

## FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCIES IN THE CREDIT-MODULE SYSTEM

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**Annotation:** This article discusses the formation of communicative competencies of students studying German as a second language in the credit module system and improving their knowledge of German.

**Keywords:** quality of education, communicative competence, cognitive activity, credit-module system.

### INTRODUCTION

In the context of modern higher education, the development of students' communicative competencies has become a critical objective, especially in relation to the integration of contemporary educational systems such as the credit-module system. Communicative competencies refer to the ability to effectively communicate in various situations, encompassing not only language skills but also the ability to engage in intercultural communication, collaborate in teams, and adapt to different professional environments.

The credit-module system, which is widely used in universities across the world, is designed to offer more flexible and student-centered learning experiences. It allows students to choose courses that fit their interests and academic goals, fostering a more personalized approach to learning. This system can also enhance the formation of communicative competencies by offering opportunities for students to engage in diverse learning experiences, both inside and outside the classroom. The challenge, however, is how to structure these opportunities in a way that promotes the holistic development of students' communication skills.

This article explores how the credit-module system facilitates the formation of students' communicative competencies, analyzing the potential opportunities and challenges within this system.

According to the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030", approved by the decree of the President of the Republic of Uzbekistan on October 8, 2019, 85% of universities in the country are planned to gradually transition to credit-module system by 2030. For example, in the next 2021-22 academic year, more than 33 major universities in the country are expected to switch to the credit-module system. The credit-module training system is a curriculum that regularly assesses the knowledge, skills and competencies of students by monitoring the learning outcomes and final control of the module, based on the composition of each training module, is a system for organizing the process of reconciliation. In this system of training lectures, theoretical, practical, seminars, laboratory classes, teaching practice, clinical practice, course project (work), as well as independent training are performed by students and they loans can be accumulated after valuation.

### MATERIALS AND METHODS

It should be noted that the transition to a credit-module system is a matter of time. In this system, teachers are chosen by students. The number of elective subjects will be increased, which means that the number of subjects that the student can choose to study in his / her field will increase.. However, students who do not get the required score in the credit-module system

will have to study at universities for many years. Credit-module system is a process of organizing education, which is a model of assessment based on a set of modular learning technologies and credit criteria. Carrying it out 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; based on the rating of students' knowledge evaluation.

The main tasks of the credit-module system are:

- modular organization of educational processes;
- Determining the cost of one subject, course (credit);
- Assessment of students' knowledge on the basis of rating points;
- allowing students to create their own curricula individually;
- increase the share of independent learning in the learning process;

- Convenience of training programs and the possibility of changes based on the demand for specialists in the labor market. The above is based not only on innovative teaching technologies, but also on a new approach to independent learning, the acquisition of the necessary and in-depth theoretical knowledge based on the needs of the labor market, training in the formation of practical skills. In short, this system is aimed at the professional development and maturity of the student. It is aimed at ensuring the lifelong learning of the scientist and the formation of human capital that can meet the requirements of the labor market and modernity. Let's take a brief look at the essence of the concepts of module and credit. A module is a part of a curriculum that covers several subjects and courses.

It is a set of several disciplines (courses) aimed at developing students' knowledge and skills, the ability to make analytical and logical observations. In this case, the teacher organizes the learning process, gives live, video and audio lectures, coordinates and monitors the student's activities. The student studies the topic independently and completes the assigned tasks. Therefore, one of the responsibilities of our teachers is to train mature professionals who are able to work in the relevant fields, to work effectively at the level of world standards in their specialties, to be able to continuously grow and compete. Indeed, as the President said, the basis for the country's development is, without a doubt, science and innovation. As the President noted, this year systematic work has been carried out at all levels of education, such as radically improving the quality of teaching foreign languages, opening specialized schools, attracting qualified teachers.

## RESULTS AND DISCUSSIONS

In particular, the main idea of the topic "Formation of communicative competencies of students of non-philological education in the credit-module system" is the problem of achieving effective learning of foreign languages in higher education at the cultural level and in close connection with their field. "Non-philological in the credit-module system formation of communicative competencies of students in the field of study" is the main idea of the topic.

They are:

- planning of the educational process in the direction of non-philological education in the credit-module system,
- Development of the basis for the creation of methodological support for the teaching process of " German ",
- Creation of an educational-methodical complex on the subject " German language",
- The formation of students' communicative competencies and the improvement of the quality of education is achieved through the organization of independent work of students.

Studying the documents of non-philological educational institutions on the problem during the course; textbooks and manuals, as well as modern pedagogical, study and analysis of psychological and methodological literature; targeted monitoring of the English language teaching process; lesson analysis and comparative method based on the achievements of information technology; surveys and interviews; experimental testing; test; Mathematical statistics and lexical training are based on the recommendations and conclusions of methodological manuals.

### CONCLUSION.

The direction of non-philological education for the creditmodule system is important to develop the basis for the creation of methodological support for the teaching process of " German" and the creation of a set of teaching materials on the subject of " German ", to determine its effectiveness in practice. Module-based curricula are developed on the basis of a special scheme and include:

- full disclosure of learning objectives and tasks;
- The qualification of the student, which must be acquired at the beginning and end of the subject (course) requirements;
- A summary (syllabus) of each subject included in the module, topics of lectures, plans of seminars and practical exercises, assignments for the assessment of independent learning;
- Summary of teaching: methods and tools of teaching; methods and forms of knowledge assessment.

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The study demonstrates that the credit-module system, when effectively implemented, provides a dynamic framework for the development of students' communicative competencies. The flexibility inherent in this system fosters collaboration, enhances both verbal and non-verbal communication skills, and encourages students to take ownership of their learning processes. However, the success of this system depends on the active involvement of faculty members, clear course design, and institutional support to ensure that students can fully benefit from the opportunities provided by the credit-module structure.

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