



## THE CREDIT-MODULE SYSTEM (ECTS) IN THE HIGHER EDUCATION IN UZBEKISTAN

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### ABSTRACT

*The basis of improving of education system in our republic is the transformation of the essence of the education system, also its formation on the basis of assimilation and application of progressive experience of developed countries, the usage of effective methods and new pedagogical technologies. One of such modernized foreign technologies is credit-modular system. Credit-modular training system is such an organization of the educational process which is based on the combination of modular training technologies and credit educational units (credits).*

### Introduction

Improving the quality of higher education is one of the significant problems of the 21st century, especially in context of globalization and rapid technological advancement. In Uzbekistan, substantial reforms have been launched to address the shortcomings of the national education system, including the lack of student autonomy, limited critical thinking skills, and inadequate foreign language proficiency among both students and educators. Recognizing the crucial role of higher education in preparing globally competent professionals, the President of Uzbekistan signed a decree approving the "Concept for the Development of the Higher Education System until 2030" [1]. Among the key reforms is the adoption of the European Credit Transfer and Accumulation System (ECTS), aimed at aligning the national educational framework with global standards and promoting the development of communicative competence, especially in English.

The purpose of this study is to explore the implementation of the credit-modular system (CMS) in Uzbekistan's higher education institutions and assess its role in enhancing students' communicative competence. The central hypothesis is that CMS supports the development of foreign language proficiency through student-centered, flexible, and interactive learning environments.

This study employed a qualitative descriptive approach, based on a synthesis of official policy documents, recent academic literature, and analytical reports concerning the implementation of the credit-modular system in Uzbekistan. Additionally, examples were drawn from applied practices in higher education institutions, particularly in information technology (IT) universities where the demand for communicative competence in English is high.



The credit-module system (CMS) is a form of organizing the educational process that allows students to set their learning trajectories within certain limits, aimed at stimulating independent and creative acquisition of knowledge, the assessment of acquired knowledge is measured in tests [2]. Also, in the works of M. Akhmedova and S.R. Kamalova, the following formulation is given: The credit system of education is a system aimed at education based on the tendency of transparency, as well as the selection and translation of test units oriented towards the student [3;4].

The credit-modular system is based on the principles of transparency, student-oriented learning, flexibility of education, improvement of independent work skills, contributes to the objective planning and execution of various tasks with a creative approach, and assessment is measured using credit units.

The credit-modular system is such an organization of training that is based on the combination of modular technologies of the educational process and credit units [5;6;7]. Its main tasks are:

- using credits to assess knowledge;
- division of the educational program into modules;
- use of a point-rating assessment system;
- student's participation in the formation of an individual curriculum;
- stimulation of student's independent learning in the educational process;
- increasing the flexibility of curricula;
- the introduction of healthy competition in the learning process.

To illustrate how CMS contributes to communicative competence, we analyzed curriculum frameworks, methods of assessment, and integration of English for Specific Purposes (ESP) in IT universities.

The implementation of the CMS in Uzbekistan has led to several structural and pedagogical changes in the organization of higher education:

1. Modular Structure and Transparency: Educational content is divided into independent modules, each with specific learning outcomes, which increases transparency and allows better tracking of student progress [8].

2. Student-Centered Learning: CMS promotes personalized learning paths, enabling students to choose courses based on individual interests and career objectives. This autonomy encourages active learning and fosters independent study habits [9].

3. Flexibility and Mobility: The system supports international academic mobility, as ECTS credits are recognized across Europe. It facilitates joint programs, student exchanges, and cross-border cooperation [10].

4. Focus on Communicative Competence: The modular system has integrated interactive teaching methods such as simulations, presentations, and task-based learning. These methods directly support speaking, listening, writing, and reading skills in English [11].

5. Integration of Technology: Students use digital tools (e.g., speech recognition apps, language learning platforms, virtual simulations) to enhance language practice during self-study hours, which constitute up to 60% of the curriculum in CMS.



6. Outcomes-Based Approach: Clear performance criteria for each module include communicative benchmarks (e.g., presenting on technical topics, participating in debates), which aligns assessment with practical language use.

The findings support the hypothesis that CMS contributes significantly to the formation of communicative competence among university students in Uzbekistan. By emphasizing learner autonomy, practical engagement, and international compatibility, CMS addresses many of the limitations of the previous system. In particular, its implementation in IT universities has demonstrated positive effects in preparing students to operate in English-speaking professional environments.

However, challenges remain. Some educators face difficulties transitioning to a system that demands more dynamic teaching and continuous assessment. The risk of fragmented learning exists if modules are poorly designed or not linked to broader program outcomes. There is also a digital divide: not all institutions have the same access to technology and teacher training resources.

To ensure the long-term success of CMS, higher education institutions must:

- Provide continuous professional development for teachers, especially in English language instruction;
- Ensure coherence between modules to prevent fragmented knowledge;
- Integrate authentic, context-based language tasks in all specializations;
- Monitor and adjust the system based on feedback from students and faculty.

### **Conclusion**

The adoption of the credit-modular system marks a significant shift in Uzbekistan's higher education strategy, aimed at modernization, internationalization, and skill development. CMS not only facilitates personalized and flexible education but also creates optimal conditions for developing students' communicative competence in English. Continued efforts to refine implementation strategies and support educators are crucial to maximizing the benefits of this reform.

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