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Principles of the Credit-Module System

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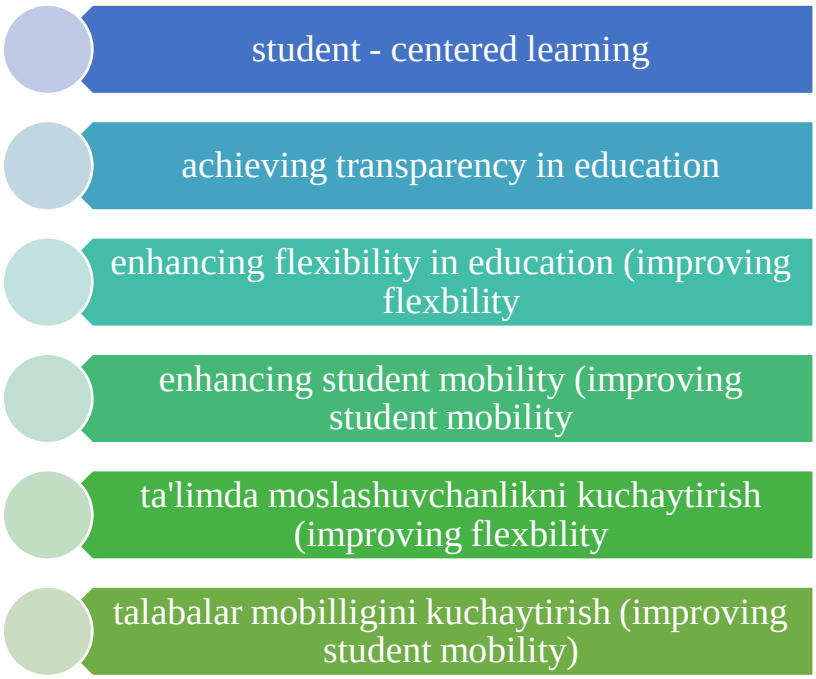
Annotation: ECTS credit-module system is built on the basis of certain principles. Let us briefly dwell on the details of each principle below.

Key words: credit-module system, education, process, way, subject, imposed, study



a) the educational systems of student-oriented education organization can usually be divided into two categories: teacher-oriented and student-oriented education.

In a teacher-oriented education system, education, curricula, classrooms are approached strictly from the point of view of the OSM, the organization that controls it, and the desire of the teacher. In this case, the needs, opinions of representatives of the labor market and students are not considered much when determining what, kancha, qnda students should learn in such a way. The management and organization of the educational process is carried out in a much more centralized way. In this, again, the teacher is seen as the only source of knowledge. Students are formed mainly as inactive listeners because educational processes do not encourage them to be active (classes are organized mainly in the form of lectures). In such an educational system, students have independent thinking, express their thoughts, engage in discussion, critical side to problems This system requires an approach to education from the perspective of students rather than from the perspective of the OSM, the organization that oversees it, or the faculty. While the osms, the organizations that control them and the teachers

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are the organizers of educational processes, they mainly act as coordinators, that is, curricula, in particular what the student should learn, kancha, in what way are formed with an in-depth analysis of students 'interests, needs, expertise and labor market requirements, that is, looking “from bottom to top" (bottom up). In this, again, the teacher is not seen as the only source of knowledge. Students are actively involved in educational processes.

The educational system is directed to the formation in students of independent thinking, sharing their knowledge with others, the potential for oneself to make decisions.

Student-oriented education is reflected in the following provisions of the ESTS credit - module system:

• The concept of learning time is determined not by the time the student sits in the class, but by the total time he spends studying and learning in the subject. In this case, the student's education is measured not based on the hours spent by the teacher to “teach”, but on the hours spent by the student to “learn”. That is, if 1 credit reflects in itself a reading load of 25-30 hours, it will reduce the total time spent by the student in mastering the subject outside the audience and audience. This approach to education is also characteristic of the time of the internet, where sources of information are constantly expanding.

• Curricula and curricula are formed on the basis of specific study results expected from education. That is, in the process of creating curricula and curricula, the OSM puts before itself questions about what the student should know, understand and be able to do at the end of this curriculum, and the curricula should be considered the subject of these questions

• Students gain access to their curriculum by having the right to choose the subjects themselves to a certain extent. Through this feature in education, students will not be able to delve deeper into the sciences and directions in which they are interested, to approach the tank, to make decisions for themselves. Student-oriented learning is the opposite of teacher-oriented learning that is true. This system requires an approach to education from the perspective of students rather than from the perspective of the OSM, the organization that oversees it, or the faculty. While the osms, the organizations that control them and the teachers are the organizers of educational processes, they serve mainly as a facilitator, that is, curricula, in particular what, how much, in what way the student should learn, with a chukur analysis of students 'interests, needs, expertise and labor market requirements, that is, depending on the “bottom to top" (bottom up)

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• Students gain access to their curriculum by having the right to choose the subjects themselves to a certain extent. Through this feature in education, students will have the opportunity to delve deeper into the sciences and directions they are interested in, to use their student period effectively, to realize their potential and make decisions for themselves. It is a qualitative change process aimed at enhancing students ' ability to learn independently and think critically in academic excellence, and is a result-based approach. Student-oriented learning is based on the following elements:

* active student learning;
* emphasis on the study and understanding of tankid and taxiing;
* increase the responsibility and responsibility of the student;
* increase the student's independent learning;
• student as well as faculty use a reflective (reflective) approach in the learning process.

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