

## **ORGANIZATION AND PLANNING OF THE EDUCATIONAL PROCESS IN THE CREDIT-MODULE SYSTEM**

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**ABSTRACT:** The European system of credit distribution developed, tested and improved by 45 European countries; credit-module system of education - a model of organization of the educational process implemented in the unit of modular education technologies and ECTS test credits. Academic mobility is the going of students of a higher education institution for a certain period of time to study at another higher education institution in the territory of the republic or abroad.

**KEYWORDS:** Educational process, model curriculum, subjects, monitoring, credit-module.

### **INTRODUCTION**

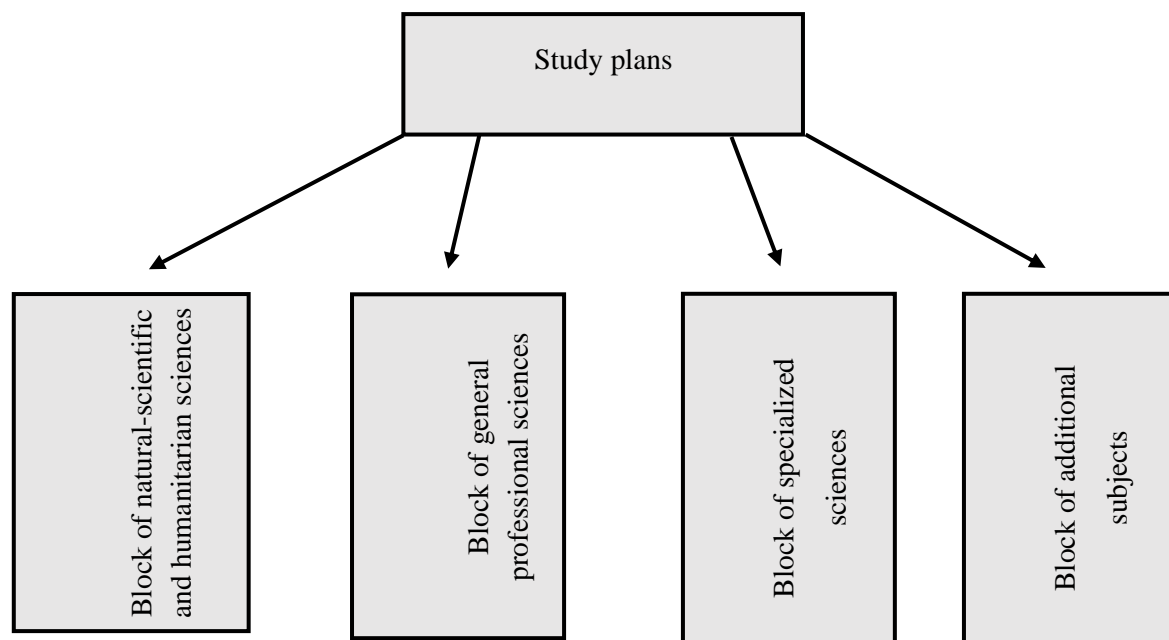
The educational process in a higher school is a complex process that includes many aspects, such as the development of organizational, management, and cognitive activities in the preparation of a highly qualified specialist.

The educational process consists mainly of training sessions and control processes. Educational activities include all types of academic activities, independent study of students and professional practices. Monitoring processes show the extent to which students have mastered the educational program.

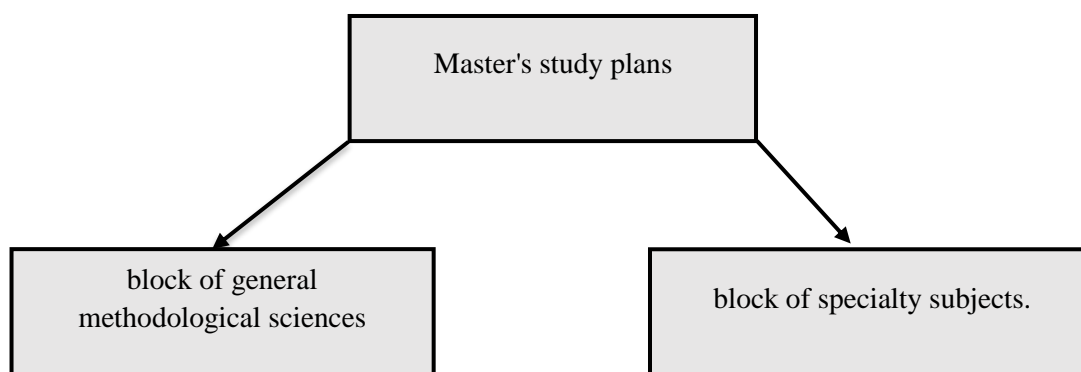
Planning the educational process is one of the important elements in the management of educational activities of a higher educational institution. It is carried out in the following stages:

- firstly, an academic calendar is drawn up, reflecting the main educational processes and their implementation periods during the academic year;
- in addition to the model curriculum, a list of elective subjects is formed;
- in accordance with the model curriculum and the list of elective subjects, with the help of advisors, under the supervision of the Registrar's Office and the dean, a personal study plan is formed for each student;
- working training plans are drawn up;
- working educational programs (syllabus) of subjects are developed;
- In accordance with the working curricula of the fields and specialties, the teaching loads of the departments are planned and the staff table of professors and teachers and the credits allocated to them are approved;

Class schedules are drawn up in the section of academic streams and groups. Undergraduate model curricula will consist of 4 blocks: (Fig. 1).



Master's degree sample curricula will consist of 2 main blocks:



(Figure 2).

Subjects in subject blocks can be compulsory or elective subjects. Compulsory subjects include the subjects listed in qualification requirements, which must be mastered. Elective subjects include subjects offered by the higher education institution at the request of personnel customers.

In the study plan, compulsory subjects are listed along with the credits allocated to them. Credits for elective subjects are determined independently by higher education institutions.

The working study plans of the field and specialty are developed based on the personal study plans of the largest contingent of students in order to optimize costs. Adaptation of working curricula to a large contingent, fully covering the future professional activities of students, increases the effectiveness of the educational process.

In the credit education system, the volume of educational work is determined by the volume of the taught material and is measured in credits.

A credit is a unit of measure of academic work and can be equal to 30 academic hours (in a 15-week semester). In this case, classroom and independent study hours can be in the ratio of 1:1 for undergraduate and graduate students.

The volume of each subject is represented by a whole number of credits. On average,  $240/40=6$  credits can be allocated to one subject, provided that the number of subjects does not exceed 40, credits for subjects can be less or more.

The proportions of classroom training (lecture, practical, laboratory training, etc.) in the working curricula are determined by the scientific-methodological council of the higher educational institution based on the conclusions of the commissions based on the teaching methods of the subject.

Each subject of the curriculum should have its own unique name. In the curriculum, it is necessary to use a single alphanumeric coding system for each subject. In this case, it is desirable that the code of the subject should consist of several Latin letters and numbers representing its order, and in determining the letter code, it should be based on the international nomenclature. For example, the code MATS203 refers to the third complex section of mathematics ("Probability Theory and Mathematical Statistics") taught in the 2nd year. The subject "Research Methodology" taught at the master's degree can be marked with the code RESM101.

It is desirable that the number of subjects in the bachelor's degree is less and larger. When determining the share of mandatory and optional subjects in the curriculum, it is appropriate to take into account the requirements for the level of preparation of the specialist, the content and educational results of the subjects, the structure of the subjects and the level of their interrelationship and unification, as well as international experiences.

All types of internships and diploma work, additional subjects are carried out within the educational program and are included in the total credits. In this case, it is appropriate to allocate 15 credits for internships and 15 credits for graduation work in the graduation semester. It is desirable that the science of physical education should be taught in sports sections at the expense of additional subjects.

The total weekly load in the bachelor's degree is 60 hours, of which 30 hours are allocated to the classroom and 30 hours to the student's independent education, including 8-14 hours to independent work under the guidance of the teacher.

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