**Lecture 8 Organization of the learning process on the basis of the credit system of education in higher school.**

**Organization of the educational process in higher school based on credit system.**

Credit is the amount of work done by a student. For the first time the credit system in higher school began to be used in 1869 at Harvard by order of the president of the university.

In order to improve the quality of education, this system is used in schools and higher schools.

Credit system of education is a technology that allows the student to adapt his or her own knowledge on a creative basis. At the same time, the main difference between this system and the traditional classical system is the ability to develop self-sufficiency of students.

The main directions of the credit system:

1. take student’s interest into account;

2. to provide their demand in knowledge;

3. create competition between students;

4. develop the ability of students to work independently.

Credit hours are the addition of all the time spent on classes and individual work.

 In credit system lecturer must be prepared to develop a complex of methodological and didactic materials at the highest level to increase the organizational capabilities of using an interactive teaching method. Of course, the transition to credit system in higher school is impossible in one day. It requires great work. And not to turn to the system- mean to be undeveloped.

At this time, students participate in two types of research: educational and scientific. They have different and common thing. It is common to note that both types of research are scientific. However, they play a different role in the lifestyle of the university, for example differences in organizational methods. The importance of educational and scientific work is determined by the depth of the research, theoretical material and practical conclusions. Great attention is paid to the educational and research work of students on credit technology.

**Research work of students(RWS)** The curriculum of the higher school is based on the majority of the higher courses and is evaluated on a five-point scale. In higher schools next types of RWS was adopted:

-course works;

-diploma works;

-RWS(in specific higher schools).

Course work is mostly conducted on the III-IV courses in the leading disciplines. It is the first self-study of the theoretical or experimental nature. If 1st course student works in scientific circles, it is highly probable that he will continue his theme in course work. In this case the course work will be stable and fundamental. Such work is done by students under the leadership of the heads of whom chosen by department. They form a small commission to protect course work. By conducting the course study, students learn how to work with scientific literature and learn to solve the chosen problem.

 Students' educational-research work is essentially different on content and essence. In some cases, course work is a paragraph or part of the diploma work, and attempts to conduct a research at a high level. Diploma work is not a mandatory form of the SSHE in some higher educational institutions; they may be replaced by state exams without being fulfilled according to the requirements for the specialty. However, it is necessary to prepare a graduation (diploma) project in technical higher schools.

The chair is appointing the lecturers from the academic staff who supervise the diploma papers. They help the students to choose a theme, make the structure of the degree work, and to make a plan of research work. The theme of the diploma work and the scientific supervisor will approve by the department, as well as by the Faculty Council. The degree work will be executed within 2-3 years and will pass through several stages:

-prepare to research;

-researching;

-analysis and processing of research results;

-writing literary review;

-defense of diploma work.

Students should be able to determine the relevance of the topic, his benefit to science and the need for practice, justification of choice. They then formulate the research objective, define the object and the subject, and set the goals of the study. Then need to select the methods, define the base and then need to check the study program.

The prepared diploma work, which reviewed, and preliminary defended will allowed to protect by decision of the department. The procedure of the defense is carried out at an open session of the state exam commission.

Occasionally, degree work materials are put into practice. This testifies the high level of students’ research work and their scientific and practical value. When students prepare their graduation thesis, their scientific abilities can be expanded if they apply to scientific activities or course work in scientific circles.

The transition to a university model of many higher education institutions, especially pedagogical image, will help to increase the importance of the diploma.

**Scientific-research work of students.(SRWS).** This type of research, compared to the RWS, is not mandatory, can be arranged voluntarily in I course. Students engaged in scientific activity, will united in Student Scientific Society (SSS). It is the organizer and center of work with students in this direction. SSS will observe the work of scientific sphere, conduct scientific events - conferences, seminars, Olympiads, scientific schools.

Teachers of higher schools carry out scientific management of all forms of SRWS. They form academic circles and clubs, determine their relevance; selects and reviews student reports in scientific conferences, seminars, symposia; controls sections and discussions; helps students to learn the methods of scientific research and practice; prepares a collection of student research papers.

Typically, students are grouped in the 1st and 2nd courses around teachers. They are included in the research topic of their supervisor. After this, a scientific school appears with students from different courses, undergraduates and graduate students. The modern university has different forms of SRWS:

- scientific circle;

- scientific club;

-student scientific laboratory;

-scientific conference, seminars, symposia;

-olympiads in academic disciplines;

-competitions of students' scientific works;

-summer scientific schools;

-student design bureau;

-the following topics of research.

The most common and stable form will be scientific circle on a specific subject. The circles are formed by the decision of the department and managed by the associate professors or professors. Students of different courses can take part in the circle. Some of these students can create pedagogical essay, others write scientific abstracts, while others work on practical work, while the others prepare reports on the results of the research. Gradually, students acquire different aspects of scientific research.

Research works can develop students' analytical thinking skills. RWS and SRWS can help to future teacher and specialist with formation of oeuvre. Students, postgraduates and graduates are continuing their participation in various forms of SRWS will continue scientific research.

The main differences between high school and higher school is participating of students in RWS and SRWS. First of all is introduction to the plan, be a mandatory character and five-point grading system, secondary is to be optional. The forms of RWS are defined by the curriculum in the specialty, and the forms of SRWS are different, they determined by the appropriate of department.

Students' academic achievements (knowledge, skills, skills, competence) are assessed by the alphabetic system in accordance with the digital equivalent of the four-point system.

Organization of students' knowledge control system, final control of intermediate attestations is carried out by the dean's office.

All types of current and middle control are conducted by the instructor.

The results of the current and midterm scores are estimated at not less than 60 per cent of the assessment results. The results of the intermediate attestation results are at least 40% of the final assessment score. The final grade for the course includes estimates of current midterm and final control.

A satisfactory assessment of the academic achievements of students on the final control is the basis for the calculation of the credit on the relevant subject.

In the case of unsatisfactory estimation of the final control or in case of an unreasonable absence of the examination the credits to the student on the relevant subject are not counted.

A student who has received an unsatisfactory mark on the final control has the right to pass the examination on a paid basis during the next academic period or during the next semester. If the student on the state educational order fails to receive the appropriate credits specified in the curriculum, he will be able to choose again these subjects on a paid basis.