EFFECTIVE METHODS OF ORGANIZING INDEPENDENT LEARNING IN THE CREDIT-MODULE SYSTEM

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Abstract. The article provides a theoretical analysis of effective methods of organizing students' independent learning in the credit-module system. The author proposes an integrated approach that includes planning independent learning, gradually increasing the complexity of tasks, using digital resources, developing reflection and assessing outcomes on a credit basis.

Keywords: credit-module system, independent learning, academic workload, ECTS, reflection, assessment criteria, higher education.

Аннотация. В статье проводится теоретический анализ эффективных методов организации самостоятельной работы студентов в кредитно-модульной системе. Автор предлагает комплексный подход, включающий планирование самостоятельной работы, постепенное усложнение заданий, использование цифровых ресурсов, развитие рефлексии и оценивание результатов на основе кредитной системы.

Ключевые слова: кредитно-модульная система, самостоятельное обучение, учебная нагрузка, ECTS, рефлексия, критерии оценивания, высшее образование.

Annotatsiya. Maqolada kredit-modul tizimida talabalarning mustaqil ta'limini tashkil etishning samarali usullari nazariy jihatdan tahlil qilinadi. Muallif mustaqil ta'limni rejalashtirish, topshiriqlarni bosqichma-bosqich murakkablashtirish, raqamli resurslardan foydalanish, refleksiyani rivojlantirish va natijalarni kredit asosida baholashni o'z ichiga olgan yaxlit yondashuvni taklif etadi.

Kalit so'zlar: kredit-modul tizimi, mustaqil ta'lim, o'quv yuklamasi, ECTS, refleksiya, baholash mezonlari, oliy ta'lim.

Introduction. The reforms carried out in the higher education system of Uzbekistan in recent years require the implementation of new principles in organizing the educational process. The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 identifies the gradual transfer of higher education institutions to the credit-module system and the formation of students' skills of independent thinking and independent knowledge acquisition as priority tasks [1]. The Law "On Education" also establishes the personal development of learners and the provision of opportunities for lifelong learning as an important principle [2].

In the credit-module system, the academic workload is measured not only by classroom hours but by the total effort of the student. According to the European Credit Transfer and Accumulation System, one credit corresponds to approximately 25 to 30 hours of student work, a large part of which is performed outside the classroom [3]. As a result, independent learning turns from an auxiliary activity

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into a central element of the educational process. In practice, however, independent work is often limited to formal assignments such as writing abstracts or copying textbook material. Therefore, the scientific substantiation of effective, meaningful and assessable methods of organizing independent learning is an urgent task. The purpose of this article is to identify and systematize such methods on the basis of an analysis of scholarly literature and the author's own reasoning.

Methodology and Literature Review. The research is theoretical in nature and employs methods of analysis, comparison, generalization and systematization of scholarly sources. In foreign pedagogy, independent learning has mainly been studied within the framework of self-regulated learning theory. B. Zimmerman describes self-regulated learning as a cyclical process consisting of forethought, performance and self-reflection phases, emphasizing that the student actively controls their own cognitive activity [4]. D. Garrison proposes a comprehensive model of self-directed learning in which self-management, self-monitoring and motivation are interrelated components [5].

In Russian pedagogy, P.I. Pidkasisty thoroughly studied the organization of students' educational and cognitive activity and substantiated that independent work is effective only when it is guided by the teacher on the basis of clear goals and tasks [6]. A.V. Khutorskoy, in his work on modern didactics, identifies the learner's individual educational trajectory and activity aimed at creating a creative product as important factors [7]. Uzbek scholars O'.Q. Tolipov and M. Usmonboyeva, examining the applied foundations of pedagogical technologies, emphasize that the effectiveness of independent work depends on the clarity of goals, the careful design of the sequence of tasks and the transparency of assessment criteria [8].

J.G'. Yo'ldoshev and S.A. Usmonov likewise note that the core idea of pedagogical technology is to direct the educational process toward a guaranteed result [9]. According to the idea of constructive alignment developed by J. Biggs and C. Tang, intended learning outcomes, learning activities and assessment tasks must be consistent with one another [10]. The synthesis of these sources serves as the theoretical basis for identifying effective methods of independent learning in the credit-module system.

Results and Discussion. The literature analysis makes it possible to distinguish several effective methods of organizing independent learning. First, independent learning must be clearly planned. In line with the ideas of Biggs and Tang, each independent assignment should derive from the intended learning outcomes of the module and be directly linked to assessment [10]. In our view, at the beginning of the semester the teacher should provide a clear plan specifying the topics, volume, deadlines and assessment criteria of independent work. This allows students to allocate their time rationally and helps them carry out the forethought phase described by Zimmerman [4]. Second, tasks should gradually increase in complexity. As Pidkasisty showed, independence develops from the reproductive to the creative level [6]. It is therefore advisable for tasks to begin with studying and summarizing sources and later move on to analyzing problem situations, solving cases and preparing projects.

Third, the use of digital educational resources and distance learning platforms makes independent work more flexible. Electronic courses, online tests and digital libraries enable students to work at their own pace, which corresponds to Khutorskoy's idea of an individual educational trajectory [7]. Fourth, the development of reflection is of great importance. In Garrison's model, self-monitoring is presented as an integral part of independent learning [5]. Consequently, tools such as learning journals, portfolios and self-assessment sheets develop students' ability to critically analyze their own activity. Fifth, assessment must be transparent and consistent with the requirements of the credit system. As Tolipov and

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Usmonboyeva emphasize, announcing assessment criteria in advance increases students' sense of responsibility [8].

The results of independent work should be included in continuous assessment scores and reflected in the credit workload [3]. At the same time, certain difficulties in implementing these methods must be acknowledged, including students' insufficient time management skills, the increased workload of teachers and the risk of formalism in assessing independent work. Addressing these problems requires professional development of teachers, the preparation of methodological guidelines and the strengthening of student advising systems.

Conclusion. The transition to the credit-module system has made independent learning a key component of the higher education process and requires a new approach to its organization. The analysis of Uzbek, Russian and foreign scholarly literature shows that the effectiveness of independent learning depends on clear planning, the gradual increase in task complexity, the rational use of digital resources, the development of reflection, and a transparent, credit-based assessment system. Only when these methods are applied as an integrated system do students develop independent thinking, responsibility and the skills of lifelong learning. Further research may focus on developing independent learning tasks and assessment tools for specific disciplines.

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