



## **CREDIT-MODULE SYSTEM AND ITS PRINCIPLES OF ITS IMPLEMENTATION (IN TEACHING MATHEMATICS IN HIGHER EDUCATION INSTITUTIONS)**

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### **Annotation**

This article analyzes the theories of application of the credit – module system in higher education institutions of Uzbekistan the teaching of mathematics and their importance, in which the content and essence of the credit – module system, priorities and universities of the Republic the work to be done and the author's recommendations and opinions in this regard are presented on a scientific basis.

**Keywords:** Credit – module system, modular learning technology, credit, credit training technology, credit – module system in teaching mathematics.

### **Introduction**

The credit-module system is a system aimed at independent learning and the creative acquisition of knowledge on an individual basis, the choice of the educational path with a firm definition of the educational process and the determination of the amount of knowledge in the form of credit. This system is now common in the education system of developed countries, has proven itself in time-tested and is different from each other, but complementary - modular and credit teaching technologies. formed by merging.

### **Materials and Methods**

A module is a separate course (or part of a course) that includes relevant knowledge and professional information. The modular system of teaching ends with the appropriate type of control of knowledge, skills and competencies that is formed as a result of the student's study of the science program. For example, current, intermediate, and final examinations are conducted to ensure that students' levels of knowledge and mastery are in line with state educational standards.

Modular learning is systematic learning. In this case, the educational material can be taught in the volume of a single lesson, at the level of any subject or section of the





subject, and sometimes in a large component of the subject, ie in the form of blocks said Ikhtiyor Juraev, head of the teaching department at Tashkent State Law University. - The modules, first of all, effectively serve to explain the concepts, rules, theories, laws and laws that represent the general relationship between them, related to the content of education. In modular education, the teacher organizes, manages, advises and checks the process of mastering the listener. The student, on the other hand, is focused on independent learning towards the target object

## **Results and Discussion**

Why is it necessary to introduce a credit-module system in the teaching practice of higher education in Uzbekistan?

We will find the answer to this question by pointing out the obvious shortcomings of our traditional system, which is still used in practice in higher education in Uzbekistan.

- The inability of the traditional system, which is still used in higher education in Uzbekistan, to meet the requirements of the current information age;
- In the universities of Uzbekistan, students remain mainly listeners, as a result of which the staff trained due to poor practice does not give good results in the field;
- The large number of gaps in the evaluation system, and as a result, corruption in the evaluation process;
- Weakness of student innovation. That is, in this system, the student is given a task, and the student completes it and receives an assessment. Less emphasis is placed on student creative, independent work;
- The most important thing is that this system is not compatible with the developed education systems of the world. That is the main reason why we are not ready to compete with them.

In this context, we are based on world experience to strongly reform the activities of Uzbek universities, to include them in the list of prestigious universities in the world, to develop perfect structures for free and creative education, to implement quality education that fully meets international standards.

Exactly why is it necessary to introduce this system in the teaching of mathematics? We all know that the sciences that teach mathematics require strong thinking and reasoning. Teaching these subjects is a more complex process than teaching other subjects. The introduction of a credit-module system in higher education institutions for the teaching and learning of these subjects will significantly increase the effectiveness of education, create the basis for the practical application of mathematics. It will allow higher education institutions teaching mathematics in





Uzbekistan to establish cooperation with prestigious mathematical universities around the world.

What are the benefits of the transition to a credit-module system for students in mathematics?

First, academic mobility means that students can easily transfer to any suitable university while retaining their credits. It doesn't matter if it's a world university or any of our universities. All you need to do is give them an outlet and the support they need to keep going.

Second, students are given the freedom to choose a teacher. This ensures academic communication between teacher and student.

Third, students will be able to choose subjects based on their preferences. Of course, there are (specialist) subjects that must be studied, but the student can determine the subjects of independent choice. For math students, this is exactly the point. This is because it gives them enough time to master the sciences.

Fourth, students will be able to independently formulate their curriculum and ensure the transparency of their assessments. This will automatically eliminate corruption in the education system.

## Conclusion

What needs to be done to transfer higher education institutions in Uzbekistan to the credit-module system? (My recommendations).

- Ensuring that the university creates a special site for the student's independent work, homework and laboratory assignments.
- At the end of each semester for students in the field of mathematics to organize control and test assignments based on world standards and based on them to strengthen students' knowledge.
- To teach students the skills of using special mathematical utilities (MATlab, MATHcad, geogebra...) in mathematics and to create conditions for their widespread use in practice.

From a scientific point of view, this will help them to complete calculations more quickly and to develop a wider range of mathematical concepts.

- Provide all universities with a wide range of library resources, both in print and in electronic form.





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