

**IMPROVING THE MECHANISMS OF ORGANIZING INDEPENDENT EDUCATIONAL
WORK IN PREPARING STUDENTS FOR PROFESSIONAL ACTIVITIES (AS AN
EXAMPLE OF THE CREDIT MODULE SYSTEM)**

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Abstract

This article analyzes the credit-module system and the issues of organizing independent education in it.

Keywords: higher education, independent education, forms of independent work, auditorium, method.

INTRODUCTION

A credit is a unit of measurement of the educational load (time) spent on studying and mastering subjects within a particular educational direction or program (course). A credit is the minimum amount of time allocated to a student to study independently and in the classroom, usually for one week. Credit is given to the student after completing the assigned tasks in a certain subject and successfully passing the final exam. In order to receive a diploma in the chosen direction and specialty, each student must collect credits from the advanced and elective subjects during the academic years. Credit technology gives students the right to choose elective subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. Students are given the freedom to choose not only subjects, but also professors. A module is a part of the curriculum in which several subjects and courses are studied. It is a set of several subjects (courses) aimed at students' ability to acquire certain knowledge and skills, analytical and logical observation. In this, the teacher organizes the educational process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student learns the subject independently and completes the assigned tasks and assignments on time.

The credit-module system is a model of organizing education based on the credit-module. But its organization is a complex and systematic process in many ways. In the credit-module principle, two main aspects are important: ensuring independent work of students; assessment of student knowledge based on rating.

MATERIALS AND METHODS

In general, the organization of the educational process based on the credit-module system gives the following advantages to higher education institutions:

- the possibility of creating a modular structure of the curriculum;
- the possibility of using credits to evaluate the intensity of the cocktail;
- the possibility of using point rating systems to evaluate knowledge;
- Participation of students in the formation of an individual study plan;
- the possibility of increasing the share of self-education in the educational process;
- Ability to increase the flexibility of educational programs.

Studying with the credit system and mastering educational programs created an opportunity for students to independently plan the educational process, control its quality, and improve educational technologies. The introduction of the measure of credit accumulation not only gave the student great freedom, but also provided an opportunity to independently plan the academic process in order to become a competitive specialist in the chosen field in the future. At the same time, it also led to improvements in the assessment system and educational technology.

RESULTS AND DISCUSSION

The following are recognized as the main tasks of the credit module system [7]:

- organization of educational processes on the basis of modules;
- determining the value of one subject, course (credit);
- assessment of students' knowledge based on the rating score;
- to enable students to create their own study plans individually;
- increasing the share of independent education in the educational process;
- the convenience of educational programs and the ability to change based on the demand for a specialist in the labor market.

Module-based training programs are developed according to a special scheme and include:

- full disclosure of educational goals and tasks;
- requirements for the student's qualification, which must be acquired after starting and finishing the subject (course);
- a summary (syllabus) of each subject included in the module, i.e. topics of lectures, a plan of seminars and practical exercises, tasks designed to evaluate independent education;
- a brief description of teaching: methods and means of teaching; consists of methods and forms of knowledge assessment.

In the module-based teaching system, a rating evaluation system is used to evaluate students' knowledge, skills, and abilities. In it, all the student's educational activities, that is, the knowledge acquired and mastered in the classroom and outside the classroom, are evaluated by giving points. A credit (credit) is a unit of measurement of the educational load (time) spent on studying and mastering the subjects of a particular educational field or program (course). A credit is the minimum amount of time a student is allotted for classroom and independent study, usually one week, as determined by a regulatory document. Credit is given to a student after completing the assigned assignments in a specific subject and successfully passing the final exam.

Each student must accumulate credits in order to obtain a diploma in the field and specialty of his choice in the future. The accumulated credit will serve the student to improve his qualifications or receive additional higher education throughout his life. In economic terms, accumulated credit becomes a student's academic "asset."

According to international experience, the educational process in the credit-module system consists of 2-4 modules per semester. The subjects included in the module are formed from easy to complex, from theoretical-methodological subjects to applied subjects and logically based on the principle of complementing each other. In order for a student to become a specialist, it is necessary to have not only information related to the field, but also the ability to process and introduce it into production practice.

Module-based training programs are developed based on a special scheme and include [8]:

- full disclosure of educational goals and tasks;
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As we know, many things in everyday life have their own unit of measure. For example, the unit of measurement of time is a second, the measurement of length is a meter, the measurement of weight is a kilogram, the measurement of liquid is a liter, and the measurement of electric voltage is an ampere. Then a question arises: is there a unit of measurement of education, including higher education? You can say that the units of measurement of higher education are bachelor's, master's and doctoral studies. But these are not units of measurement of education, but its stages. Unfortunately, in our country, there is currently no unit of measurement that is understandable to everyone, which regularly evaluates the progress of students of higher education and their formation as specialists.

CONCLUSION

The study and analysis of the introduction of the credit-module system shows that it has its own characteristics in different countries of the world. The expediency and effectiveness of the credit-module system is seen in the fact that it is widespread in the education system of many countries of the world, because the development of educational programs provides students with the opportunity to independently acquire knowledge and increase the level of creative activity of their independent work. Therefore, the quality of education will increase completely.

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