

INNOVATIVE FORMS OF EDUCATION IN UZBEKISTAN

SAIDOVA KHULKAR KHAMIDOVNA

Associate Professor, Candidate of Pedagogical Sciences,
Bukhara Engineering and Technology Institute

TUKHTAEVA ZEBO SHARIFOVNA

Associate Professor, Candidate of Pedagogical Sciences,
Bukhara Engineering and Technology Institute

ABSTRACT

This article discusses the forms of modern education, the need to use a modular credit system, its position in developed countries, the search for new ways to establish cooperation in the field of distance learning, international cooperation in higher education, a unified approach to the training of highly educated, qualified personnel.

KEYWORDS: education, distance learning, credit system, innovative technologies, innovative forms, modular systems, educational process

INTRODUCTION

Education is the social and spiritual support of human life, a means of ensuring democratic freedoms, a factor of national security.

The content of higher education, according to the national program, is built in accordance with the achievements of culture, science and technology, the needs of the individual, society and the state [4].

According to the Decree of the President of the Republic of Uzbekistan No. PF-5847 of October 8, 2019, in accordance with the concept of development of higher education in the Republic of Uzbekistan until 2030, strategic goals, priorities, objectives, medium and long-term stages of development of higher education, the implementation of events is one of the tasks today.

In modern conditions, it is advisable to use innovative forms of learning in order to strengthen the learning activities of students, improve the quality and effectiveness of training. Today, practical games, problem-based learning, interactive learning, a modular credit system, distance learning, blended learning and master classes are recognized as innovative forms of learning [1].

This is a modular credit system for these innovative forms of learning.

Today, a modular credit system is the most advanced form of modern education. Having reached mutual understanding between the developed countries in the social, economic, military and cultural spheres, it continues to search for new ways to establish cooperation. Therefore, as mentioned above, the only way to survive and develop humanity is to put an end to racial, ethnic, religious conflicts and achieve mutual unity, cooperation and solidarity.

Methodologically, such a process should include constant monitoring of students in all aspects of their educational and socially useful activities and provide for the preparation of a portfolio for the subsequent professional and creative interaction of the university graduate with the employer. When developing a credit-module model of the curriculum, a university graduate - "a bachelor of engineering with a wide profile" should have a large supply of knowledge, so the core of preparation is a set of modules that provide the acquisition of this knowledge [2].

Since the second half of the twentieth century, as in all areas, in the higher education system, practical efforts have been made to achieve international cooperation, to develop a unified approach to the training of highly educated and qualified personnel. The Council of Europe, adopted European Culture Convention on December 19, 1954, also paved the way for a unified approach to the training of highly educated and qualified personnel in the countries of the region. At present, it serves as an important document in organizing the activities of universities (institutes, academies) in many countries of the world on the basis of uniform qualification requirements in the education system.

The first steps were taken in 1949 to create a single space for professional education in Europe. In the same year, the Council of Europe was created, the first international organization whose main goal was to ensure social and economic processes and unity in Europe.

The Bologna process is a process of rapprochement and harmonization of higher education systems in European countries in order to create a single European space for higher education.

The main goal of the Bologna system is to expand access to higher education by social actors, improve the quality and effectiveness of European higher education, develop the mobility of students and teachers, and also provide employment for graduates of higher educational institutions, focusing on academic degrees and other professional skills. Comprises.

Countries that have adopted this system have new opportunities for the modernization of higher education, equality, cooperation in various projects funded by the European Commission of Higher Education, mutual academic exchange of students and teachers.

The general principles of the system are reflected in the declaration signed in Bologna. They include:

1. The introduction of a system of mutually compatible academic degrees, which will effectively employ citizens in accordance with the diploma supplement, increase the stability of the European higher education system to international competition.
2. Two cycles: the transition to preparatory and postgraduate education. The first cycle of study lasts three years. The second cycle is devoted to obtaining masters and doctoral degrees.
3. Transition to a European system for re-submitting complex test blocks to support large-scale student exchange. This system allows students to choose the subjects they study. As a basis for this, it is proposed to adopt a system that allows applying the ESBT (European System of Test Units) concept within the framework of the concept "Lifelong Learning".
4. Development of teacher exchange. Given the period of time spent working in the European region, teachers and staff turnover expansion. Set transnational educational standards.
5. Promote the development of mutually acceptable criteria and methodologies and the adoption of decisions on European cooperation in the field of quality assurance.
6. Development of a quality control system for education in higher education institutions and involvement of students and employees of higher education institutions in an external assessment.
7. Promote the formation of the necessary European perspectives in higher education, in particular, the improvement of curricula, interuniversity cooperation, exchange of students and teachers and joint educational programs, practical training and research.

The following initial requirements are set for entry into the Declaration:

- 12 years of pre-university education;
- Two-stage higher education - undergraduate and master's programs;
- Organization of the educational process and assessment of learning outcomes based on ESTS credit technology.

Education in the Member States of the Bologna Declaration is based on a modular credit system.

In 1989, programs were introduced in Europe, such as ERASMUS (European Community Student Mobility Action Scheme) and TEMPUS.

In 2001, the Bologna Declaration was signed by the Ministers of Education of 29 European countries. Today, the student exchange between the universities of the European Community within the framework of the ERASMUS program covers 145 universities. Among them is a system of mutual recognition of the results of studies at European universities - ESTS (European Credit Transfer System).

The term "credit" (ESTS-credit) means "passed the test" and means that the student has successfully completed a certain course (module) in the educational institution.

Module-credit system – a system that allows students to master each subject (module) based on a certain number of credit units [3].

The number of credit units is determined in accordance with the cost of students works.

The distribution of loans takes into account the availability of course projects and practical work on this topic. The number of credits allocated for a subject depends on the complexity of the subject and its development by students. The total number of credits at ESTS is 30 per semester, 60 during the academic year and 240 during the bachelor's degree.

The purpose of the transition to ESTS credit technology is to create conditions for university students to choose to continue their studies abroad; recognition of the existing period of study in a country abroad; To

study the curricula of European universities and improve the educational process on this basis; fully develop students' abilities and achieve high learning outcomes.

The module-credit system is also based on certain principles. It:

1. Transfer – creation of conditions for unhindered access of any person or organization to the ESTS system. These conditions are created through the strong dissemination of information, which leads to a general atmosphere of novelty, clarity and openness.
2. Agreement – means a mutual agreement between the student and the ESTS coordinators of both higher educational institutions on the content of training, the procedure and terms of training, certification activities, and procedures for filling in gaps in the curriculum.
3. All subjects successfully passed at Credits-Host University (student enrollment) must be registered at Post University (sending a student to another university).
4. Humanization of education - means satisfying a person’s needs for various educational services and unlocking human potential in the educational process. ESTS provides the opportunity to choose a higher education institution, academic subjects and teachers to continue their studies.
5. Individualization of education means that each student has an individual plan and curriculum. Subject items do not exceed 70%, and compulsory items do not exceed 30%. Student work alone is 70%, and class work is 30%. These indicators serve as the basis for the organization of individual training.
6. The effectiveness of training is ensured by a combination of individual classroom studies in a group and independent student work. The allocation of up to 70% of the study time for individual instruction, as well as up to 70% of the total study time for independent work, allows students to master the subject at the level of their abilities. On this basis, the effectiveness of training is provided.

According to the modular credit system, education is based on student-centered learning technologies and student self-study.

At the first stage of training, each student is provided with an information package. It contains information that allows students to keep abreast of the conditions for successful training in a modular credit system.

Methodologically, such a process should include constant monitoring of students in all aspects of their educational and socially useful activities and provide for the preparation of a portfolio for the subsequent professional and creative interaction of the university graduate with the employer. When developing a credit-module model of the curriculum, a university graduate - “a bachelor of engineering with a wide profile” should have a large supply of knowledge, so the core of preparation is a set of modules that provide the acquisition of this knowledge [2].

Comparative table of the educational credit system of universities in foreign countries

№	Country	Bachelor		Master		Doctoral studies	
		year of study	credit hours	year of study	credit hours	year of study	credit hours
1	United States	4	120	1-2	30-60	3-4	60-90
2	Germany	3	180-240 or 7200-7400 academic hours	1-2	120 or 3600-3800 academic hours	3	
3	Czech	3	180	2	120	3-4	
4	Japan	4	180-240	2	32-60	3	12-90
5	China	4	120	1-2	30-60	3-4	60-90
6	South Korea	4	131-150	2	30-36	3	60
7	Russia	4	180-240	2	90-120	3	
8	Kazakhstan	4	180-240	2	90-120	3	
9	Uzbekistan	4	6588 academic hours (183 ECTS)	1-2	2516 (70 ECTS)	3	

A study plan developed in accordance with educational standards also serves as the basis for the educational process for training organized according to a modular credit system. According to the curriculum, the cost of students is determined by the type of educational activity.

Types of credit system in the global system of higher education

№	Country	Bachelor		Master		Doctoral studies	
		year of study	credit hours	year of study	year of study	credit hours	year of study
1	USCS American Education Credit System	4	120	1-2	30-60	3-4	60-90
2	UK credit education system SATS	3	120				
3	ECTS European Credit Education System	3-4	180-240	2	90-120	3-4	
4	UCTS Asia-Pacific Credit Education System	4	180-240	2	32-60	3	12-90

Calculation of loans by type of educational activity, blocks and individual training is carried out according to the following scheme:

Distribution of loans by scientific blocks

№	Name of scientific blocks	Class hours	General study load	Credit
1.	General humanities and social sciences	1214 (≈25 %)	1726	50
2.	Mathematical and Natural Sciences	846 (25 %)	1292	37
3.	General professional sciences	2034 (50 %)	3682	89
4.	Specialties of science	468 (≈10 %)	794	23
5.	Additional sciences	334 (≈5 %)	450	14
6.	Qualification practice	432	648	19
7.	Graduation work	180	270	8
Total		5508	8262	240

When the educational process is organized on the basis of a modular credit system, a 4-point or 100% rating scale is usually used. I.e:

At the end of each course, the student will receive a certificate of completion of the loan.

It can be concluded that the Republic of Uzbekistan is equipping educational and scientific laboratories in accordance with modern requirements at the expense of ministries, universities and foreign projects, as a result of which a teacher-student school is being formed in universities, and scientific potential is increasing.

A modular lending system in higher education is being gradually introduced. This shows that the role of higher education is important for the republic to enter the ranks of developed countries.

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