



IMPROVING THE EDUCATIONAL PROCESS BASED ON BEST PRACTICES IN THE CREDIT MODULE SYSTEM

Tursunov Rustam Khabibovich

Tashkent State Agrarian University

Department of social and humanitarian sciences

Ph.D. , docent

<https://doi.org/10.5281/zenodo.18517229>

ARTICLE INFO

Received: 05th February 2026

Accepted: 06th February 2026

Online: 07th February 2026

KEYWORDS

credit-module system, ECTS, credit unit, student workload, competency-based approach, Bologna process, curriculum, module system, independent learning, assessment system, academic mobility, higher education integration

ABSTRACT

This article analyzes the issues of improving the credit-module system based on advanced foreign experience. In particular, based on the experience of the USA, Europe (ECTS), St. Petersburg State University and the Higher School of Economics, the mechanisms for calculating credits, criteria for determining student workload, and specific aspects of the competency-based approach are discussed. The study substantiates that a credit is not an assessment indicator, but a unit expressing the total labor input of a student. Also, the principles of distributing credits at the bachelor's and master's levels, the formation of a curriculum based on modules, and approaches in accordance with the requirements of the Bologna process are considered. The work evaluates the transition to a credit-module system as a factor in improving the quality of education, strengthening students' independent learning, and ensuring international integration.

The credit module system has become an integral part of the educational process in higher education institutions of developed countries today, and we can see that the processes of improving this system are ongoing. While in the credit module system, the organization of the educational process, the student load and the requirements for competencies are set in the same way, the granting of loans based on the requirements of the labor market is applied differently in different countries. In particular, the experience of US universities is also unique.

In US universities, where the credit system has appeared, 1 credit unit applies in the following ratio:

1 academic hour of lecture + 2 hours of independent work per week + other types of educational work on this subject during one semester (reports, homework, etc., tests, exams);

2 academic hours of practical training + 1 hour of independent work per week + other types of academic work (reports, homework, etc., tests, exams);

2 academic hours of laboratory work + 1 hour of independent work per week + other types of study work (abstracts, homework, etc., passing tests, exams).

If the curriculum for a subject provides for 1 lecture per week (2 academic hours per week), 1 seminar session once every 2 weeks and 1 laboratory work (1 academic hour per week), then during the semester, with the successful study of this

subject, the student will be credited with 3 test units (credits) ($2 + 0.5 + 0.5 = 3$). Then his weekly classroom load of 4 academic hours in this subject will be supplemented by 5 academic hours of mandatory independent work per week, for which he will have to regularly report to the teacher¹.

Higher education institutions in European countries have a very rich experience in the credit system, and the European credit system is convenient to compare with the American credit system:

1 credit in the American system can be equated to 2 credit units in the European system.

To obtain a bachelor's degree, a student must accumulate 240 credits during the standard study period.

The standard load for master's programs is 60 credits for one-year programs and 120 credits for two-year programs.

The pan-European principles in the use of ECTS are reflected in the following:

1) The number of credits awarded to a course (or module) does not depend on its level of "importance" or prestige. The credit "weight" of a course is related only to the amount of workload allocated for its mastery and is formed based on various factors (the ratio of classroom workload to time spent on independent preparation; actual labor costs determined by laboratory measurements; the depth of mastery of the material provided for by this curriculum, etc.). In order to determine the true "importance" of the course and the time budget required for its mastery, it is recommended to resort to studying the competencies formed during the lessons, as well as to assess the level and type of course, as well as the types of organization of the educational process².

2) Credits are not related to the level of success, i.e. the assessment, of the student's mastery of the course, since, being an indicator of labor input, they do not in themselves measure the quality of the graduate's education or training. The European Diploma Supplement distinguishes between workload indicators and mastery indicators. Therefore, the idea that credits "equalize" strong and average students is unfounded.

3) Credits are a conditional value that expresses the ratio between different parts of the educational program and curriculum and their relationship to the program as a whole. Credits represent what part of the subject (course, module), academic work or student's annual (semester) workload³.

4) The method of calculating credits in the form of "vertical" or "descending" credits for individual positions of the curriculum is considered acceptable. In this case, it is proposed to take the total or annual load as the initial basis (120 or 60 credits - master's labor costs, 240 or 180 - bachelor's; 60 credits - study for a year, 30 credits - semester) and modules (groups of subjects including classroom and independent work, exams, tests and practical work) are assigned a number of integral credits (for example, a multiple of some number) that correlates with the volume of other modules of the program. With this approach, it is possible

¹ Соляников Ю.В. Организация научно-исследовательской деятельности в магистратуре университета // Исследование современных педагогических проблем / под ред. д.п.н. Е.С.Заир-Бек. – СПб., РГПУ им. А.И.Герцена, 2001. С. 80 – 87

² Усмонов Б.Ш., Хабибуллаев Р.А. Олий ўқув юртларида ўқув жараёнида кредит-модуль тизимида таъкил қилиш. –Тошкент, 2020 йил. – Б 12.

³ Тимофеев А.А., Ушко Н.А., Ярифа М.А. Кредитно-модульная система обучения. -М., 2013. / Журнал "Современная стоматология" 1/2013. Стр.102-115.

to distribute the load between subjects within modules based on the traditional principle of measuring the volume in academic hours⁴.

In the experience of introducing the credit system at St. Petersburg State University, the measurement of the volume of a subject depends on its content and significance for the preparation of the student. This was taken as a basis by higher education institutions that have gone the way of developing "reducing" transfer coefficients. To do this, many higher education institutions, based on the role of courses in achieving certain educational goals, contrasted the humanitarian and socio-economic (GII) and natural-scientific (TI) subjects with general professional (UKF) and special (MF) subjects. For the former, higher values of transfer coefficients were developed, and for the latter, lower values were developed, as a result of which an inverse proportion appeared in calculating the credit value of a particular subject in the curriculum.

According to the standard curriculum, the "volume" of the subject in test units is obtained by dividing the hourly subject load by these coefficients separately for classroom and independent work. For example, if the GII block "Economics" subject load according to the curriculum is 108 hours (56 hours of classroom + 52 hours of independent study), then the number of hours in the subject should be divided by the above coefficients for the GII cycle: $56:50=1.12$; $52:75=0.7$. As a result, 1.82 credit units can be taken as a whole or 2 credits. According to ECTS, credits are awarded to a student only based on the results of successful completion of the final control in the subject (exam, test, test or final control work, etc.). In this case, the value of a satisfactory grade does not affect the number of credits. However, the grade must be positive (in the rating system of European universities, scores not lower than "E" are considered satisfactory). A bachelor's degree requires a minimum of 180 credits (60 credits per year) or a minimum of 240 credits (four-year program). A student has the right to acquire more than 60 credits per academic year. In this case, the duration of the study may be reduced, provided that the working program is successfully completed and an intermediate certification is passed. To obtain a master's degree, a student must accumulate 60 credits in a one-year program and 120 credits in a two-year program. This is based on the dependence of the duration of the master's degree on the duration of the bachelor's degree. Within the framework of some programs, a master's degree can be awarded based on a total of 300 credits.

Credit units are accumulated separately for each semester by mastering subjects divided into semesters. In the formation of the educational trajectory, by coding the subjects in the curriculum, the estimated loads of students are determined by semesters. In this case, subjects are coded and described as follows: subject name followed by three numbers. For example, the subject name (3:2:0):

Number 1 indicates the maximum number of credits allocated for mastering the subject;

Number 2 refers to academic hours per week devoted to classroom work (lectures, inquiry, discussion, demonstrations, and various combinations thereof);

⁴ О.В. Давыдова, В.И. Звонников, М.Б. Челышкова. Методические рекомендации по внедрению в вузе системы зачетных единиц (кредитов). Государственный университет управления. - М.: ГУУ, 2010. – 35-50 с.

Number 3 means the load in academic hours per week allocated for practical work (laboratory and practical training, seminars, course and project work, drawing and graphic work)⁵.

One academic hour can be 40-45 minutes. Taking into account the field of study and the nature of the subject, the contact hours and independent learning load of students can be divided as follows:

1 hour of lecture per week + 2 hours of independent learning of the student (preparation of an abstract, graphic-calculation work, homework, etc.) + other types of educational work in this subject during the semester;

2 hours of practical training + 1 hour of independent learning (preparation of an abstract, homework, graphic or calculation work) + other types of educational work in this subject during the semester;

2 hours of laboratory work + 1 hour of independent learning (preparation of an abstract, homework, graphic or calculation work) + other types of educational work in this subject during the semester..



⁵ Педагогика в профессиональной подготовке бакалавра и специалиста в области образования. – СПб.: Изд-во РГПУ им. А.И. Герцена, 2005. – 178 с