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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
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**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



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Грамматическое содержание категории наклонения в русском и узбекском языках, думается совпадает, ибо в том и в другом языке категории наклонения носят характер грамматической абстракции.

Данное распределение отражает структурные особенности русского языка, который характеризуется преобладанием в предложении глагола. Именно он является центральной частью предложения и выполняет в нем строевую функцию. Наличие широкого спектра лексических средств выражения желательности позволяет говорящему точно выразить все оттенки своих желаний, а его собеседнику их понять [6].

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CREDIT TRANSFER SYSTEM IS THE BASIS FOR TRAINING COMPETITIVE SPECIALISTS IN UZBEKISTAN

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***Annotation.** In this article Bologna process and Bologna declaration, the members of EHEA, the definition of ECTS, history and its role in the education system of Uzbekistan have been discussed having focused on the introduction of credit transfer system in TUIT and in its branches. Besides the advantages of credit transfer system and its mobility and transparency have been explained.*

***Keywords.** Globalization, education, professional self-development, ECTS, GPA, credit, the volume of learning, Bologna process, Bologna declaration, EHEA, Erasmus*

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Аннотация. Ушбу мақолада Болонья жараёни ва Болонья декларацияси, ЕНЕА аъзо мамлакатлари, ECTS нинг таърифи, тарихи ва Ўзбекистон Республикаси таълим тизимида унинг роли ТАТУ ва унинг филиалларида кредит тизимининг киритилишини назарда тутилган ҳолда муҳокама қилинган. Ундан ташқари кредит тизими, унинг мобиллиги ва шаффофлиги тушунтириб берилди.

Калит сўзлар. Глобаллашув, таълим, профессиональ ўсиш, ECTS, GPA, кредит, таълим ҳажми, Болонья жараёни, Болонья декларацияси, ЕНЕА, Erasmus.

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Аннотация. В этой статье обсуждались Болонский процесс и Болонская декларация, члены ЕПВО, определение ECTS, история и ее роль в системе образования Узбекистана, уделяя особое внимание внедрению системы перевода кредитов в ТУИТ и его филиалах. Кроме того, были объяснены преимущества системы кредитных переводов, ее мобильность и прозрачность.

Ключевые слова. Глобализация, образование, профессиональное саморазвитие, ECTS, GPA, кредит, объем обучения, Болонский процесс, Болонская декларация, ЕНЕА, Erasmus.

Globalization is a term that has recently entered into our lexicon, has taken root in all spheres of human activity, one of which is the education system. The globalization of education implies the possibility and necessity of studying in different countries, independently choosing disciplines and teachers without a doubt the globalisation of education straightens the position of the future specialists and the possibilities of one's professional self-development, expanding the choice of conditions and places of application of his forces, creates competition to attract these specialists between countries, which leads to improved working conditions.

European Credit Transfer and Accumulation System (ECTS) is a standard means for comparing academic credits, i.e., the "volume of learning based on the defined learning outcomes and their associated workload" for higher education across the European Union and other collaborating European countries.[1] For successfully completed studies, ECTS credits are awarded. One academic year corresponds to 60 ECTS credits that are normally equivalent to 1500–1800 hours of total workload, irrespective of standard or qualification type. ECTS credits are used to facilitate transfer and progression throughout the Union. ECTS also includes a standard grading scale, intended to be shown in addition to local (i.e. national) standard grades.[1]

What is the European Credit Transfer and Accumulation System? The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for

making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

ECTS allows credits taken at one higher education institution to be counted towards a qualification studied for at another. ECTS credits represent learning based on defined learning outcomes and their associated workload.

ECTS enhances the flexibility of study programmes for students. It also supports the planning, delivery and evaluation of higher education programmes. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. ECTS also helps make other documents, such as the Diploma Supplement, clearer and easier to use in different countries.

ECTS has been adopted by most of the countries in the European Higher Education Area as the national credit system and is increasingly used elsewhere.[2]

Bologna process. The main purpose in the process of applying Bologna declaration is organizing unique European higher education. Bologna declaration was signed by 29 European countries in Bologna, Italy in 1999, June 19, which formed European higher education area (EHEA - <http://www.ehea.info>). Nowadays 48 countries have accepted ECTS system in order to provide transparency and mobility in education

European Credit Transfer System (ECTS) was first applied in Erasmus and Socrates programmes in 1989. It being an evaluation unit of tuition programs (module or course), it is a main thing to be recognized the educatee's success in education in case of the change of higher educational institution and the country where education is being fulfilled.

Credit is a numerical indicator, a conditional testing unit, a contribution to the preparation for mastering the content of vocational education in each subject. ECTS (European Credit Transfer System) is a unique European credit exchange system has been adopted into the educational practice of European countries.[3]

Based on the natural requirements of public life and the economy of our country, one of the main tasks of modernizing the higher education system is the introduction of modern forms and technologies into education based on the study of international experience for the training of qualified specialists. At the present stage of development, Uzbekistan faces strategic challenges, including the further development of the education system as the most important factor in the country's prosperity and sustainable economic growth. An important step in implementing changes by decree of the President of the Republic of Uzbekistan "On measures to further improvement of the sphere of information technologies and communications" dated February 19, 2018 has the introduction of a new credit system of education at Tashkent University of Information Technologies named after Muhammad al-Khwarizmi and all its branches.

For the first time, the credit-hour system, or, as it is sometimes called, the system of "credit hours, originated and received the greatest development in the United States. In 1869, Charles Eliot, the President of Harvard University, a prominent figure in American education, introduced the concept of "credit hour", and in the 1870-1880s. A system allowing discipline to measure in credit hours has been implemented. The credit education system is a way of organizing the educational process in which students have the opportunity to individually plan the learning process in each semester by choosing a teacher, a subject and allocate the time of each loan (Credit-hour). In the higher education system, the credit hour serves as the basis for

scheduling, calculating the average score - GPA, for determining the load of departments, teachers and students, paying for tuition and teaching, thus regulating the multilateral activity of universities. The credit education system in the process of implementation faced many difficulties associated with the diversity and, in some cases, incompatibility of educational systems. Thus, it was necessary to develop a tool that would really bring together the national education systems, make them more flexible, transparent, and educational documents easily comparable. This tool was ECTS (European Credit Transfer System), which emerged as a pilot project of the ERASMUS program and was tested for 6 years.

The main objectives of the credit system are maximum individualization of education, increasing the role of independent work, the ability to exchange experience in universities, both within the state and abroad, flexibility and transparency in the learning process. It allows you to assess the level of mastering the disciplines and the qualifications obtained on a single scale, despite the differences in educational standards in different European countries or countries that cooperate with European universities within the framework of interstate agreements.

The quality of knowledge in each subject is assessed according to the score-rating system for 3 stages of study:

- 1) attendance (a student who has not visited more than 5 classes is not allowed to take final control)
- 2) activity during the academic semester
- 3) the final exam, which is 50 points out of 100.

The credit education system has relatively more advantages:

- 1) student attendance has increased significantly, as a student who has not collected a credit score and missed more than 5 classes is not allowed to take final exams, which will be 50% of the score;
- 2) the choice of subjects and teachers of their own will ensured the growth of student interest;
- 3) the fact that 50% of the total score is set by teachers, and the remaining 50% is decided by the final exam, which dramatically affected the decrease in corruption;
- 4) within four years a student must earn 240 credits, which is 60 credits per year. A student who does not collect these loans has the right to retake, but on a fee basis. This factor is a motivation for the student and an honest method of remuneration by the teacher;
- 5) more time is devoted to independent student learning, so the student has the opportunity to self-realize and work on his own shortcomings;
- 6) the introduction of a credit system gives a chance to all students in the future to study in the best universities of the world, since the best universities in the world also use this particular system of education.

The introduction of a new credit system for all higher educational institutions yielded unexpected results, and also led to a misunderstanding among teachers, students and their parents. Compared with the attendance rates of students of previous years, this year has seen a significant increase. Being a student on the basis of the credit system, it can be said with confidence that not all of the above rules have been correctly applied in practice, which is why many students and their parents do not have questions to which they cannot get answers.

Hours allocated for independent work, many students spend an empty and ultimately fail the final exam, and subsequently remain on a paid retake.

Given all the shortcomings and problems, I would like to make a few suggestions for improving and solving the problem. For the further development of the credit system, it would be better to take into account the needs of the students and to allow the free choice of additional subjects regardless of the specialty. Moreover, to give students the opportunity to open speeches that will help develop the student's oratory abilities and the opportunity to share their own experiences. In addition, the scheduling of faculty appointment hours would enable students to discuss their individual projects.

One credit corresponds to approximately 25-30 academic hours. Typically, in Europe, a standard academic year is 60 credits, which is about 1600-1800 teaching hours. The student must complete at least 30 credits per semester. A four-year undergraduate program corresponds to 240 credits, and a two-year master's program corresponds to 120 credits.

Since in Russia and in many CIS countries the credit unit that determines the amount of work of a student and a teacher is an academic hour (45-50 minutes), it is impossible to directly measure in credits the labor intensity of a training module, expressed in academic hours.

However, for admission or transfer to European universities, nothing needs to be recounted. The main thing is to correctly prepare the transcript (Transcript of Records), on the basis of which the receiving university will decide whether the volume of the academic load in your university meets its standards or not.

Thus, across the entire territory of the European Union and other European countries using this system, when comparing the volume of the study load or the grades received, uniform criteria that are clear to all are applied.

This is convenient for the recognition of diplomas or when transferring from one university to another, when the courses taken at the university of one European country can be credited at the university in another.

For example, the university to which you applied may inform you that you need to get 2 more credits in some subject to be counted. In this case, you can take a course at a summer school in Europe and earn the missing credits.

However, it should be noted right away that it is unrealistic to transfer from a Russian university to a European university without losing years, even if you have the required number of credits. In other words, you cannot transfer from the 2nd year of our university to the 2nd year of a university in Europe.

Many students are now participating in the European Erasmus Mundus program: for example, if you studied for two semesters at any university in Europe under this program, then on your return, theoretically, you can be credited with the credits received at your home university. However, since the system of crediting credits is practiced only at the level of individual universities.[4]

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