his future professional success. In many cases, the concepts of self-employment and self-employment are used interchangeably, although they have different meanings in the literature. Therefore, it is necessary to determine the content, essence and purpose of these concepts.

In the process of independent work, the student performs independent work that satisfies the requirements specified in a given task or task, and prepares and presents the development, that is, the result in some form.

The main goal of independent work is not only to independently perform didactic tasks in a specific subject area, to increase knowledge, but also to perform practical tasks and tasks that allow the formation of professional competence, such as logical thinking, creative activity, and a creative approach to mastering educational material.

Based on the definition of the concepts presented above, the following can be said, i.e., Independent work or Student's independent work is a student's work organized in a certain form (calculation work, abstract, course work, course project, graduation work, master's thesis, theses and articles, essay).

Thus, the transition to the credit-module system in higher education and giving ample space to the student's independent work in the process of studying this system is the main factor in the development of students' creative competencies. The credit-module system is a process of educational organization and is an assessment model based on the combination of module technologies of education and credit measurement. Carrying it out as a whole is a complex and systematic process. In the credit-module principle, two main issues are given importance: ensuring independent work of students; assessment of student knowledge based on rating.

Therefore, the credit-module system consists not only of teaching lessons based on innovative educational technologies, but also of teaching students to study independently, to have a new attitude to education, to acquire the necessary and deep theoretical knowledge, and to form practical skills based on the demand of the labor market.

CONCLUSIONS

Based on the above-mentioned ideas, it can be said that the implementation of systematic work to organize independent learning processes in higher education institutions, teaching students to work independently, fosters a new generation of specialists. These specialists will be creatively and

socially active, capable of independently finding their place in social and political life, and have the ability to set and solve future tasks.

During the process of independent work, the quality of interaction between teachers and students, the role and importance of the teacher in the students' independent work process, management functions, and the use of information communication technologies and mobile technologies are highlighted as a pedagogical issue and this demands modern forms of students' independent work.

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