

DIDACTIC FUNCTIONS OF EDUCATIONAL-NORMATIVE DOCUMENTS IN THE CONTEXT OF THE CREDIT-MODULE SYSTEM AND THEIR IMPACT ON THE QUALITY OF EDUCATION

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Annotation

This article analyzes the didactic functions of academic-regulatory documents and their role in ensuring the quality of education in the context of implementing the credit-module system in higher education. Within the framework of the credit-module system, curricula, course programs, syllabi, and assessment criteria are considered as the main structural elements of the educational process, and the didactic significance of their content and structure is revealed. The article highlights the functional capabilities of academic-regulatory documents in designing, organizing, managing, and monitoring the educational process. Furthermore, it substantiates their role in ensuring student-centered learning, promoting independent educational activities, and increasing the accuracy of learning outcomes. The normative-legal basis of the research is formed by the laws and resolutions of the Republic of Uzbekistan in the field of education.

Keywords

Credit-module system, academic-regulatory documents, didactic functions, quality of education, syllabus, assessment criteria, higher education, educational design.

In the process of modernizing the higher education system, the introduction of the credit-module system has become one of the most important strategic stages. This system differs fundamentally from the traditional teaching model in that it promotes the development of students' independent learning activities, enables the clear formulation of intended learning outcomes in advance, and introduces transparent mechanisms for their assessment. In this respect, the credit-module system represents not only an organizational change but also an important pedagogical transformation that significantly affects the content and quality of education.

In the Republic of Uzbekistan, the introduction of this system has been identified as one of the priority directions of state policy. In particular, “The Concept for the Development of the Higher Education System until 2030”, approved by Presidential Decree No. PF-5847 dated October 8, 2019, emphasizes the widespread implementation of the credit-module system as one of its main tasks. Moreover, the Law “On Education,” adopted on September 23, 2020, specifically highlights the need to organize the educational process on the basis of modern pedagogical technologies, improve its quality, and align it with international standards.

The effective functioning of the credit-module system depends primarily on its well-developed methodological and documentary support. In particular, educational-normative documents are of great importance as the main instruments for determining the content, structure, and expected outcomes of the educational process. They should be regarded not only as official legal documents but also as didactic instruments that serve to design, organize, and monitor the educational process.

In pedagogical theory, educational-normative documents are recognized as one of the primary means of managing and effectively organizing education. According to modern approaches, the processes of educational design, implementation, and assessment of outcomes should be organized in an integrated and interconnected manner. This, in turn, requires an in-depth study of the didactic potential of educational-normative documents and their effective application in practice.

In Uzbekistan, the legal foundations for organizing the educational process on the basis of the credit-module system are reflected in the Regulation “On the Procedure for Introducing the Credit-Module System into the Educational Process of Higher Educational Institutions,” approved by the Resolution of the Cabinet of Ministers dated December 31, 2020. This regulation clearly defines the procedure for developing curricula, course programs, syllabi, and assessment criteria.

Under the conditions of the credit-module system, educational-normative documents perform a number of important didactic functions.

One of the most significant didactic functions of educational-normative documents within the credit-module system is the planning (projective) function. This function serves to design the educational process in advance, scientifically defining its goals, content, stages, and expected outcomes. Through the planning function, the educational process is formed not as a random or fragmentary, but as a consistent, goal-oriented, and manageable pedagogical system. In pedagogical theory, planning is interpreted as an important didactic component of the

educational process. It is regarded as the initial and decisive stage of pedagogical system design, and it is emphasized that the achievement of educational outcomes depends on the logical model established at this very stage [1]. Under the conditions of the credit-module system, this approach becomes even more relevant, since the educational process is based not on traditional hour-based norms, but on planned learning outcomes and academic workload expressed in credits. In this context, the planning didactic function is manifested primarily through the prior definition of learning outcomes. Learning outcomes, as the conceptual core of educational-normative documents, determine the overall direction of the educational process.

Another important didactic function of educational-normative documents in the credit-module system is the content-systematizing function. This function regulates educational content, determines its internal logical structure, and ensures the consistent

1. L.R. Zaripov. Improving the Professional Preparation of Future Technology Teachers Based on the Credit-Module System / Methodological Guide. Tashkent: 2023

mastery of learning material. Through the content-systematizing function, educational content is formed not as a collection of separate topics or disciplines, but as a goal-oriented, interconnected, and progressively developing didactic system. In pedagogical theory, the systematization of educational content is considered a fundamental didactic issue. Prominent foreign scholars interpret the systematization of content as the principal mechanism determining the selection, structuring, and assimilation of educational material [2]. In their view, if educational content lacks internal logical connections, the educational process becomes fragmented, and the achievement of expected outcomes becomes more difficult. In the context of the credit-module system, this issue becomes even more relevant, since the system requires the reorganization of educational content on the basis of modules and competencies.

In the credit-module system, the content-systematizing function is primarily implemented through the modularization of educational content. Within this framework, a module is considered a didactically complete content unit oriented toward specific learning outcomes and expressed through a certain credit value.

In the credit-module system, educational-normative documents serve not only as a normative basis for the organizational regulation of the educational process, but also as a regulatory and governing didactic mechanism that ensures the internal logical stability of the educational process. This function serves to coordinate the activities of the subjects participating in education, preserve the

consistency of the pedagogical process, and ensure the stable operation of the didactic system. In pedagogical theory, the concepts of regulation and management are regarded as integral components of the didactic system. N. Yusupov interprets the management of a pedagogical system as a mechanism that ensures a functional balance between goals, content, methods, and outcomes, emphasizing that when management elements are not sufficiently grounded in scientific principles, the effectiveness of the educational process declines [3]. In the context of the credit-module system, this approach significantly strengthens the regulatory role of educational-normative documents.

The regulatory didactic function of the credit-module system is manifested primarily by the establishment of normative boundaries of the educational process. Through curricula, academic regulations, course programs, syllabi, the types of classes, the volume of academic workload, the share of independent learning, the stages of assessment, and the distribution of credits are determined in advance. This makes it possible to organize the educational process as a consistent, predictable, and uncertainty-free didactic system. According to A.M. Novikov, an educational system in which regulatory mechanisms are not clearly defined becomes didactically unmanageable.

2. Quality Assurance Agency for Higher Education. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Gloucester: QAA, 2024.

3. Yusupov N. Practical Application of Educational Standards: Problems and Solutions. Journal of Education and Society, Tashkent: 2021

Within the credit-module system, the regulatory function also plays an important role in structuring pedagogical relations among educational subjects. Through educational-normative documents, students become familiar in advance with their academic obligations, the requirements for credit accumulation, independent learning tasks, and assessment criteria. Teachers, in turn, select teaching strategies, conduct assessments, and make pedagogical decisions precisely on the basis of these documents. As a result, the educational process in the credit-module system is governed not by subjective decisions, but by scientifically grounded regulatory mechanisms.

The managerial didactic function in the credit-module system is closely related to the mechanisms of monitoring and reflective management of the educational

process. Based on the requirements established in educational-normative documents, the dynamics of student achievement are regularly analyzed, the degree to which learning outcomes have been attained is assessed, and, when necessary, adjustments are introduced into the teaching process. I.Ya. Lerner emphasizes that the effectiveness of pedagogical management is determined precisely by the presence of reflection and analytical mechanisms [4]. In the context of the credit-module system, these mechanisms are implemented systematically through educational-normative documents.

The diagnostic and evaluative didactic function of educational-normative documents in the credit-module system acts as a complex didactic mechanism that serves to determine the quality of the educational process, regularly monitor students' level of mastery and developmental dynamics, and support the scientific grounding of pedagogical decisions. This function is directly related to the outcome-oriented pedagogical essence of the credit-module system and requires assessment to be interpreted not merely as a tool of final control, but as a continuous process that serves to manage, correct, and improve education. In pedagogical theory, diagnosis and assessment are considered integral components of the didactic system, and it is emphasized that when they are not organized on a scientific basis, the educational process acquires a formal character. Pedagogical diagnosis is regarded as an important scientific tool that reveals the internal mechanisms of the teaching process, determines the actual state of personal development, and identifies future directions of growth.

In the context of the credit-module system, the diagnostic and evaluative function is systematically implemented precisely through educational-normative documents, since learning outcomes, assessment criteria, forms of control, and credit distribution are predetermined in these documents. According to the concept of outcome-based education, the assessment process must be closely linked with educational goals and expected outcomes; otherwise, assessment becomes a mechanical process detached

4. Karimova, G. Methodological Foundations of Implementing Educational Standards in Uzbekistan. Journal of Science and Education, Tashkent: 2020.

from the content of education. In the credit-module system, ensuring this coherence is one of the main tasks of the diagnostic and evaluative function. Learning outcomes clearly formulated in educational-normative documents provide the diagnostic basis for assessment and make it possible to evaluate

students' knowledge, practical skills, and competencies in a comprehensive manner.

Research has shown that the diagnostic character of assessment strengthens the individual approach in education and enables the identification of a student's developmental trajectory. In the credit-module system, the diagnostic and evaluative function is implemented through the multi-stage and multi-form organization of assessment, that is, diagnostic assessment, formative assessment, and summative assessment operate as a logically interconnected unified system.

The integrative didactic function is manifested primarily in ensuring harmony between educational goals and learning outcomes. In the credit-module system, curricula, course programs, and syllabi require learning objectives be expressed not in a general declarative form, but as clear, measurable, and assessable learning outcomes. This leads to the integration of educational content, the teaching process, and assessment mechanisms on the basis of a unified didactic logic. According to the theory of constructive alignment proposed by modern scholars and leading researchers, for the educational process to be effective, goals, teaching activities, and assessment tools must be integrated with one another.

In the credit-module system, the integrative function is also clearly manifested in the structure of curricula and modules. Through curricula, the logical sequence of subjects and modules, their connection with competencies, and their gradual development are ensured. Curricula, in turn, implement this strategic integration at the substantive level. As a result, educational content is organized not as a sum of separate disciplines, but as a holistic system aimed at developing professional and general educational competencies.

The integrative didactic function is also important in ensuring the coherence of teaching methods and forms of education. In the credit-module system, classroom activities, independent learning, practical training, and project work are planned in an integrated way. Through educational-normative documents, each of these forms of activity is defined as an element of a unified didactic system serving the achievement of learning outcomes. This strengthens the relationship between theory and practice in the educational process and ensures the comprehensive professional preparation of students.

In the credit-module system, the integrative function is also directly related to the assessment process. Through diagnostic and evaluative mechanisms, assessment is oriented not only toward determining knowledge, but also toward evaluating the level of competence development. The assessment criteria defined in educational-normative documents are developed in an integrated manner with educational content and teaching activities. This transforms the assessment process

from a mechanical control tool detached from educational content into a didactic management mechanism.

The integrative didactic function is also manifested in harmonizing the activities of the subjects of the educational process – teachers and students. In the credit-module system, the student plans his or her learning activity on the basis of educational-normative documents, while the teacher manages and coordinates the teaching process through these same documents. As a result, the educational process is formed as an integrative pedagogical environment based on collaboration among its participants.

Thus, the integrative didactic function of educational-normative documents in the credit-module system serves to unite all components of the educational process into a single, logical, and manageable didactic system. Through this function, the credit-module system appears not merely as an organizational model, but as a comprehensive pedagogical system that harmonizes educational content, process, and outcomes. The integrative didactic function is one of the main theoretical foundations ensuring the overall didactic effectiveness of the credit-module system.

Furthermore, the introduction of transparent and objective assessment mechanisms, the clear definition of learning outcomes, and their regular monitoring are all implemented through educational-normative documents. This, in turn, contributes to improving the effectiveness of the educational process.

Taking into account the requirements of modern education, it is advisable to improve educational-normative documents in the following priority directions:

- widespread implementation of the competency-based approach;
- expression of learning outcomes through clear and measurable indicators;
- standardization and unification of assessment criteria;
- development of syllabi on the basis of advanced international experience;
- strengthening integration with digital educational resources and platforms;
- reinforcing the principles of academic integrity in the educational process.

In conclusion, under the conditions of the credit-module system, educational-normative documents constitute an integral component of the educational process and perform important didactic functions. Their scientifically grounded development and effective implementation in practice are key factors in improving the quality of education.

The normative and legal documents adopted in the Republic of Uzbekistan create a solid legal foundation for this process. Therefore, improving educational-normative documents on the basis of modern pedagogical approaches and widely implementing them in practice emerges as one of the urgent tasks of the present day.

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