

## METHODOLOGY OF ASSESSING STUDENTS' KNOWLEDGE UNDER THE CREDIT-MODULE SYSTEM OF HIGHER EDUCATION

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### Abstract

This article analyzes the methodology for assessing students' knowledge within the credit-module system in higher education institutions. Theoretical foundations of the system, forms of current, intermediate, and final assessment, and modern evaluation methods are discussed. The study shows that the credit-module system promotes independent learning and improves the quality of education.

**Keywords:** Credit-module system, assessment methodology, rating system, higher education, pedagogical technologies, competence.

### Introduction

In recent years, large-scale reforms aimed at modernizing the higher education system and adapting it to international standards have been implemented in the Republic of Uzbekistan. In particular, the introduction of the credit-module system serves to increase the efficiency of the educational process, develop students' independent learning skills, and improve the evaluation system. [1].

The credit-module system is based on the ECTS system, which is widely used in the European higher education space. This system serves to calculate the educational load through credit units, organize the educational process on a module basis, and ensure the academic mobility of students. [2].

Theoretical foundations of the credit-module system. The credit-module system is a modern model of organizing the educational process, in which the educational load is represented by credit units. One credit usually represents a student's academic activity over a period of time. This system is based on the following basic principles:

- organization of the educational process based on modules;
- development of the student's independent educational activity;
- transparency and fairness of assessment;
- ensuring academic mobility.

According to pedagogic scientists, the credit-module system is important in the formation of students' professional competencies [3].

Pedagogical foundations of student knowledge assessment. Assessment of student knowledge is an integral part of the pedagogical process. The evaluation process serves not only to determine the student's knowledge level, but also to increase the effectiveness of the educational process. In pedagogical literature, it is emphasized that assessment performs the following functions:

- ❖ control function;
- ❖ developmental function;
- ❖ stimulating function;
- ❖ diagnostic function.

Therefore, it is important to effectively organize the evaluation process in the credit-module system [4].

Types of assessment in the credit-module system. Evaluation in the credit-module system is carried out in several stages. Current control is conducted during the course of the lesson and determines the student's mastery of the subject. Tests, written works, presentations and practical assignments are used in this process. Mid-term control - conducted at the end of the module, evaluates the student's knowledge of certain topics. The final control is held at the end of the semester and determines the student's general knowledge of the subject.

Modern assessment methods. Today, the use of evaluation methods based on innovative pedagogical technologies in the educational process is widespread. Including Portfolio assessment is an assessment based on the student's work done during the semester.

Project-based assessment develops students' scientific and practical problem-solving skills.

Peer assessment - develops critical thinking among students.

Digital Assessment – Forms an automated assessment system through LMS platforms. These methods allow more objective assessment of students' knowledge [5].

Advantages of the credit-module system. The credit-module system serves to increase the efficiency of the higher education process. Its main advantages are:

- transparency of the educational process;
- development of students' independent educational activities;
- objectivity of the assessment system;
- integration with the international education system.

This system helps students develop their professional competencies by involving them in the active learning process.

If we look at the international experience, the ECTS (European Credit Transfer and Accumulation System) system, which is widely used in European countries, is based on the principles of transparency and fairness in the assessment of student knowledge. In this

system, the student's total educational load is represented by credits, and the assessment process is not limited to the final exam, but includes all assignments completed during the semester.

For example, in countries such as Germany, France and Italy, student evaluation is based on the following components:

- intermediate controls (tests, written works);
- independent work (abstract, project, essay);
- activity in practical training;
- final exam results.

This experience shows that the multi-component assessment process serves to more accurately reflect the student's knowledge. This experience can be effectively used in the improvement of the credit-module system in the higher education system of Uzbekistan.

Ways to improve assessment criteria in the credit-module system. In order to increase the efficiency of the credit module system, it is important that the assessment criteria are clear and understandable. Practice shows that in some cases insufficiently defined evaluation criteria causes misunderstandings among students.

It is desirable to improve the evaluation criteria in the following directions:

First, the evaluation criteria for each subject should be explained in detail to students at the beginning of the semester. This allows students to properly plan their activities.

Secondly, digital technologies should be widely used to ensure transparency in the evaluation process. For example, through the electronic journal and LMS (Learning Management System) systems, students can regularly monitor their results.

Thirdly, it is necessary to introduce clear indicators and rating systems to reduce subjectivity in evaluation. For each task, the maximum score and the conditions for obtaining it must be determined in advance.

Fourth, in order to develop independent thinking of students, more attention should be paid to creative assignments (project, case study, presentation) in addition to traditional tests.

Modern pedagogical approaches to the assessment of student knowledge. In the modern educational process, evaluation is considered not only as a means of control, but as an important component of teaching. In this regard, it is important to use the following pedagogical approaches in the credit-module system:

Formative assessment is a type of assessment aimed at monitoring the student's progress in the learning process, which is carried out through regular feedback. This method helps to identify and eliminate the student's shortcomings in time.

Summative assessment serves to determine the general knowledge level of the student at the end of the educational process. In the credit-module system, this type of evaluation is carried out through final exams.

Diagnostic evaluation is aimed at determining the student's initial level of knowledge at the beginning of the educational process and helps the teacher to choose the right teaching strategy.

The combined use of these approaches allows for more effective assessment of students' knowledge.

In practice, some problems are observed during the assessment process in the credit-module system. They consist of:

- that the assessment criteria do not have a single standard;
- the inability of some teachers to fully adapt to the system;
- that students are not sufficiently ready for independent education;
- excessive documentation and bureaucratic processes.

To eliminate these problems, it is necessary to take the following measures:

- organization of regular training courses for teachers;
- standardization of assessment criteria;
- developing students' independent study skills;
- reduce excessive bureaucracy by digitizing the educational process.

### Conclusion

The credit-module system serves to form a modern model of student knowledge assessment in the higher education system. This system helps to develop independent educational activities of students, to ensure the transparency of the evaluation process and to increase the quality of education. In the future, further improvement of the assessment methodology in the credit-module system, wide introduction of digital technologies, and development of the competence approach will be one of the important tasks.

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