



ANALYSIS OF THE PROCESS OF IMPLEMENTATION OF THE CREDIT- MODULAR SYSTEM IN THE EDUCATION OF STUDENTS OF THE DIRECTION: “LIBRARY AND INFORMATION ACTIVITY” AT THE STATE INSTITUTE OF ARTS AND CULTURE OF UZBEKISTAN

Annotation:

The article analyzes the introduction of the credit-modular system in the education of students in “library and information activity” at the State Institute of Arts and Culture of Uzbekistan. It gives a brief description of the credit-modular system and analyzes the prospects and problems of further reforming the educational process of higher schools based on the introduction of the credit-modular system.

Key words:

higher library education, library and information activity, credit-modular system, State Institute of Arts and Culture, teacher, student, module, credit.

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Socio-political and economic transformations taking place in the Republic of Uzbekistan, impose new requirements to the activities of all public institutions, and consequently, to the training of qualified personnel. Uzbekistan strives for comprehensive modernization, industrialization and participation in international economic processes, so the leadership of the republic considers modernization of the higher education sector as one of the most important directions of its work.

An important document that influenced the changes in the training of qualified personnel was the Decree of the President of the Republic of Uzbekistan on February 7, 2017 “Strategy of actions on five priority directions of development of the Republic of Uzbekistan for 2017-2021”, approved by the decree № PD-4947, which considered the issue of inclusion in the Bologna Declaration of June 19, 1999, which should contribute to improving the quality of the national system of higher education based on the competitiveness of national personnel and increase their competitiveness. This document defined specific tasks for the introduction of digital technologies and modern teaching methods in the processes of higher education “In particular the gradual transition from education whose curricula are aimed at obtaining theoretical knowledge to a system of education aimed at the formation of practical



skills...”, as well as the gradual transfer of the educational process of higher education institutions to a credit-module system¹.

On October 8, 2019, the “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” was adopted, specific tasks were defined to introduce digital technologies and modern teaching methods in the processes of higher education, to attract young people to scientific activity, to fight corruption, to increase the share of students studying in the humanitarian direction of education.

Based on these documents, for further development of higher education in Uzbekistan, in 2020 the Cabinet of Ministers of Uzbekistan adopted the Decree “On measures to improve the system of organization of the educational process in higher educational institutions”. According to this document, from the 2020/2021 academic year, the process of education in higher education institutions was gradually transferred to the credit-module system.

Finally, to introduce the system of credit modules in our Republic, the Law of RUz. “On Education” dated 23.09.2020 No. ZRU-637. Chapter 4 of this law deals with planning, monitoring and quality assurance of education. In particular, it states that the educational process includes a set of training and control activities; training activities provide for the organization of all types of classroom training, practice and independent work. Control activities involve the assimilation of knowledge by students in the relevant subjects of the curriculum and the assessment of their results. ECTS (European Credit Transfer System) was adopted as the basis for the credit-module system of higher education in Uzbekistan. The ECTS system offers great advantages to students in Europe and, in general, in all countries participating in the Bologna Process.

The effectiveness of the credit-module system is ensured by flexible planning of academic programs, focused on the needs of society, selectivity of disciplines of the curriculum, which contributes to improving the quality of teaching, as well as increasing the role of independent work of the student. The organization of the learning process is based on the selection of only those modules and, accordingly, credits, which the student can learn by their characteristics and level of learning; to make a choice of teachers by their ideas about the subject, future speciality, that is, to independently plan an individual educational program, which increases the level of motivation and provides a high role of self-education of the student. That is, the educational process in the credit-modular system contributes to the maximum individualization of training future library professionals².

Let's consider the experience of implementing the credit-module system in the State Institute of Arts and Culture of Uzbekistan in the direction of “Library and Information Activities”. Starting from 2020 there is a process of active introduction of a credit-modular system in the educational activities of the State Institute of Arts and Culture of Uzbekistan, which includes the organization of all types of classroom classes, practice and independent work.

Planning of the training process at the State Institute of Arts and Culture of Uzbekistan consists of the following steps:

- development of a model curriculum and catalogue of disciplines based on the advanced foreign educational experience, taking into account the ongoing reforms in the sectors of the economy of the country, the requirements of personnel consumers and national values, as well as the formation

¹ On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030: decree of the President of the Republic of Uzbekistan from 08.10.2019 № UP-5847. - URL: <https://lex.uz/ru/docs/4545887>.

² Turenliyazova A. I. Analysis of factors affecting the successful implementation of credit-modular system in higher education in Uzbekistan // Prospects for the development of higher education. - 2022.- p. 102-112 <https://cyberleninka.ru/article/n/analiz-faktorov-vliyayuschih-na-uspeshnoe-vnedrenie-kreditno-modulnoy-sistemy-v-vysshee-obrazovanie-uzbekistana/viewer>



of a catalogue of optional disciplines, the development of model subject programs for the catalogue of disciplines based on domestic and foreign literature of the new generation;

- development of the working program (Syllabus) of disciplines;
- Formation of an individual learning trajectory for each student under the control of the educational and methodological department (department) and the dean of the faculty with the help of a group trainer by the curriculum and the list of elective subjects;
- development of training work plans;
- scheduling;
- scheduling of academic classes by academic groups.

We have studied the curriculum of the 1st year of full-time study in the direction of “Library and Information Activity” for 2023-2024. State Institute of Arts and Culture of Uzbekistan. Cypher code of the direction -60320400- “Library and information activity (library science and bibliography)”.

According to the plan, the educational process under the credit-module system consists of 6 modules per semester. The subjects included in the module are formed from simple to complex, from theoretical and methodological subjects to applied subjects and are based on the principle of logical additionality. 1 credit is equal to 30 academic hours. There are 15 academic weeks in each semester, and the total number of credits for the courses taught is 30 credits in semester 1 and 60 credits in academic year 1. It is envisaged that the amount of credit allocated to qualifying practice will be at the expense of the relevant subject or subjects. For example, the following subjects were taught in the compulsory block in the 1st year: Modern History of Uzbekistan, Philosophy, Religious Studies, Uzbek (Russian) Language, Foreign Language, Professional Culture of Speech, Information Technology, Physical Education and Sport, Library Science, History of Librarianship in Uzbekistan and Abroad, Software and Technical Support for Libraries, History of the Book, Library and Information Services: theory and practice, Management of library and information activity, Library pedagogy, Library funds and catalogues, Document science, Normative-legal bases of library and information activity, Innovative activity of libraries, Uzbek literature, World literature, Children's literature, Bibliography, Branch information resources, Marketing of library and information activity, Psychology of the reader, Electronic library and electronic catalogue.

The introduction of this system in higher education will improve the quality of teaching, ensure transparency of education, eliminate corruption, show the real knowledge of the student, and allow the student to learn and work independently.

In contrast to the current order of study, in the credit system, in addition to compulsory courses, elective courses are included in the student's study schedule. Students will not be expelled or suspended from a course. if he/she fails to accumulate the specified credits in a subject (course), he/she will retake the examination only in that subject. A diploma of higher education is issued after the accumulation of the specified credits.

The introduction of a credit-modular system is also an important factor of cooperation between teacher and student. In modular learning, the teacher organizes, directs, advises and controls the student's learning process. The teacher not only teaches but also performs such tasks as a moderator, facilitator, and tutor. And the student learns to move toward the directed object independently. The greatest achievement in this process is the independent learning of students³.

³ Mukhammadjonova M. Introduction of credit-modular system in the education system of Uzbekistan//India international scientific online conference the theory of recent scientific research in the field of pedagogy. - Vol. 1 No. 4 (2022). - p. 135 - 139



It should be noted that the Higher Education Management Information System (HEMIS-Higher Education in Schools modules, Higher Education Management Information System, Harmonization of Environmental Measurements Information System) was launched within the framework of the project “Modernization of the Higher Education System” with the participation of the World Bank⁴.

The HEMIS information system provides e-learning services to administration staff, teachers and students by automating the main activities of higher education institutions. This information system serves as an information bridge between higher education institutions and the Ministry of Higher Education and serves to abandon the paper form of information received from higher education institutions and to digitize the management system. The HEMIS information system is the basis of the “Digital University” project developed by the Ministry of Higher Education, Science and Innovation.

To use the system there is a special website <http://hemis.dsmi.uz>, where you can get all the necessary information on how to use the system. Using the platform in the university allows students to get information about the schedule of classes, view information resources uploaded by teachers, solve tests on a given discipline, send completed assignments in the form of files, and view grades received during the intermediate and final control. The system is quite easy to manage and use⁵.

Problems and challenges of implementing the CMS Despite the obvious advantages, the introduction of CMS in library education in Uzbekistan faces several challenges:

1. Inadequate teacher training: Teachers need additional training and retraining to work in a CMS environment.
2. Need for modernization of curricula: Significant updating and revision of curricula is required, taking into account the modular approach and the credit system.
3. Financial and organizational difficulties: Implementation of CMS requires additional financial resources and organizational efforts on the part of universities and educational institutions.

Development prospects

Successful implementation of CMS in library education requires a comprehensive solution to the above problems. The important steps are:

1. Professional development of teachers: Organization of courses and training for teachers on CMS and new teaching methods.
2. Updating of curricula: Development of new modular curricula taking into account modern trends and requirements of the labour market.
3. Support and financing: Providing financial support from the state and international organizations for the implementation of reforms.

Conclusion

The credit-modular system is an important tool for the modernization of library education in Uzbekistan. Its introduction contributes to improving the quality of education, individualization of the learning process and compliance with international standards. However, to achieve these goals it is necessary to overcome several problems and challenges that require a comprehensive approach and support from all participants of the educational process.

Despite the significant advantages of the credit-module system it should be noted that there are also problematic aspects in its use. For example, in the credit-module system the content of the subject

⁴ <https://nsp.gov.uz/news?watch=136&lang=ru>

⁵ <https://www.cer.uz/en/post/goverment/reformirua-kacestvo-obrazovania-orientiruas-na-mirovye-standarty>



module “independent work of the student under the guidance of the teacher” (IWSUGT) and teacher-independent “independent learning” (IL) is important. To guide such activities, it is advisable to introduce separate teaching loads. Examples include tutorial tests, virtual simulators, frequently asked questions, and forums. It remains evident that the most important issue is the development of specific types of IWSUGT and ILs for each discipline. In particular, the formation of these types of independent work on distance education platforms is one of the most urgent problems of today. These processes can be accelerated by popularizing the experience of advanced educators.

In addition, currently, in the system of higher education in Uzbekistan, there is a difference in curricula for the same direction in different universities. With the introduction of the credit-module system, curricula should be brought closer and as far as possible will have to fully comply with the curricula of the countries participating in the Bologna process and conditions for mutual recognition of diplomas will be created. For this purpose, first of all, it is necessary to analyze the compliance of our curricula with foreign curricula. Another problem is that subjects are formed not depending on how necessary they are for future professional activity, but based on certain reasons dictated by a certain situation in the university. In this case, it is also necessary to rely on the experience of foreign countries, to be guided by the content of curricula and syllabuses of leading foreign higher education institutions.

Of course, it is impossible not to mention such a problem as the lack of a centralized unit - the registrar's office. This structure should be a student-oriented unit in the credit-module system, which can be organized by temporary recruitment of staff from dean's offices and departments until the full transition to the credit-module system. The main tasks included in the competence of this department should consist of the following: drawing up the academic calendar and control over its timely implementation, organizing the work of the admission committee, organizing enrollment (admission) by discipline, forming academic groups, organizing and controlling the determination of knowledge at admission, organizing and conducting final control and interim certification, organizing and controlling the final state certification, keeping archival records of personal documents of students, keeping records of personal documents of students, organizing and controlling the final state certification of students.

Thus, despite a certain number of disadvantages, the credit-modular system has several positive aspects and directions, for example, the development of students' skills in independent work, which allows mobilizing creative activity and self-education, and ultimately contributes to improving the quality of education. This system also contributes to the training of qualified personnel capable of working in the new conditions offered by time, which is one of the important aspects of the development of higher information and library education in the republic. It should be recognized that the effectiveness and appropriateness of the credit educational system are substantiated by the fact that it is more widespread in the educational systems of many countries of the world because the focus of educational programs on the development of students' skills of independent work allows to mobilize creative activity and self-education, ultimately improving the quality of education.

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