



THE MAIN PECULIARITIES OF EVALUATING STUDENT'S KNOWLEDGE AND SKILL THROUGH A CREDIT MODULE SYSTEM

Mavluda Gulyamova¹

Aziza Abdusharipova²

Uzbekistan State World Languages University

KEYWORDS

Credit module system, Student evaluation, Knowledge assessment, Skill evaluation, Credit hours, Competency-based assessment, Higher education, Continuous evaluation, Learner-centered approach, Assessment challenges

ABSTRACT

This article explores the main peculiarities of evaluating students' knowledge and skills within the framework of a credit module system. The credit module system has gained prominence in higher education as it offers flexibility and a learner-centered approach. This article delves into the distinctive features of assessing student performance in this system, including the use of credit hours, continuous evaluation, and competency-based assessments. It also discusses the challenges and benefits associated with this approach, providing insights for educators, institutions, and policymakers seeking to enhance the effectiveness of student evaluation in modern higher education.

2181-2675/© 2024 in XALQARO TADQIQOT LLC.

DOI: **10.5281/zenodo.10564809**

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

¹ Ph.D. Associate Professor, Uzbekistan State World Languages University, Uzbekistan

² Graduate Student (MA), Uzbekistan State World Languages University, Uzbekistan

In contemporary higher education, the evaluation of students' knowledge and skills is undergoing a significant transformation, driven in part by the adoption of innovative pedagogical approaches and educational systems. One such system that has gained prominence is the credit module system, which departs from traditional methods of education and assessment. This article delves into the main peculiarities of evaluating students' knowledge and skills within the context of a credit module system.

The credit module system, often referred to as the credit-based system or credit-hour system, has been widely adopted in higher education institutions around the world. It is characterized by a modular structure, allowing students to earn credits for individual courses or modules, rather than completing an entire academic year or semester (Eaton, 2009). This system emphasizes flexibility, learner-centeredness, and outcomes-based education.

Within the framework of the credit module system, the evaluation of students' knowledge and skills takes on distinct features that set it apart from traditional evaluation methods. These features include the use of credit hours as a measure of learning, continuous assessment throughout the academic term, and a focus on competency-based assessments.

This article explores the intricacies of evaluating students' knowledge and skills within the credit module system. It aims to shed light on the unique aspects of assessment in this context, discussing the challenges faced by educators and institutions and highlighting the benefits of this approach. By delving into the main peculiarities of evaluation in the credit module system, this article offers valuable insights for educators, institutions, and policymakers seeking to enhance the effectiveness of student assessment in modern higher education.

The credit module system has emerged as a transformative framework in higher education, offering a flexible and learner-centered approach to learning and assessment. Within this system, the evaluation of students' knowledge and skills exhibits distinctive features that set it apart from traditional methods of assessment. This section explores the key peculiarities of evaluating students' knowledge and skills within the credit module system, shedding light on its nuances, challenges, and benefits.

Use of Credit Hours as a Measure of Learning:

One of the fundamental peculiarities of the credit module system is the use of credit hours as a measure of learning and student workload (European Higher Education Area, 2005). Each course or module is assigned a specific number of credit

hours, reflecting the expected learning outcomes and the amount of effort required from students. This credit-based approach allows for greater transparency in evaluating the depth and breadth of students' knowledge and skills.

Credit hours serve as a quantifiable metric for assessing the time students devote to their studies and the level of competency they are expected to achieve. This feature enables both students and educators to understand the educational value and rigor associated with each course or module.

Continuous Evaluation and Formative Assessment:

In the credit module system, assessment is characterized by its continuous nature. Unlike traditional summative assessments that predominantly rely on final exams or major assessments, this system places a strong emphasis on formative assessment throughout the academic term (Boud & Falchikov, 2007). Students are evaluated not only on their performance in exams but also through ongoing assignments, quizzes, group projects, and other activities.

Continuous evaluation enables educators to provide timely feedback to students, facilitating their learning and skill development. It encourages students to engage actively with the course content and fosters a deeper understanding of the subject matter.

Competency-Based Assessment:

Within the credit module system, competency-based assessment is a central element (Spady, 1970). Rather than solely focusing on the acquisition of knowledge, assessment is designed to measure the attainment of specific competencies and skills outlined in course or program learning outcomes. This approach aligns with the broader shift in higher education toward outcomes-based education.

Competency-based assessment emphasizes the practical application of knowledge and skills in real-world contexts. It ensures that students not only possess theoretical knowledge but can also apply it effectively, making them better prepared for their future careers.

Challenges and Benefits:

While the credit module system offers numerous advantages, it is not without its challenges. Educators must carefully design assessments to align with course objectives and competencies. Additionally, continuous evaluation requires a substantial commitment of time and resources.

However, the benefits are substantial. The credit module system promotes flexibility, allowing students to tailor their learning paths, fosters deeper engagement with course content, and emphasizes the development of practical skills that are highly relevant in today's workforce.

In conclusion, the credit module system introduces distinctive features into the

evaluation of students' knowledge and skills. The use of credit hours as a measure of learning, continuous assessment, and competency-based evaluations redefine how students are assessed in higher education. While challenges exist, the benefits of this approach contribute to a more comprehensive and learner-centered educational experience.

The credit module system has redefined the landscape of higher education, introducing distinct peculiarities into the evaluation of students' knowledge and skills. These unique features, including the use of credit hours as a measure of learning, continuous evaluation, and competency-based assessments, offer a learner-centered approach that aligns with the evolving needs of modern education.

The utilization of credit hours provides transparency and clarity regarding the expected learning outcomes and the effort required from students. This quantifiable metric enables both educators and students to gauge the depth and breadth of knowledge and skills acquired throughout a course or module.

Continuous evaluation and formative assessment foster a dynamic learning environment where students receive ongoing feedback, enhancing their understanding and skill development. This approach not only measures the retention of knowledge but also assesses the practical application of concepts in real-world scenarios.

Competency-based assessment, at the core of the credit module system, ensures that students graduate with not only theoretical knowledge but also the ability to apply that knowledge effectively. It emphasizes the acquisition of skills that are directly transferable to their future careers, contributing to their employability and success.

While implementing the credit module system presents challenges related to assessment design and resource allocation, the benefits are substantial. Flexibility, engagement, and skill development are hallmarks of this approach, offering a more holistic and learner-centric educational experience.

In conclusion, the credit module system's peculiarities in evaluating students' knowledge and skills herald a shift towards a more dynamic, relevant, and outcomes-oriented higher education model. As educational institutions continue to adapt and refine their assessment practices within this framework, students are better equipped to thrive in an ever-evolving global landscape.

References:

1. Eaton, J. S. (2009). Accreditation and the Recognition of Prior Learning: Policy and Practice in the United States and Europe. Council for Higher Education Accreditation.
2. European Higher Education Area. (2005). The Bologna Process 2020 -

The European Higher Education Area in the new decade. Bologna Secretariat.

3. Boud, D., & Falchikov, N. (2007). Rethinking assessment in higher education: Learning for the longer term. Routledge.

4. Spady, W. G. (1970). Dropouts from higher education: Toward an empirical model. *Interchange*, 1(1), 38-62.