

## **MODERN METHODS OF ASSESSING AND CONTROLLING THE CREDIT SYSTEM AND STUDENT KNOWLEDGE IN MODULAR EDUCATION**

Mamarajabov Kh.

Assistant, Jizzakh Polytechnic Institute

Rakhmatullaev M.

Associate professor, Jizzakh Polytechnic Institute

### **Abstract**

The article covers topics related to the credit system in modular education and foreign experience in assessing and controlling student knowledge. In particular, it was noted that the modular approach is aimed at the independent acquisition of new information, the organization of independent and collaborative activities of the student, the evaluation of the activities of himself and his comrades, such an approach corresponds to the modern system of requirements.

**Keywords:** base phrases. modular education, credit system, assessment, control of students' knowledge, learning process, elements, external experience.

### **Introduction**

Today, the most basic task before the system of higher education is the training of a qualified specialist. To prepare such a specialist, of course, it is necessary to determine the system of requirements that are being put forward for him. Looking for an answer to this question, we encountered the following four-way system of requirements:

1. To have the necessary knowledge, skills and qualifications in their field.
2. To constantly increase their existing knowledge of the field independently, that is, to be ready for Independent Education.
3. To have the ability to do independent research and creativity to add innovation to the industry.
4. To have the ability to plan, manage and organize their own time.

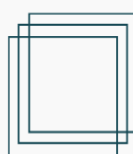
If the existing reproductive education in the formation of knowledge, skills and skills in the field of social work is sufficient, the modular approach to the development of independent educational skills and creativity, the solution of the issue of managing one's activities, has great potential. The purpose of modular education is to formulate exactly these aspects of the student. The module should be structured so that the student can independently master this module and achieve the desired result.

In modular education, the educator organizes, manages, advises, examines the process of mastering the student.

Credit – (European Credit Transfer and Accumulating System) is a credit accumulation system. This system was successfully passed and adopted from the research conducted in 1989 year in European universities.

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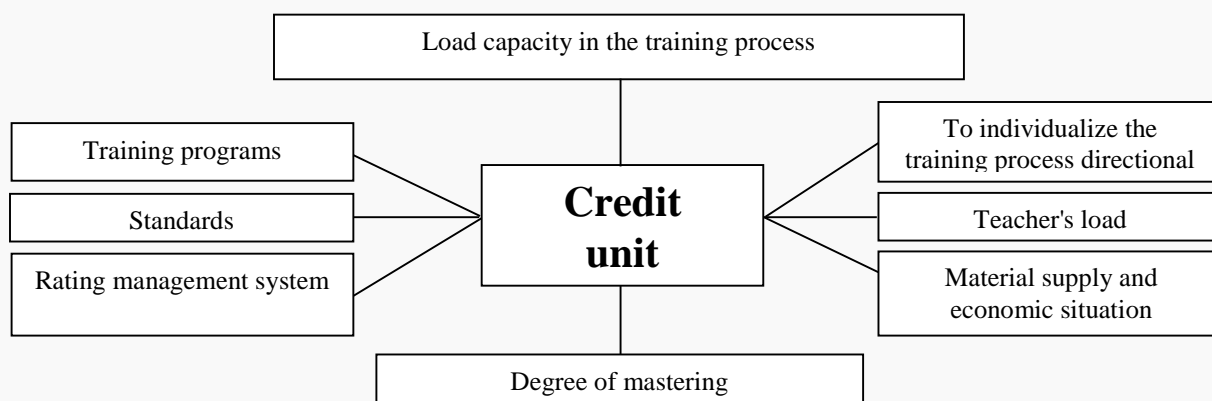
It is based on the overall load of the student. The purpose of the introduction of the credit system is to facilitate the transparency of education and recognition of academic knowledge as well as qualification. Initially, the loan was used for students studying abroad and expressed confidence in it. The establishment of single loans for tertiary institutions has also helped to ensure the mobility of the students. Today, the European credit system is a system recognized and valid in almost all countries of Europe. The student will be able to get a diploma only in the fate of the deceased, who paid the credit points. In the higher education system of the world there is a nancha type of credit system. In addition to the above – mentioned ECTS, there is the credit system of the USCS – America, the credit system of the CATS – Britain, the credit system of the countries of the UCTS – Asia and the countries of the Pacific.

The basis of the European credit system is three elements: information about educational programs, the results achieved by the student and the volume of student activity. Each school year is divided into 60 parts and is a zachyot unit. A week of loading should not exceed 54 hours, 54 hours are equal to 1,5 credits. The duration of the academic year is an average of 40 weeks in Europe. But in different countries of Europe, the duration of the academic year is different to some extent, which causes problems.

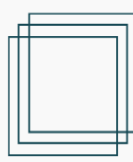
The credit system includes the control of all forms of teaching (except for the audience and the audience). The credit system is a unit of measurement that shows not the amount of hours read during the training process but the result achieved. That is, it is a unit of measurement aimed at the result, which evaluates a specialist to the level of competence.

This means that credit is not only an assessment given to educational activities, but also a unit indicating the completed educational load. One credit is equal to 36 academic hours (54 academic hours are 1,5 credits). Each training module is designed for 1 or 1.5 credits, and usually its number should not exceed three.

The role of credit in the learning process and the elements associated with it are outlined in the following scheme.



1-picture. Credit unit of the test



At the first stage in the European credit system (baccalaureate), the student can collect from 180 to 240 credits.

In the second stage (Master's) it is possible to collect up to 90-120 credits. The basis of the credit system is of course the rating score system.

Evaluation of educational results on the basis of rating. The credit system in turn is based on rating points. In the European credit accumulation system, a scoring system is adopted. It is divided into two structures:

1. Teacher's assessment on the course studied. It should not exceed 70 points.
2. Final exam points. He will score a maximum of 30 points.

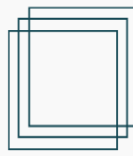
The accumulated points are taken as an indicator of their achievement. But experiments have shown that rating points can be distributed differently, taking into account the peculiarities of all disciplines. Different types of activities are subject to different scores (audience hours, supervision, course work, laboratory work, practical activity, study of sources, scientific research work, etc.).

In the process of rating points distribution, points are distributed depending on the level of complexity of each type of activity. In carrying out this distribution, it is necessary to develop a system of actions (steps) of each activity and to allocate points to this system of actions. The table showing the distribution of scores in these mastering steps will be presented to students and students will have the opportunity to independently assess their performance. For example, the performance of a single laboratory work is 9-18 points, the solution of a specific issue can be assessed by 4-7 points. Sometimes, for all science of expertise, a 100-point system may not be appropriate, because there are many types of activities to be performed. Nevertheless, it is possible to adjust the accumulated total points to a single credit by calculating 100%. Even when transferring points to faults, 70% and 30% mutuality should be preserved.

Rating points are divided into several types:

1. Current rating points-include all types of activities that the student performs in the process of learning the module.
2. Control rating points are aimed at checking the knowledge of the module and analyzing the results.
3. The final rating score is the sum of the current and control scores and provides information on the appropriation of the module.
4. Final module rating points for the semester – reflect the scores collected on all modules that have been mastered during the semester.
5. Exam rating points – can be obtained from the points collected in the exam or, if sufficient, from the current and control scores.
6. Final semester rating points are the sum of the semester's final module rating points and exam rating points.

Quick methods of control. The technological approach requires constant operational control, for this reason, the research on the implementation of the control process has



led to the penetration of test control into educational practice. Pedagogical tests have their place in the rating system.

Pedagogical test this is a form of system of Special Assignments, which qualitatively and efficiently measures the level of preparation of the student, becoming more complicated.

Test assignments should be concluded with the answer to at least the following students:

- Coinciding with the content of information material;
- To be structured in accordance with the rules of drawing up the test;
- Have undergone aprobation in practice;
- It should be understandable for students.

Three criteria should be taken into account when conducting tests for aprobation:

- Reliability (return of results under the same conditions).
- Validity (the fact that the tests are aimed at a specific purpose for which they are selected).
- Objectivity (the same set of conditions and requirements).

In the process of drawing up the Test should attach special importance to the following components:

1. Part of the instruction (the mode of operation of the test is clearly indicated by what signs the test taker will put).
2. Test assignments (the content of the test is determined by the content of the educational background).
3. Part of the answers.

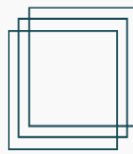
In addition, it is necessary to specify who the test is for, what kind of science it is structured, how long it will take to solve the test, the name of the test developer, the sheriff.

Test forms, which are included in the closed type of test, require the writing of the desired word, number, formula or phrase. In the open type of test, it is required to determine the variants with one variant or more correct answers, to establish compatibility between the elements, to distinguish between the correct or incorrect elements, as well as to master the correct sequence.

The main requirement for Test assignments, each test assignment:

- Certain content; content;
- Integrity and structure;
- Order of execution of the assignment, the rule,
- A score that can be obtained by the student as a result of the performance of the assignment;
- It is necessary to consist of instructions for summarizing the results of the tests.

The integrity of the Test assignments is noticeable when it is able to control them, covering a topic, chapter, section or course content.



Description of tests:

- Standard tests;
- Non-standard tests.

Pedagogical tests are divided into homogeneous and heterogeneous tests according to their content and essence.

Gomogen tests have a growing, specific form on this level of difficulty, and are a system of tasks structured on a single training course designed to monitor and assess the level of preparation, knowledge, skills and qualifications of students for a particular content, qualitatively and efficiently.

In conclusion, it is worth noting that the module should be designed and targeted, allowing for the rapid transfer of the module using the tulle forms of control by the Bank of control.

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