

## **Analysis of the Traditional and Credit Module System of Training in Higher Education**

***Sokhibakhon Yakubovna Abdullayeva***

*Associate Professor, Renaissance University of Education, Uzbekistan*

**Annotation.** *This article analyzes the differences between traditional teaching methods and the credit-module system (CMS) in the higher education system. It is important to consider the differences in the effectiveness of the teaching process, student success in studies, and teaching methodologies between the traditional education system and the credit-module system. In the traditional system, classes are mainly conducted by teachers, in which education develops in a specific direction, but the credit-module system gives students greater freedom, encouraging them to self-manage and independent learning. The article analyzes the advantages and disadvantages of both systems, as well as the factors that affect them in higher education. As a result, it is concluded that the credit-module system can develop as a more effective and positive teaching method in higher education.*

**Keywords:** *Higher education, traditional education system, credit-module system (CMS), educational methodology, independent learning, educational effectiveness, student success, teaching methods, modernization of education*

**Introduction:** The higher education system plays an important role in the scientific, cultural and economic development of society. Today, there are two main systems of education in higher education: the traditional education system and the modern credit-module system (CMS). Both systems have their own advantages and disadvantages, and it is necessary to study their effectiveness, what opportunities they create for students and teachers, and how they affect the quality of education.

The traditional education system, that is, a teaching method based on information presented unilaterally by teachers in lessons and seminars, has existed for centuries. In this system, education was often seen as a passive learning process and did not provide sufficient opportunities for active participation and independent thinking of students. Nevertheless, the traditional system has some advantages, and if properly organized, effective education can be achieved.

The credit-module system (CMS) is a modern educational approach aimed at basing the learning process more on the independent activity of students, in which the curriculum is organized into a system of interrelated modules and credits. This system provides students with the opportunity to plan their time, self-assess and actively participate in the learning process. The CMS system helps to make learning more interactive and flexible, which increases students' motivation to learn.

This article analyzes the impact of the traditional teaching system and the credit-module system on the educational process in higher education, their advantages and disadvantages. It also provides a comparison of both systems and discusses what systems will be effective in higher education in the future, and discusses the possibilities and limitations of the CMS system.

**Main Part:** Analyzing the differences between the traditional system of higher education and the credit-module system (CMS) will help to fully understand the specific features of both systems and

their impact on the educational process. This part will consider the main aspects, advantages and disadvantages of both systems.

The traditional teaching system is based on a one-way communication between the teacher and the student, where the teacher provides information in the lesson, and the student absorbs this information. This system mainly has the following features:

In the traditional system, the teacher is the main participant in the lesson, all information and knowledge is provided by him. This situation can lead to uncertainty in the interaction between the teacher and the student, since the student plays a more passive role. In the traditional system, lessons are usually held according to a strict plan and their duration is clearly defined. This does not give students the opportunity to adapt the learning process. The traditional system uses more theoretical knowledge and traditional teaching methods (lectures, discussions in seminars). Such methods can be effective in providing students with fundamental knowledge, but create less opportunity for the formation of practical skills.

In the traditional system, students have less opportunity for independent self-development. Also, the student's activity and motivation to learn may be limited.

The credit-module system is a modern educational system aimed at basing the learning process on the student's independent activity, organized through study modules and credits. The main features of the CMS are as follows:

The CMS system allows students to manage their time and independently organize their lesson schedule. Each module is aimed at acquiring specific skills, and the student has the opportunity to choose from different areas.

In the CMS system, the student is more active, because the curriculum is based on more independent learning and student self-assessment. This, in turn, encourages students to learn more responsibly and independently.

The CMS system allows for the division of courses into modules. Each module covers a specific part or competency, and the student has the opportunity to choose modules based on his interests and needs. The credits assigned to each module help the student manage the learning process in a planned and goal-oriented manner.

The CMS system pays great attention to the development of practical skills. Students have the opportunity to apply their knowledge in practice by participating in laboratory work, practical classes and projects. The CMS system gives students great freedom, allows them to independently plan their time, and increases the possibility of personalizing the learning process. The main advantage of this system is that it increases students' motivation and increases the need for learning. The main disadvantage of the CMS system is that it is difficult for some students to self-manage, since it becomes more difficult to control their activity and motivation for learning. In such a system, it may be difficult for some students to properly master knowledge.

When analyzing the differences between the traditional and credit-module systems in higher education, the advantages and disadvantages of both systems are as follows:

In the traditional system, information is provided by the teacher, and the role of the teacher in this system is very large. In the CMS system, the student is actively involved, and the role of the teacher can be transformed into mentoring and guidance.

In the traditional system, students are more dependent on teachers, while in the CMS system, the student is taught to self-manage and make independent decisions in the learning process.

In the CMS system, students are given the opportunity to develop practical skills and manage their time. In the traditional system, theoretical knowledge and classroom-based learning prevail.

The CMS system allows students to organize the learning process in accordance with their interests, which increases motivation. In the traditional system, the student is more dependent on the teacher's

presentation and assessment.

**Conclusion:** The impact of the traditional and credit-module systems on the educational process has been comprehensively analyzed. The credit-module system, with its flexibility, freedom for students, and encouragement of independent learning, creates great opportunities for effective education. However, the traditional system also has significant advantages due to its continuous methods and direct contact with the teacher. The combined use of both systems can help organize the most optimal learning process for students in higher education.

The traditional teaching system, with its rigid and structured approach, can be effective in reinforcing students' theoretical knowledge. However, in this system, students' independent thinking and self-management skills are less developed. The teacher has a central role, and lessons are based on a passive learning process.

The credit-module system, on the other hand, gives students greater freedom, creating opportunities for planning their time and self-development. This system encourages students to work independently, pays great attention to the development of practical skills, and adapts the learning process to the needs of the student. The CMS system increases activity in the learning process and helps motivate students, but it can cause difficulties with self-management in some students.

The combined use of both systems allows for more effective education. The traditional system with its solid theoretical basis, and the credit-module system with its flexibility and independence in mastering the educational process can complement each other. It is also necessary to further expand the capabilities of the CMS system in order to modernize education and meet global standards. In general, for effective education in higher education, there is a need to combine the strictly planned structure of the traditional system and the approaches aimed at independent learning of the credit-module system. This situation will serve to increase the efficiency of the educational process and the comprehensive development of students.

## References

1. ABDULLAYEVA, S. . Y. (2024). Questions of Syntagmatics in Syntax. *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies* (2993-2599), 2(3), 135–139. Retrieved from <https://grnjournal.us/index.php/AJRCS/article/view/4016>
2. Oybek Anvarovich Yakubov. (2024). Teaching a Foreign Language in Different Higher Education Universities. *Spanish Journal of Innovation and Integrity*, 31, 182-185. Retrieved from <https://sjii.indexedresearch.org/index.php/sjii/article/view/1338>
3. Djampulatova, N. (2023). THE ROLE OF THE COACHING APPROACH IN TEACHING A FOREIGN LANGUAGE. *Journal of Academic Research and Trends in Educational Sciences*, 2(1), 191-195.
4. Djampulatova N. Ways to improve communicative competence in English in creating an integrative learning environment. – 2022.
5. Yakubov, O. "Application of the method of associations in the educational process." Журнал образовательный портал «Мультиурок 3.7 (2022).
6. Yakubov O. A. ASSOCIATION METHOD AS a WAY TO IMPLEMENT INNOVATIVE APPROACHES //Cutting Edge-Science. – 2020. – T. 8.
7. Nigora Mahmudovna Djampulatova. (2024). Application of Pedagogical Coaching Methods in Teaching Foreign Language to Students. *Information Horizons: American Journal of Library and Information Science Innovation* (2993-2777), 2(9), 45–47. Retrieved from <https://grnjournal.us/index.php/AJLISI/article/view/5841>
8. Abdullayeva, M., and M. Maxmudova. "IMPORTANCE OF LEGAL EDUCATION CHARACTERISTICS." *Science and Innovation* 1.7 (2022): 1311-1314.

9. Абдуллаева, Мархабо Рахмонкуловна. "Национальный колорит в художественном переводе (узбекском языке)." *Проблемы и перспективы развития России: Молодежный взгляд в будущее*. 2018.
10. ABDULLAYEVA SOKHIBAKHON YAKUBOVNA. (2021). FORMATION OF LOCAL BUDGET REVENUES IN THE MODERNIZATION OF THE ECONOMY. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 6(10), 189–191.  
Retrieved from <https://repo.journalnx.com/index.php/nx/article/view/251>
11. Sokhibakhon Yakubovna Abdullayeva. (2021). THE EFFECTIVE USE OF VIDEO TASKS IN THE GERMAN LANGUAGE LESSONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 2(08), 1–5. <https://doi.org/10.17605/OSF.IO/QG2X7>
12. RAXMONKULOVA, A. M. (2023, October). ESP/EAP O‘QUVCHILARINING MAXSUS LUG‘ATLARGA BO‘LGAN EHTIYOJLARI. In *International Scientific and Current Research Conferences* (pp. 291-299).
13. Sh.Sh.Sharofova D.B.Botirova, M.R.Abdullayeva, I.Y.Khaydarov, R.A.Khaydarova. Social Psychological Features of the Process of Professional Stress in Pedagogical Activity/ Power System Technology, *Journal ISSN: 1000-3673*, 2024/12, Volume 48, Issue 4, Pages 3325-3334
14. Абдужабарова, К. (2021). The main features of teaching reading in efl classes. *Хоразм маъмун академияси ахборотномаси*. ISSN, 2091-573.
15. Abdujabarova, K. K. K. (2022). THE ROLE OF AUDIO-VIDEO MATERIALS IN DEVELOPING INTERCULTURAL COMMUNICATION. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 20), 659-665.