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Adaptation of Professors and Students During the Transition to The Credit-Modular System

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Abstract: This article provides a comprehensive study of the adaptation process of faculty members and students in higher education institutions of Uzbekistan during the transition to the credit-modular system based on the European Credit Transfer System (ECTS). It analyzes the conceptual foundations of the credit-modular system, its differences from the traditional education system, the stages of ECTS implementation, the adaptation challenges faced by professors and students, and the ways to overcome them, as well as pedagogical mechanisms to optimize the adaptation process based on empirical data. Using the example of higher education institutions, a comprehensive approach to solving adaptation problems during the transformation to the credit-modular system is proposed based on the results of pedagogical experimental research.

Keywords: ECTS, credit-modular system, adaptation, higher education transformation, professors, students, independent learning, innovative pedagogical technologies, learning trajectory, academic mobility, digital learning environment, integration processes, quality of education.

Introduction: The role and importance of the higher education system in the process of globalization are steadily increasing. Integration with international educational standards, training competitive personnel, and raising the quality of education to an international level have become some of the most pressing tasks today. In Uzbekistan, the modernization of the higher education system and the creation of a training system that meets international standards has risen to the level of state policy. In this regard, the Presidential Decree of the Republic of Uzbekistan No. PF-5847, dated October 8, 2019, "On the Approval of the Concept for the

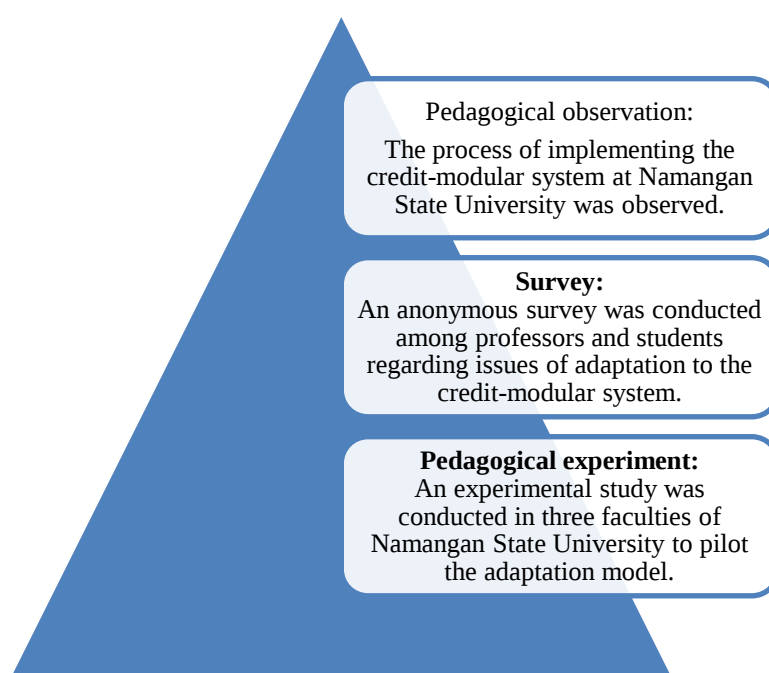
Development of the Higher Education System of the Republic of Uzbekistan until 2030” serves as a strategic program [1].

To implement the tasks outlined in the Concept, the Cabinet of Ministers approved Resolution No. 824 on December 31, 2020, “On the Procedure for the Introduction of the Credit-Modular System in the Educational Process in Higher Education Institutions” [2]. According to this regulation, the educational process in higher education institutions is being gradually transitioned to the credit-modular system based on the European Credit Transfer System.

Such fundamental changes in the education system have made the issue of adaptation of professors and students to the new system highly relevant. Transitioning from the traditional education system to the credit-modular system requires professors and students to acquire new skills and knowledge, master modern educational technologies, and adopt innovative approaches to the educational process.

This, in turn, necessitates a thorough study of the scientific and pedagogical aspects of the adaptation process and the development of mechanisms to facilitate it. The article focuses on a comprehensive study of the adaptation challenges faced by professors and students during the transition to the credit-modular system in higher education institutions of Uzbekistan and identifies effective solutions.

This study is based on several interrelated methodological approaches. First, a theoretical-methodological framework was developed through a deep analysis of international and national scientific-pedagogical sources and legal documents related to the credit-modular system. In the next stage, a comparison was made between the traditional and credit-modular education systems to identify their strengths and weaknesses. In addition, the following empirical research methods were used to examine the real situation:



Literature Review

The analysis of international and local scholarly research on the credit-modular system has made it possible to identify the conceptual foundations of the system, implementation experiences, and pathways to achieving high-quality education.

The theoretical and methodological foundations of the credit-modular system have been extensively studied abroad by scholars such as R. Wagenaar, D. Kennedy, S. Adam, and J. Hunt [3, 4]. Their studies address the core principles of the ECTS system, competency-based approaches, assessment of learning outcomes, and the internationalization of academic programs.

Among scholars from CIS countries, researchers such as V.I. Bazhenyuk, I.A. Zimnyaya, A.I. Chugunov, and N.V. Bordovskaya have explored the adaptation challenges during the transition to the credit-modular system, as well as the psychological and pedagogical difficulties faced by professors and students [5, 6, 7]. For example, I.A. Zimnyaya notes that “the process of transitioning to the credit-modular system requires a transformation in teacher-student relationships and a fundamental change in teaching methodology, which in turn leads to a complex adaptation process” [5].

In Uzbekistan, scholars such as B. Khodjaev, O. To’raqulov, N. Muslimov, N. Mahmudova, F.Sh.

Madaminov, and others have explored the advantages of the credit-modular system, its role in improving the quality of education, and the development of students' independent learning activities [8, 9, 10, 11, 12]. In particular, B. Khodjaev emphasizes that the credit-modular system "enhances students' capacity for independent learning and enables the individualization of the educational process" [8]. F.Sh. Madaminov highlights that "developing students' independent cognitive activity within the credit-modular system is considered a key component of integration processes" [12].

The literature review shows that although the issues of adaptation to the credit-modular system have been

studied broadly, the specific challenges faced by faculty and students in the context of higher education institutions in Uzbekistan remain under-researched. Furthermore, comprehensive approaches and mechanisms to ease the adaptation process have not yet been fully developed.

RESULTS AND DISCUSSION

Differences between the Credit-Modular System and the Traditional Education System. The findings of the conducted research made it possible to identify the following key differences between the credit-modular system and the traditional education system (see Table 1):

Criterion	Traditional Education System	Credit-Modular System
Organization of the learning process	Group-based teaching, fixed curriculum	Individual learning trajectory, curriculum based on student choice
Role of the teacher	Knowledge transmitter	Facilitator, guide
Role of the student	Passive knowledge receiver	Active participant, independent learner
Assessment system	Focus on final evaluation	Continuous assessment, focus on process and outcome
Unit of knowledge measurement	Grade (score)	Credit
Mobility	Limited	Broad opportunities
Content of education	Subject-oriented	Competency-oriented
Time allocation for learning	Emphasis on classroom hours	Greater emphasis on independent learning

In the credit-modular system, the student is at the center of the educational process, and their individual needs, abilities, and capabilities are taken into account. The professor is no longer merely a transmitter of knowledge but acts as a guide and consultant, directing the student toward independent learning. This requires both professors and students to adopt new roles and acquire new skills and competencies.

Adaptation of Professors to the Credit-Modular System
According to the results of the conducted empirical research, the following major challenges were

identified in the adaptation process of professors to the credit-modular system:

- Difficulties related to the reorganization of teaching and methodological support;
- Challenges associated with changes in pedagogical approaches;
- Issues related to the transformation of the assessment system;
- Difficulties in mastering digital technologies;
- Psychological and pedagogical challenges.

A statistically significant correlation was found between

the level of adaptation and the age and teaching experience of professors.

Adaptation of Students to the Credit-Modular System

According to the results of the survey conducted among students, the following key difficulties were identified in the process of adapting to the credit-modular system:

- Challenges in organizing independent learning;
- Difficulties in determining one's learning trajectory;
- Problems understanding and adapting to the assessment system;
- Challenges in adapting to the digital learning environment.

Based on the results of the conducted research, we propose the following comprehensive approach to facilitate the adaptation process to the credit-modular system:

1. Establishing an adaptation management system:

Create a specialized unit for managing the credit-modular system, develop mechanisms for monitoring and evaluating the adaptation process, plan and coordinate adaptation measures, analyze results, and make necessary adjustments.

2. Improving regulatory and methodological support:

Develop detailed guidelines for the credit-modular system, assist in aligning teaching materials with international standards, prepare manuals for transitioning courses to the credit-modular format, and create samples of syllabi and teaching-methodological packages.

3. Developing the digital learning environment:

Implement a modern learning management system, expand access to electronic library resources, develop virtual learning platforms, and broaden opportunities for distance education.

4. Enhancing international cooperation:

Expand academic exchange programs with European and global universities, develop and implement joint education programs, and involve international experts in the process.

5. Creating a system of methodological support:

Prepare methodological manuals on the credit-modular system, organize individual consultations, assist in developing educational materials, and support the transition of courses to the credit-modular format.

6. Developing independent learning skills:

Conduct training on independent learning strategies, develop time management skills, organize seminars on effective use of information sources, and enhance self-assessment and reflection abilities.

CONCLUSION

The transition to the credit-modular system is a complex process for both professors and students and requires the acquisition of new competencies by all participants. Professors need to revise curricula, apply modern teaching methods, and modify assessment approaches. Students, in turn, must take responsibility for independent study, time management, and choosing their educational path. To ensure an effective transition, it is crucial to organize specialized training, develop methodological materials, and promote experience sharing. Successful adaptation ultimately enhances the quality of education and increases graduates' competitiveness in the international labor market. Effective implementation of the credit-modular system and its adaptation process contributes not only to improving educational quality but also to integrating Uzbekistan's higher education system into the global educational space.

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