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Like all methods, interactive methods have specific goals and objectives. In addition, the teacher should be aware of several recommendations for applying these methods in online teaching. For example, the first rule is to prepare the audience in such a way that the participants work in small or large groups. Materials for creative work must be prepared in advance.

The second rule is to take the process and regulations seriously.

The third rule, all listeners must be involved in the work to one degree or another.

The fifth rule is to promote the spiritual preparation of the listeners. Exercises in this regard, constant incentives for active participation in the work, creating opportunities for the learner to express themselves will be useful.

Rule number six, when conducting classes based on interactive methods, the number of learners in the group should not be large. Usually, the work is effective only if the number of students does not exceed 10–15 people.

Conclusion. To increase the effectiveness of the educational process, the formation of strong theoretical knowledge, activities, skills and abilities of students, to ensure their transformation into professional skills, the use of interactive methods in the teaching process is a matter of urgency and social necessity. Interactive teaching involves a constant interaction between the teacher and the learner, and therefore the teacher must know how to interact with the audience. The use of interactive methods is an innovative activity. One of the most important issues of innovative activity is the personality of the teacher. He must be an innovator, a productive creative person, a broad interest, a rich inner world and a vengeance for pedagogical innovation. Then, regardless of the form of the lesson (online lesson using webinar technology or traditional lesson offline), the topic can be covered, students' knowledge will increase and the lesson will be more interesting.

Jumaboev Ravshanbek Mukhammadyusuf ugli (Teacher of Kokan State Pedagogical Institute)
CREDIT-MODULE SYSTEM IS A PROCESS OF ORGANIZING EDUCATION

***Annotatsiya.** Davlat tomonidan qabul qilingan oliy ta'limning modul-kredit tizimi konsepsiyasi talabalarning mustaqil faoliyatini ana shunday samarali tashkil etishdir. Davlatning dolzarbliigi shundan dalolat beradiki, u modulli kredit tizimini tashkil etishda xorijiy mamlakatlar tajribasini taqdim etadi. Dunyoning turli mamlakatlaridagi mavjud va foydalanilayotgan kredit tizimlari nafaqat asosiy maqsadi bilan, balki "kredit" tushunchasini tushunish va ta'riflashga yondashuvi bilan ham farqlanadi.*

***Аннотация.** В данной государственной разработке концепция модульно-кредитной системы высшего образования является такой эффективной организацией самостоятельной деятельности студентов. Актуальность темы декларируется тем, что в нем представлен опыт зарубежных стран по организации модульной кредитной системы. Существующие и используемые в различных странах мира кредитные системы отличаются не только своим основным назначением, но и подходом к пониманию и определению «кредита».*

***Annotation.** In this state development, the concept of a modular-credit system in higher education is such an effective organization of students' independent activity. The urgency of the state is declared by the fact that in it the experience of foreign countries in organizing a modular credit system is presented. The existing and used in various countries of the world credit systems differ not only in their main purpose, but also in the approach to understanding and defining "credit".*

***Kalit so'zlar:** modulli kredit tizimi, ta'lim dasturlarini ishlab chiqishni baholash, mehnat zichligi birliklari, akademik harakatchanlik, kreditlarni to'plashga, bilim, ko'nikma va malakalarni egallashga qaratilgan.*

***Ключевые слова:** модульная кредитная система, оценки освоения образовательных программ, единицы трудоемкости, академическая мобильность, ориентированные на накопления кредитов, приобретение знаний, умений и навыков.*

***Key words:** modular credit system, assessments of the development of educational programs, units of labor input, academic mobility, focused on the accumulation of loans, the acquisition of knowledge, skills and abilities.*

Credit-module system is a process of organizing education, which is a model of assessment based on a set of modular technologies of teaching and credit measurement. Carrying it as a whole is a multifaceted and complex systemic process. The credit-module principle focuses on two main issues: ensuring the independent work of students; assessment of students' knowledge on the basis of ratings.

Higher professional education in the leading countries of the world is based on the use of credit systems for evaluating the development of educational programs in terms of labor intensity. Existing models of credit systems can be divided into several types:

- credit systems focused mainly on the transfer of loans for academic mobility, for example, ECTS (European Credit Transfer System), USTS (UMAP Credit Transfer Scheme – a system for crediting universities in the Asia-Pacific region);

- credit systems focused on the accumulation of loans, for example, USCS (United States Credit System) system of loans used in US universities);

- credit systems of a mixed type, focused on the transfer and accumulation of loans at the same time CATS (Credit Accumulation and Transfer System – the credit system of universities in the UK).

Existing and used in various countries of the world credit systems differ not only in their main purpose, but also in the approach to the concept and definition of “credit”. Credit systems, as a rule, proceed from the concept and definition of credit as a unit of assessment of labor costs for the development of an educational program or part of it. Credit-accumulative systems, in general, define credit as a unit of evaluation of the results of the development of educational programs – acquired knowledge, skills and abilities.¹

The importance and necessity of developing a domestic system of credit units is due to the implementation of educational goals in the context of the student's academic freedom; the comparison of curricula with plans of foreign universities with included training or training internships; the balance of mandatory and elective disciplines; the ratio of the student's classroom and independent workload; forms of control and assessment of knowledge based on a point-rating system.

In American practice, credits are a fixed category that expresses the quantitative amount of course content in the context of degree requirements. For educational institutions where the academic year is divided into semesters, one credit unit consists of one hour of classroom classes (contact with teachers) or two hours of practical work for fifteen weeks, as well as two hours of independent training of students per week. Bachelor's degree candidates are expected to earn 30 credit units per year. In higher education institutions, credit units are defined as 120 credits for a 4-year program of study.²

In addition to the term “credits” in the US education system terms such as Credit course (credit course) – a discipline at the end of which a student receives academic credit units within a certain program of study. Credit system – a system where the degree or diploma program is divided into specific blocks (segments), each of which is an element of the training direction. Credit units are assigned after the successful completion of the study of each block. To get a degree or diploma, you need to collect a certain number of credits.³

Mutual recognition of credit units (credit transfer) – recognition by a higher education institution of credit units or qualifications obtained by a student at another educational institution so that he/she can move from one educational institution to another without losing credits.

Recognized credit units (transfer credits) – loans, received by the student in the educational institution to which he/she is transferred as recognition of the work done in another educational institution.

A distinctive feature of American higher education is the phenomenon of a modular course with its “credit units”. The requirements for obtaining degrees are expressed in credits, not in exam scores. These results, collectively called “credit units”, are a kind of measure of circulation, the educational “currency”

¹ European Commission ECTS Guide of 2004. Available at https://www.uc.pt/ge3s/pasta_docs/ects-users-guide/170804.pdf 2. European Commission ECTS Guide of 2009. Available at https://ec.europa.eu/education/ects/users-guide/docs/year-2009/ects-users-guide2009_en.pdf.

² European Commission ECTS Guide of 2009. Available at https://ec.europa.eu/education/ects/users-guide/docs/year-2009/ects-users-guide2009_en.pdf.

³ Sitshaeva Z.Z. Modular credit system for organizing the educational process – innovative technology in teaching programming. Actual questions innovation activity. Simferopol.

in the US higher education system. Accumulated and stored “credits” can be transferred from one educational institution to another, from one faculty to another.¹

This practice makes it possible to temporarily stop training in order to resume it later. The credit system greatly facilitates the transition of students from one institution to another and makes it possible to link interrupted and restored learning. But this form of accounting for results, by introducing flexibility into the higher education system and allowing students to move from one institution to another or from one faculty to another, reduces the socializing effect of a concentrated period of study at one of the universities several times.

Another distinctive feature is the significant degree of independence and autonomy of American universities, which, together with the modular principle of training and the absence of state exams, makes it relatively easy to create new training courses, levels of education and specialties, courses related to other disciplines.

It should be noted that the organizational structure of mass higher education in the United States was already created about 200 years ago, and has its own problems caused by wide availability and lightweight standards. Currently, there are discussions about the quality of knowledge of applicants entering universities.

A student who has successfully completed the study of the discipline receives the number of credit hours allocated for this subject. He uses the credit hours he receives to further his degree. The difference in the student's success is determined by the assessment, the credit-hour indicates the structure of the learning process, but does not indicate the level of knowledge of the student. In other words, the credit-hour indicates only the time spent on a given subject, it is not related to the concept of the difficulty of a given subject. Some items require a lot of time, but give little credit-hours and vice versa.

Credit-hour is a measure based on the training time. As a rule, one credit hour is the number of weekly 50-minute lessons during one semester, it means a combination of 1 hour of lectures per week, 2 hours of practical classes, 3 hours of laboratory work plus preparation for them, exam admission / passing tests, homework, coursework.

In the United States, the number of subjects studied during a semester is usually 4-5, the normal course load is about 15 credit hours. This means that students will be in the classroom for approximately 15 hours weekly. A student who scores the specified number of credit hours can earn a certain degree. Credit-hour and degree are interrelated. In the US, it takes an average of 120 credit hours to complete a bachelor's degree, 30 to 35 credit hours for a master's degree, and 6 to 12 credit hours for graduate students each semester.

In the higher education system, the credit hour is used in various forms, it serves as the basis for making estimates of funding provided by the state. The workload of departments, teachers and students is determined by the credit hour, on the basis of which the question of the student's transition to the next course is decided. Tuition fees are also paid on the basis of credit hours. There is a contradiction in the provision of a credit hour. But in any case, the credit hour plays an important role in planning the budget and expense.

Despite its weaknesses, the credit system has found wide application. It regulates the multilateral activities of the University: a training program, curriculum, class schedules, assessment of students' knowledge, degrees, determination for tuition.

This system makes it possible to really evaluate the activities of the teacher and the student, helps to determine the workload of teachers and regulate the student load, providing the opportunity to work. It provides freedom of learning, which is consistent with market-based economic relations.

Petrosyan Nelya Valerevna (Samarkand State Institute of Foreign Languages)
DIDACTIC MODEL OF CRITICAL THINKING CREATION

Annatsiya. Ushbu maqola o'quv jarayonida tanqidiy fikrlash usullarini o'rganishga bag'ishlangan. Ta'lim texnologiyasidan foydalanishning muvaffaqiyati ta'lim jarayonida pedagogik texnologiyaga asoslangan ijtimoiy-pedagogik g'oyaning dolzarbli bilan belgilanadi. Zamonaviy davrda yosh avlod-

¹ Tseikovich K.N., Vorozheikina O.L., Tarasyuk L.N. Using foreign experience when developing state educational standards for higher vocational education (on the example of the USA, Germany, Great Britain. Materials of the XV All-Russian Scientific and Methodological Conference. Moscow – Ufa, 2005.

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