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## FEATURES OF THE INTRODUCTION OF A MODULAR LEARNING SYSTEM IN HIGHER EDUCATION

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### Abstract

In this article, the concept of a modular learning system, the purpose, features of a modular learning system, special attention is paid to the components of the module. It also covers the introduction of a modular learning system in higher education in Uzbekistan. The content of modular learning technology in the given higher education system serves to achieve a deeper understanding of the essence.

**Keywords:** Higher education, student, factor, professionalism, module, modular system, learning process, independent research, project work, team task, case study, individual opportunity.

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This article provides information about the concept of acmeology, acmeological factors, main criteria, and also considers in detail the stages of the development of acmeology in the XX century. The presented data serve to introduce acmeology to the science of acmeology, to deepen the understanding of its content and essence.

**Keywords:** higher education, student, factor, professionalism, module, modular system, educational process, independent research, project work, collective task, practical lesson, individual opportunity.

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In today's era of information technology, the higher education system is also going through changes and updates. Ensuring competitiveness at the global level, introducing best practices and innovative approaches has been one of the priority tasks of each state. In particular, in the context of the formation of a knowledge-based economy, there is a growing need to reform the higher education system in accordance with modern requirements. Not only theoretical knowledge, but also practical skills, competencies, critical thinking, access to information technology, teamwork are important.

Improving the quality of education, preparing the younger generation as qualified specialists with independent thinking ideas remains relevant. Traditional teaching methods are gradually being replaced by modern, interactive, result-oriented methodologies. In this regard, the modular training system is considered to be one of the most important mechanisms for improving the educational process. Modular teaching is widely introduced as an important and effective approach of modern education. This system allows students to progressively develop their knowledge and skills throughout the period of study, acquiring certain competencies in each module. Also, through modular training, effective communication is established between teachers and students, and most importantly, the student's activity in the learning process will increase.

Module-based learning not only relies on lectures from the teacher, but also provides a basis for the student's in-depth knowledge and skills development through independent research, project-based work, team assignments and case studies. This approach brings higher education closer to real life and plays a crucial role in preparing the modern profession [4].

So, what is a modular learning system and what are its advantages?



A **modular teaching system** is the organization of the educational process by dividing it into independent, goal-oriented educational units called modules. This approach is one of the basic principles of the modern education system and provides for simplified, systematization and orientation to the effectiveness of the training content.

Each module takes specific knowledge, skills and competencies and allows for step-by-step development. This allows you to organize the educational process in a systematic manner, to achieve accurate results at each stage. The content of the module is structurally logically linked in a specific way, where topics are presented based on students' mental capacity, previously acquired knowledge and level of psychological training. This approach allows the student not only to memorize the lesson but also to understand, analyze and apply it in practice.

The main factor in modular training is the learner's individual capabilities, independent working skills and activity. That is, this system engages the student in the educational process as an active participant rather than a passive listener. Each module includes specific tasks, case studies, small projects, tests and control activities for the student to work independently. The module-based assessment system is also based on clear criteria through which students have the opportunity to analyse their results, self-assess and work on themselves if necessary [5].

The modular learning system consists of the goals of orientation of students to independent education, learning based on the individual abilities of each student, the formation of modern professional competencies and the organization of result-oriented education (Figure 1).

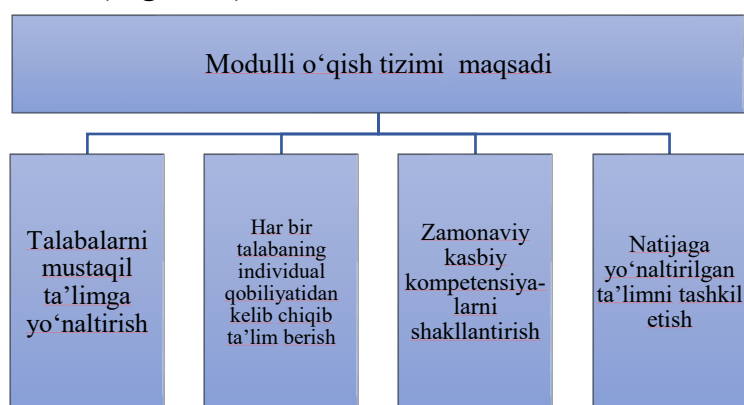


Figure 1. Objectives of a modular learning system



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The module will consist of:

- o'quv magsadi;
- the content of the topics studied;
- practical tasks;
- Evaluation criteria and forms (Figure 2).

The main component of the module is a clearly defined learning objective. The learning objective sets out what knowledge, skills and qualifications the student should acquire by the end of this module. These goals are usually formulated on the basis of "Bloom's taxonomy" and include stages ranging from the acquisition of knowledge to the levels of analysis, application, and creativity. The training goal sets out the main focus of the module and focuses the learning process towards effectiveness.

**The topic content section** details theoretical and practical topics to be explored within the framework of the module. The correct choice of the content part and its presentation in a logical sequence determines the effectiveness of education. Topics should be relevant, covering real issues related to the industry. In addition, the content will be structured taking into account modern approaches, scientific and technological achievements, best practices and local conditions [6].

An integral part of the module are **practical assignments** that serve to develop students deeper understanding of the topic, the ability to apply knowledge in practice, analyze and form independent thinking skills. Practical assignments can take many forms: laboratory work, case studies, project work, tests, problem situations, group or individual assignments. These assignments prepare students to work independently, make responsible decisions, and become professional.

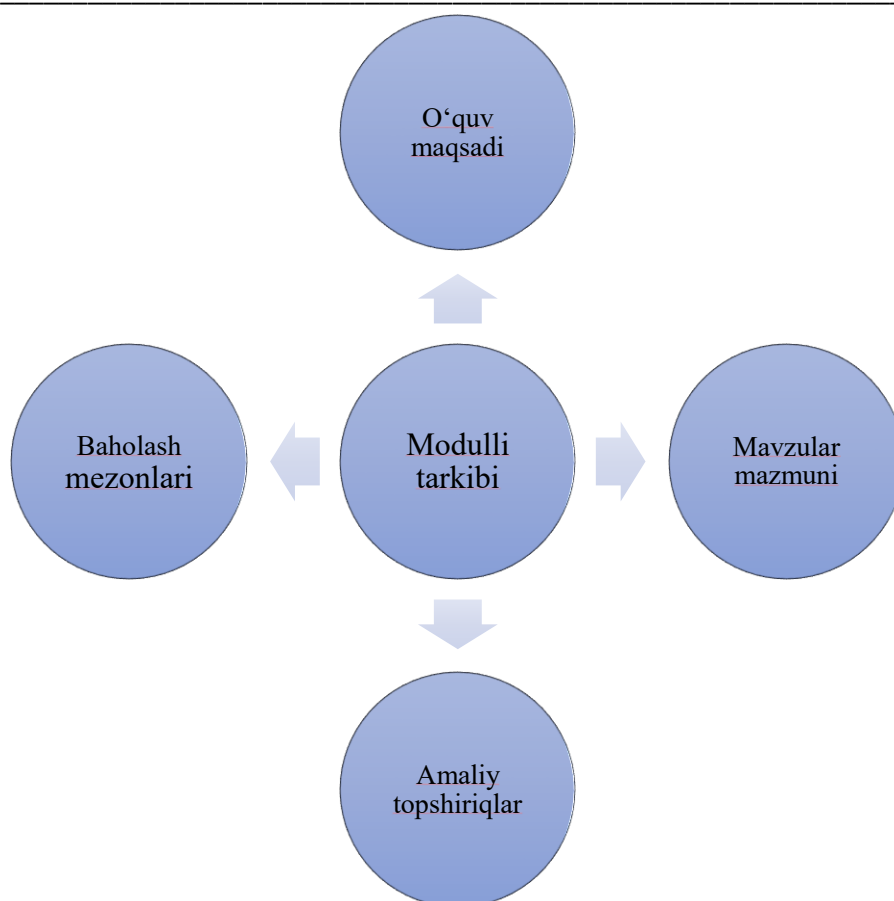


Figure 2. The structural structure of a module in a modular reading system

Each module should establish clear and fair assessment criteria to recognise the knowledge and skills a student **has acquired** . These criteria are used to assess students' level of knowledge, quality of completing tasks and their approaches. Evaluation methods may include: interim control (test, written work, question-and-answer), final assessment (examination, defense), mutual assessment and self-assessment. The results of the assessment indicate the level of achievement towards the learning outcomes at the end of the module and will help to take corrective action if necessary.

The system of modular training is gradually being introduced in higher education institutions of the Republic of Uzbekistan. In recent years, our country has been constantly reforming the field of improving the quality of education, training competitive personnel with modern knowledge and skills. In particular, starting



from 2020, a credit-modular system based on foreign best practices has been introduced in many higher education institutions. This system allowed establishing educational processes that were student-centered, result-oriented [1]. The following changes have been made in this circle:

**1. A credit-modular system was introduced** The credit-modular system plays an important role in accurately calculating the workload of training, defining and evaluating the content of module-based learning. 1 credit unit is defined as equivalent to 30 academic hours [2], allowing an aggregate measure of student activities related to classroom activities, independent study and practice. This approach also plays an important role in integrating into international education systems.

**2. Each subject was developed as a separate module.** In contrast to the traditional lesson system, each academic subject is now developed as a separate module. Each module sets out specific learning objectives, content of topics, assignments, and assessment criteria [3]. This allows systematizing the content of disciplines, teaching topics in a logical sequence and evaluating them from a resultant approach. It will also form a curricula oriented towards interdisciplinary integration and practice.

**3. The intermediate and final assessment of students' knowledge was based on the module results.** The evaluation system has also been established on the basis of new principles. Now, the student's knowledge is assessed not only by a final exam, but by the fact of assignments, tests, project works and other types of activities completed during the module. This approach encourages a coherent, step-by-step acquisition of knowledge, allows timely intervention in the learning process and direction, if necessary.

**4. The share of independent education has been increased.** Another important aspect of the modular teaching system is the greater emphasis on student's independent learning activities. Each module provides lectures and practical training by the teacher, as well as independent hours of study allocated to the student. This allows the student, depending on the level of mastery, to expand the range of knowledge on the basis of independent study of topics, analysis of additional sources and a creative approach.





The gradual introduction of a modular training system is one of the strategic steps in the modernization of higher education system in Uzbekistan. This system is organized on the basis of the principles of quality, efficiency, openness and effectiveness, which provides a solid basis for the comprehensive development of students.

In conclusion, modular training system is an important tool for improving the quality of higher education, adapting to international standards and training modern specialists. This system is used to form students deep cognition, independent thinking, creative approach and practical skills. It will be further improved in the future, its integration with digital technologies and its full implementation in all higher education institutions.

The introduction of a new modular credit system marked the beginning of a qualitative new stage in higher education of Uzbekistan. These reforms not only modernized the organizational aspect of the educational process, but also radically changed its essence. Now, the training process is based on a student-centered, competency approach.

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