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Independent education activity effective in management credit module system Integration : South Korea experience and To Uzbekistan adaptation

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ANNOTATION

This research Uzbekistan supreme education in the system credit module system current of reaching efficiency South Korea experience based on analysis the goal is to be independent. education activity management modern approaches study, system Uzbekistan to the conditions adaptation opportunities determination and problems eliminate to grow strategies working exit. In the study comparison analysis, questionnaire and literature comment methods was applied.

KEY WORDS

credit-module system, independent education, South Korea experience, education management, individual approach, digital platforms, academic consultants.

INTRODUCTION.

21st century education in the system independent education and competitive personnel preparation current to the point has become . In Uzbekistan since 2020 credit module system current is being done , but it improvement for international experiments study necessary . South Korea education system credit module system through students oneself develop skills in formation leader This is of the research purpose – South Korea experience analysis so , Uzbekistan under the circumstances credit module system current of reaching effective their ways determination . Research questions :

- South In Korea credit module system how to efficiency have ?
- In Uzbekistan the system current in the making main obstacles how ?
- International experience Uzbekistan to the conditions adaptation for how strategies effective ?

Additional context as Europe The ECTS system of the Union and Singapore experience briefly

seeing is released .

Methodology.

Research good quality and comparison analysis to the methods is based on . The following methods used :

- **Literature review** : international (UNESCO, OECD, KEDI) and local (Mirziyoyev , Ravshanov , Aralova) sources analysis was done .
- **Questionnaire** : In 3 universities of Uzbekistan (Namangan State University , Tashkent State University , Samarkand State University) 100 students and 50 teachers in the presence of request was conducted . Survey questions independent education to the hours adaptation , digital from platforms use and methodical to prepare focused .
- **Interview** : South Yonsei University, Korea experts with online interviews was held .
- **Information analysis** : SWOT analysis and comparison table using Uzbekistan and South Korea education systems compared . Survey results in SPSS program analysis was done .

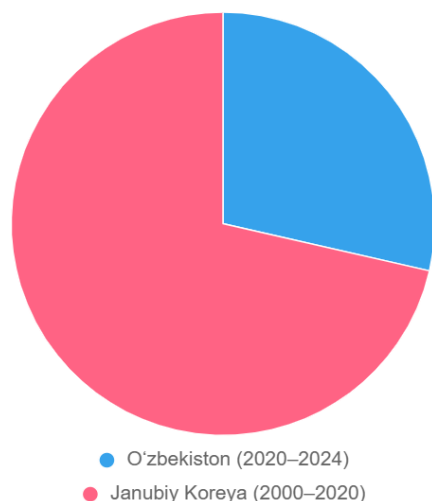
Results.

- **Uzbekistan** :
 - universities in 2020–2024 credit module system from the test held , independent education hours increased by an average of 50% .
 - Inquiry as a result 65% of students use the system found it flexible , but 45% digital resources lack of emphasized .
 - “ my.uzedu ” and LMS platforms current was implemented , but the functionality limited .
- **South Korea** :
 - Credit module system because of students mobility of graduates by 25% to work location The rate increased to 85% (KEDI, 2020).
 - K-MOOC and Cyber Campus platforms independent education supports .
 - Yonsei University students training 80% of the plan is independent composes .

Table : Uzbekistan and South Korea education systems comparable

Criterion	Uzbekistan	South Korea
Digital platforms	my.uzedu (limited functionality)	K-MOOC, Cyber Campus (high efficiency)
Academic consultants	Slow developed	Good organization done
Student mobility	10% increase	25% increase

Chart : Credit module system results



Discussion.

- **Problems and reasons :**

- **Digital resources Shortage :** Financial restrictions , infrastructure enough not being and teachers digital literacy low . For example , my.uzedu platform users for comfortable it's not .
- **Students responsibility Level :** School in education independent work skills enough unformed .

- **International comparison :**

- South Korea's K-MOOC platform open online courses through independent education supports the ECTS system . transparent assessment criteria with student mobility (European Commission, 2023). In Singapore iNTU platform digital of education effective is a model .

- **Solutions :**

- **Qualification Increase :** Teachers for 6 months (72 academic hours) training organization to be , in them South Korea's mentorship experience and ECTS assessment criteria is taught .
- **Digital platforms :** “ Uz -MOOC” platform create for South Korea with cooperation to make 50 by 2026 open course working exit
- **Academic Advisors :** Each 2–3 advisors at the faculty appointment , their The activities are monitored through the LMS . Consultants for monthly 10–15% of salary additional scholarship is separated .

Conclusion.

Credit module system Uzbekistan education in the system independent education develop and students competitive frame as preparation for important is an opportunity . South Korea experience transparent assessment , digital platforms and academic consultants system through high to efficiency achieved . In Uzbekistan system current being done although , digital resources shortage and students responsibility level low such as problems Available . Offers :

- By 2026, 50% of universities will have the system complete current to be
- 70% of teachers qualification increase from courses transfer
- " Uz -MOOC" platform to work unloading and 50 open course create
- Each 2 people in the faculty academic consultant appointment .
- South Korea , ECTS and Singapore experience based on international cooperation

expansion.

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