MINISTRY OF HIGHER EDUCATION,
SCIENCE AND INNOVATION
CENTRE FOR RESEARCH ON THE DEVELOPMENT OF HIGHER EDUCATION

METHODOLOGY FOR ORGANISING

CREDIT WEEK

TASHKENT · 2025

Methodology for Organising Credit Week [Text]: a methodological guide.
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This methodological guide supports higher education institutions in organising Credit Week. It provides detailed recommendations on how the week should be planned and delivered. The guide also helps students form their first understanding of higher education and ensures that practical sessions and theoretical knowledge are brought together. It is intended to serve as a methodological reference for all higher education institutions.

Contents

Introduction

Reform and digitalisation across the world's education systems are making quality, effectiveness and personalisation essential in higher education. Organising and managing the educational process on the basis of the credit-module system, in particular, makes it possible for students to study independently and to build knowledge and skills step by step.

In the Republic of Uzbekistan this system is being introduced in stages, and it calls for new approaches from both teaching staff and students. Seen in this light, organising Credit Week has an important part to play in setting up the educational process correctly and effectively. During this week there is open dialogue between students and teaching staff, explanations of subjects and of the assessment system, an exchange of views, and the presentation of innovative approaches to education.

This methodological guide is intended to give practical help in organising Credit Week in higher education institutions in a purposeful, systematic and results-oriented way. It offers recommendations on planning the week, the order in which it is organised, the types of activity, methods of communication and criteria for assessment.

Today the educational process is not limited to transmitting knowledge. It is equally important to develop students' capacity for independent enquiry, critical thinking, and applying what they have learned in real-life situations. For this reason, modern pedagogy requires teaching staff to be more than providers of knowledge: they must be specialists who work in partnership with students, encourage them to enquire, and organise the teaching process on the basis of an individual approach.

The guide is built on precisely these contemporary approaches to education. It covers the scientific, theoretical and practical aspects of key pedagogical processes: planning the educational process and organising it effectively, using interactive and innovative educational technologies, applying an interdisciplinary approach, developing learners' capacity for independent thought, and using assessment and the analysis of results to increase students' motivation to learn.

The guide may serve as a useful practical resource for education organisers, tutors, teaching staff and students.

PART I

Organising Credit Week for First-Year Students in Higher Education Institutions

DAY 1 · ACTIVITIES

Welcome to higher education!

Venue	The institution's culture hall, assembly hall or lecture theatre.
Start time	09:00
Finish time	11:50
Display board	The institution: yesterday, today and tomorrow.

> **Students take part in the “Day of Knowledge” event**

The event is opened by the rector (or director) of the institution. Following the running order, the speakers congratulate the students and say a few words about the plans for the new academic year.

After the cultural programme, the students visit their faculty.

> **Students are welcomed at the faculty to mark the “Day of Knowledge”**

> The faculty event is attended by the dean, the deputy deans, heads of department, tutors and representatives of the students' parents.

The students are given a short briefing on the following

- The faculty and its management.
- The history of the institution.
- The rectors who have led the institution.
- Well-known graduates of the institution — distinguished scholars, statesmen and public figures, notable entrepreneurs and others.
- The institution's capabilities and its role in training specialists across the country's different sectors.

- The history of the faculty and its prospects.
- The departments within the faculty.
- The fields of study and specialisms offered by the faculty.
- The library, laboratories and other facilities within the faculty.

> **Next**
>
> Students are then shown the faculty's lecture rooms, laboratories and departments. Once the tour of the faculty is complete, arrangements for student accommodation are reviewed once again.

Students are told what will take place the following day and are then free to go home.

DAY 2 · ACTIVITIES

A tour of the institution

Venue	The grounds of the institution.
Start time	09:00
Finish time	12:50
Display board	The overall structure of the institution.

Students are invited on a tour of the institution

Students are shown all of the institution's buildings and facilities by the deputy dean responsible for work with young people and for moral and educational activities, together with the tutors.

Students are taken to the following units, buildings and facilities

- The rector's office.
- All administrative units within the institution's structure.
- The registrar's office.
- The teaching buildings.
- Workshops, production facilities on the institution's grounds, and experimental plots.
- The Information Resource Centre.
- Sports facilities.
- The museum on the institution's grounds.
- The culture halls.
- Student theatres and student clubs.
- Accelerator centres and other innovation spaces.
- Computer rooms.

Please note

Students are shown all the facilities the institution provides and are told how to use them. As each administrative unit or facility is visited, students' questions are answered in detail.

As homework, students are asked to read the code of conduct, after which they are free to go home.

DAY 3 · ACTIVITIES

The profession you have chosen shapes your future!

Venue	The institution's lecture theatre and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	The field of study and the opportunities it offers.

Students take their places in the lecture theatre or other teaching rooms

A question-and-answer session is held on the code of conduct. The tutor provides additional explanations.

Students then attend a lecture on the field of study and the profession they have chosen. The lecture is delivered by the most experienced member of the teaching staff. It works particularly well to invite, as a guest, a former graduate of the faculty who has gone on to achieve a great deal.

Outline of the lecture

Why does this choice matter?

The profession you have chosen is not only your future workplace. It is also your way of life, your personal values and your place in society. A profession shapes a person. Through it, people come to understand their own strengths and weaknesses, serve society and leave something behind them.

Today, some of you have chosen the path of becoming an engineer, some a lawyer, some a doctor and some an economist. These choices are not accidental. They are the fruit of your hopes and ambitions.

Loving the profession you have chosen is the key to success

Remember one important truth: **“If you love your profession, you love life.”**

Wherever you work, if you love what you do it will not be a burden to you but a source of inspiration. Work done wholeheartedly and service given with care allow a person to feel completely fulfilled. No great specialist has ever been indifferent to their profession.

Difficulties are an opportunity to grow

You will of course meet various difficulties and problems along the way. But those difficulties are not sent to stop you — they are sent to make you stronger. Every successful specialist is someone who has overcome difficulties. You will make mistakes and you will feel discouraged, but do not give up. If you do not give up, one day your name will become a synonym for success.

Towards your profession through learning

On this path your most important tool is knowledge. A diploma alone is not enough to become an accomplished specialist in your chosen profession. You need to study, to enquire and to gather experience. Learning is the only way to be consistent and successful in the profession you have chosen.

Who might you become?

- An excellent doctor — someone who one day saves a person's life.
- A gifted engineer — someone who creates tomorrow's innovations.
- A fair-minded lawyer — someone who upholds equality and the rule of law in society.
- An inspiring teacher — someone who educates the next generation.

You are the architect of that future.

In conclusion: stay true to your choice!

> *Dear students, believe in the profession you have chosen. Love it. Start living with it and understanding it from this very moment. The kind of person you become in the future depends on what you do today. You have chosen your profession — now it is not the profession that answers to you, but you who answer to it. Be worthy of it! I wish you all good fortune and success. Thank you!*

After the lecture, students are given a case study to work on.

Case topic: “How can I serve the profession I have chosen?”

A motivational professional case study for first-year students

Aims

- To teach students to approach their chosen profession from both a scientific and a practical point of view.
- To develop their ability to think, analyse a problem and propose a solution.
- To build their ability to picture their own place in professional life and to set goals.

The case scenario

> **Situation**
>
> You have just begun four years of study in your chosen profession. What benefit can you bring to society through that profession? What new thing do you dream of creating in your chosen field ten years from now?

The task

In groups (or individually):

- Name the profession you have chosen (for example: doctor, lawyer, programmer, engineer, financier and so on).
- Describe the positive impact you would have on society through that profession.
- What new project, service or achievement would you want to create in that field within ten years?

Short presentation (2–3 minutes)

A representative of the team presents the solution and the idea.

Three questions that must be answered

- Why do you love the profession you have chosen?
- What importance do you think it has for society?
- What mark do you want to leave for the generations that come after you?

Assessment criteria

- The social significance of the idea.
- The originality and practicality of the initiative put forward.
- The student's personal engagement and the enthusiasm of their presentation.

A model answer (for engineering)

Profession: Electrical power engineer

Idea: Developing a system that supplies affordable, clean electricity to rural areas using solar energy.

Ten-year goal: To open my own start-up company and supply 100 settlements with solar energy through a “Bright Village” programme.

Recommendations for running the case study

> Give each group 15–20 minutes. Have every group present. Then organise a debate and an exchange of views. The teacher or mentor should sum up and encourage the students towards their goals.

DAY 4 · ACTIVITIES

Subjects — the foundation of your expertise!

Venue	The institution's teaching rooms.
Start time	09:00
Finish time	11:50
Display board	The subjects in the curriculum.

A short briefing is given on the subjects

- Compulsory and elective subjects are explained.
- The list of compulsory subjects included in the curriculum for the bachelor's field of study is presented.
- A short explanation is given of the character, object and subject matter of each discipline.
- The role of each subject in becoming a professional specialist is set out.

Feedback questions for students

- Which subjects in the curriculum do you think will be most useful to you?
- What would you like more emphasis on during classes — theoretical knowledge or practice?
- What do you think would increase your interest in your subjects?
- What kind of help will you need as you study in this new environment?
- Which type of session (group work, independent work, practical, interactive) do you find more convenient and more effective?
- What questions or concerns do you have about the curriculum and the subjects?
- What changes do you think are needed for you to succeed in your profession?

Additional recommendations

- Ask these questions in small groups or individually, so that students can express their views freely.
- Based on the answers, let students know that the curriculum and teaching methods can be adapted to take account of their needs and concerns.
- It is also important to create an encouraging, supportive environment for new students.
- Gathering students' views in this way builds a closer relationship with them and helps to increase their interest in their studies.

DAY 5 · ACTIVITIES

The credit system: my study load and my personal responsibility

Venue	The institution's teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Slides and videos giving a full explanation of the credit-module system, modules, the syllabus and subject workloads.

Main content

- What is a credit? How many hours is one credit worth?
- What determines the number of credits allocated to each subject?
- The difference between class time and independent study hours.
- A “credit” is not simply a number — it is the volume of learning allocated to you.
- You must work independently in order to master a subject.

A short worked example

For example, a 3-credit subject:

- 30 hours of classroom teaching,
- 15 hours of seminars or practicals,
- 45 hours of independent study.

That means at least 90 hours of work for a single subject.

Interactive slide presentation or infographic

Suggested slide content (main pages):

What is a credit?

One credit = an average of 30 academic hours, of which 40% is classroom teaching and 60% is independent study.

What is the student's responsibility?

“Earning” a credit is not just about attending — it is about producing results.

How should independent study be organised?

A weekly plan, resources, enquiries, the library and online platforms.

Question-and-answer session (“Live dialogue”)

Conveying information through questions:

- Would you like to know what the 3 credits allocated to a subject actually amount to?
- You have six subjects a week. If each carries 3 credits, roughly how many hours is your weekly study load?
- Beyond your classes, how many hours of independent preparation should each credit involve?
- The teacher is only a guide — the main responsibility is yours. What do you say to that?

A reminder

The information should not be delivered as a rigid explanation, but in a way that is accessible, engaging and practical. Use lectures, infographics, question-and-answer sessions and real-life examples to get the message across to a large audience.

DAY 6 · ACTIVITIES

Using the HEMIS electronic system

Venue	The institution's teaching rooms.
Start time	09:00
Finish time	11:50
Display board	HEMIS, electronic systems and personal accounts.

HEMIS is an abbreviation of “Higher Education Management Information System” — that is, the information system for managing higher education.

Why is HEMIS needed?

To automate and systematise information

In the past, information about students, classes and grades was recorded on paper. Today all of this information is gathered and stored electronically. Through this system, data is held quickly, accurately and securely.

To monitor students' progress through their studies

Through HEMIS, the institution can track which subject a student has taken and for how many credits, their grades, their study load, semesters, holidays, and the accumulation of the credits needed to graduate.

To make reporting straightforward for institutions and government bodies

Educational institutions can provide the state with fast and accurate information about their activities, student numbers, study loads and other indicators. This is very important for monitoring and improving the quality of education.

How does the HEMIS system work?

- Information such as a personal record is entered electronically for every student and teacher.
- All information relating to students' classes and examinations is stored in the system.
- Students are able to view their own record — their grades, credits and the list of subjects they have taken.

Why is this system useful?

For whom	Benefit
For students	It becomes easier to keep track of grades, of which subjects have been taken and of how many credits have been earned. This also shows what is still missing in order to graduate.
For the institution	By gathering information quickly and accurately, the institution can improve the quality of education and provide students with the support they need.
For the state	It is essential for obtaining statistical data on the higher education system and for taking decisions on its development.

A short illustration

Imagine you take six subjects in a year at your institution, each with a set number of credits. The HEMIS system gathers information on the hours, grades and credits for each of your subjects and shows you how many credits you still need in order to graduate. This allows you to manage your study plan more effectively.

In summary

HEMIS is a system for managing students, subjects, grades and the educational process in educational institutions in an automated, electronic way.

Its purpose is to raise the quality of education, to make information quick and accurate to find, and to give students the means to follow their own progress through their studies.

DAY 7 · ACTIVITIES

The syllabus, the assessment system and the allocation of grants

Venue	The institution's teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Full information on the 100-point system for each subject, interim and final assessments, participation marks, and the importance of attendance.

What is a syllabus?

A **syllabus** is a document prepared by the teacher for a particular subject (course). It gives full information about the content of the subject, the teaching plan, its aims, its outcomes, the assessment system and the results expected.

What should the main purpose of a syllabus cover?

- Explaining to the student in advance what the subject is about.
- Setting out what has to be learned during the course.
- Showing how assessment will work.
- Bringing structure to the educational process.
- Having each subject teacher explain the importance of the syllabus.
- Knowing in advance how classes will proceed.
- Which main components are used to assess students' knowledge in higher education institutions?
- The stages of interim assessment and final assessment.

Introducing the reallocation of grants

The following are explained:

- The allocation of study grants for students in the second year and above — based on their numbers, the rector of the institution divides them into full study grants and partial study grants and reallocates them on a differentiated basis.
- The separate, differentiated reallocation of study grants at the end of each academic year, broken down by bachelor's field of study, language of instruction and year group.

- The approval, by decision of the institution's council, of the list of students receiving a study grant following the differentiated reallocation.
- The general rules governing how grants are awarded and reallocated to students in higher education institutions.
- The commission that determines applicants' academic performance indicators and social engagement, and the points awarded by it.
- The baseline number of study grants.
- Applicants for study grants.
- Information on the interest-free study loan available for the following academic year to students with a GPA (grade point average) of 3.5 or above.
- The criteria for transferring to a grant place while studies are in progress.
- The criteria for assessing academic performance indicators when grants are reallocated.
- The criteria for assessing social engagement when grants are reallocated.

What are participation marks?

Participation refers to the marks awarded for how far a student takes part during class — answering questions, contributing to group work and similar activity.

The consequences of not attending classes

The current mark falls and the overall rating falls. If a student persistently misses 25% of classes without good reason, they are not permitted to sit the final assessment (in accordance with Cabinet of Ministers Resolution No. 824).

DAY 8 · ACTIVITIES

Independent study — what it is and why it matters

Venue	The institution's teaching rooms.
Start time	09:00
Finish time	11:50
Display board	The structure of independent study, the hours allocated to it, and the mechanisms for carrying it out.

1. What is independent study?

Independent study is the academic and scholarly work a student carries out on their own, under the guidance of a teacher and outside lectures and classes, in order to master the knowledge and skills of a subject.

In this process the student draws up their own plan, learns for themselves and manages their own time. Independent study is an integral part of the university education system.

2. Independent study and the credit system

In the credit-module system, a large proportion (50–60%) of the total hours allocated to each subject is given over to independent study.

3. What does independent study require?

Independent study is not free time. It means:

- studying to a plan;
- examining problem questions;
- thinking, analysing and drawing conclusions;
- preparing written work (essays, papers, projects);
- working with academic sources.

4. What should a student do during independent study?

- Master the topics set.

- Complete independent study assignments — analysing texts, solving problems, writing papers, watching educational videos and drawing conclusions.
- Use internet and library resources.
- Manage time properly and meet deadlines.

5. How is independent study assessed?

- Activity in independent study is taken into account in the overall assessment system.
- Submitting the tasks set by the teacher on time and to a high standard can raise your marks in tests and examinations.
- In some subjects, separate rating points are allocated for independent study (up to 10–20%).

6. Why does independent study matter?

- It builds the student's personal sense of responsibility.
- It develops the skill of academic enquiry.
- It improves time management, independent thinking and problem-solving.
- It prepares students for life beyond university.

A short illustration

Dilfuza is a first-year student. She is taking a 3-credit course in Information Technology. Each week she completes the video lesson, article analysis and practical assignments set by her teacher, and in doing so is learning to manage her own time. Her independent study marks help to raise her test grade by 10%.

In summary

Independent study is a student's personal capital of knowledge. To take it lightly is to waste an opportunity. If you want to be successful and accomplished at university, get into the habit of working on yourself outside class as well.

DAY 9 · ACTIVITIES

Academic integrity: importance, consequences and recommendations

Venue	The institution's study hall and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Academic integrity and the consequences of breaching it.

What is academic integrity?

Academic integrity means observing the principles of truthfulness, fairness, responsibility, transparency and respect in education and research. It means doing your own work, citing other sources accurately and fairly, and striving to gain knowledge without straying from the proper path.

Why does academic integrity matter?

It is the foundation of quality education; it protects your personal and professional reputation; it increases confidence in research and the standing of the institution; it ensures fairness in assessment; and it helps guard against false knowledge.

Breaches of academic integrity

- **Plagiarism** — taking the ideas, text or research of others and presenting them as your own.
- **Falsification** — inventing false data or results.
- **Breaking the rules** — receiving help in examinations, or having someone else sit an examination in your place.
- **Contract cheating** — having someone else write an assignment and submitting it under your own name.

Conduct of this kind leads to disciplinary responsibility under the established procedure.

Recommendations for practising academic integrity

- **Always cite your source** — give full details for references and ideas.

- **Work independently** — produce your own solution rather than relying on the work of others.
- **Check for plagiarism** using tools such as Antiplagiat.uz, Turnitin and Grammarly.
- **Learn to quote properly** — restate the source in your own words.
- **Manage your time** — do not leave things late; start early to avoid stress.
- **Do not be afraid to ask for help** — consult your teachers and tutors.

DAY 10 · ACTIVITIES

Using the Information Resource Centre

Venue	The institution's Information Resource Centre and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	The structure and holdings of the Information Resource Centre, and its literature.

What is the Information Resource Centre?

The **Information Resource Centre (IRC)** is a modern library — a centre bringing together the literature, information and electronic sources needed for teaching, study and research.

The IRC is not simply a place to read books. It is a space for students and teachers to read, write, carry out research and extend their knowledge.

What does the IRC hold?

- Printed literature — textbooks, manuals, journals, newspapers and monographs.
- Electronic books and databases (unilibrary.uz, arxiv.uz, ZiyoNET, Google Scholar, Springer, JSTOR — where a subscription is in place).
- Computer rooms — for internet access and educational platforms.

Information sessions, exhibitions and training

- Help in finding sources for essays, dissertations and coursework.
- Photocopying, scanning and printing services (at some IRCs).

How is the IRC used?

1. Membership (registration)

On a first visit, students are asked for a passport, student card or ID. The IRC helps with searching by category.

2. Borrowing books

There are two kinds of books:

- For the reading room (to be read on the premises).
- For loan, to be taken home for a set period.

When a book is taken home, a return date is set.

3. Using electronic resources

Online sources can be accessed on the computers via Wi-Fi or through the IRC's databases. IRC staff will help with using the electronic library (manuals, papers and research articles).

4. Rules for quiet and effective study

- Do not talk or make noise.
- Take care of the books.
- Return them on time.
- Do not copy from unreliable sources.

Useful advice for students

- Use the IRC regularly when preparing your independent study assignments.
- If you intend to write a research paper, start with the principal and most reliable sources held there.
- Learn to work with electronic databases — get into the habit of searching on academic platforms rather than on Google.
- Talk to the IRC staff — they will point you to the right source more quickly.

PART II

Organising Credit Week for Senior Students in Higher Education Institutions

DAY 1 · ACTIVITIES

Introduction to subjects and choosing elective subjects

Venue	The institution's study halls and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Introducing the content of the subjects taught and giving information about compulsory and elective subjects.

Why does choosing subjects matter?

- It personalises the educational process.
- It provides learning that matches students' interests and professional goals.
- It increases students' engagement and their capacity to take decisions independently.

Compulsory subjects

- Compulsory for all students under the state educational standard.
- They are not chosen at all but are set out in the curriculum (for example, “The Most Recent History of Uzbekistan” or “Russian Language”).

Elective subjects

- The student chooses them according to their field of study, specialism or interests.
- They are usually introduced widely in years 2 to 4.

The subject selection process

- At the start of each semester the institution publishes the list of elective subjects.
- The number of elective subjects is determined by the credit load set for the semester (for example, 2–3 subjects).
- Students should read through the syllabus, aims and outcomes of each subject.
- Groups are formed on the basis of the choices made.

Sample elective subjects by field of study

Field of study	Examples of elective subjects
Pedagogy	Inclusive Education; Media Pedagogy
Economics	Start-up Management; Market Analysis
Engineering fields	Industry 4.0; IoT Technologies
Philology and translation	History of the Latin Language; Theory of Translation
History	Foundations of Archival Studies; Analysis of Historical Sources

Feedback

- Is the subject (or subjects) you have chosen relevant and well suited to your professional field?
- Did you study the content of the subject beforehand and make an informed decision?
- Do you have genuine interest in the subject and a responsible attitude towards it?
- Does this subject offer strong scope for developing practical skills?

Areas that need improvement

- You relied largely on advice when choosing, and your own interests were not sufficiently explored.
- The content and outcomes of the subjects were not analysed in enough depth.
- The subjects chosen resemble one another, which may narrow the range of knowledge acquired.
- There was hesitation about asking for technical help during the selection process in the electronic system.

Recommendations

• In future semesters, study the syllabus of each subject in full before making your choice.

- Consult specialists or your teachers — they can point your choice in the right direction.
- Choosing subjects that span different fields builds an interdisciplinary approach.
- Base your choice on your own professional goals: be purposeful, not random.

DAY 2 · ACTIVITIES

Organising practical placements for senior students

Venue	The institution's study hall, teaching rooms and specialist laboratories.
Start time	09:00
Finish time	11:50
Display board	Guidance on the placement process, the programme, and how the formal placement documents are structured.

Students, do you know about the placements arranged for you?

- What would you most like to gain from your study placement to make it worthwhile?
- Which part of the process do you consider most important in coming to appreciate the value of a work placement?
- When choosing where to do a teaching placement, which kind of institution appeals to you most (nursery, school or college)?
- What do you know about research placements?

Do you have a general understanding of the different placements?

- **Study placement** — students build the initial skills of their specialism and become familiar with laboratory work, programming, observation and the general structure of the technology involved.
- **Work placement** — students take part in the working process at real workplaces and build the skills needed to carry out the duties involved.
- **Teaching placement (for education fields)** — students gain experience in pre-school settings, schools or colleges in order to acquire teaching skills.
- **Research placement** — students learn to carry out research and experiments and to write up dissertation work.

Familiarise yourself with the documents needed to prepare for a placement

- Introduction to the regulations and guidance on undertaking a placement.
- Explanation of the programme and the placement diary used to record the placement.
- Preparation for observing health and safety rules throughout the placement.

- Following the work process together with the specialists assigned to the placement.

DAY 3 · ACTIVITIES

Take part in named scholarships, competitions and subject olympiads

Venue	The institution's study halls and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Named scholarships, competitions and subject olympiads.

Do you know about the named scholarships?

For students of higher education institutions:

- State Scholarship of the President of the Republic of Uzbekistan
- Beruni State Scholarship
- Ibn Sino State Scholarship
- Navoi State Scholarship
- Ulugbek State Scholarship
- Imam al-Bukhari State Scholarship
- Islam Karimov State Scholarship
- Babur State Scholarship
- Pahlavon Mahmud State Scholarship
- Tulepbergen Kaipbergenov State Scholarship
- Ibroyim Yusupov State Scholarship

State Scholarships of the President of the Republic of Uzbekistan are awarded and paid to final-year students of higher education institutions.

The Beruni, Ibn Sino, Navoi, Ulugbek, Imam al-Bukhari and Islam Karimov State Scholarships are awarded and paid to students in the final two years of study at state, non-state and foreign higher education institutions in the Republic of Uzbekistan, including those on joint educational programmes.

To be considered for a scholarship, a student must have achieved excellent grades from the earlier years of study on the basis of active involvement in academic, research and cultural life, and must take part in a selection stage based on creative achievement.

Take an active part in competitions!

Take part in competitions at both national and international level. Competitions are the key to your potential.

They are a very important opportunity for your personal and professional development. The process does more than consolidate knowledge: it tests your skills, gives you new experience, and helps develop your leadership, teamwork and creative capacity.

Do you know how much subject olympiads matter?

Subject olympiads are organised within the higher education system in order to deepen students' knowledge, raise their academic potential and identify talented young people. They are held every year and are among the country's most prestigious academic competitions.

The aims of the olympiads

- identifying and encouraging talented students;
- increasing interest in the subject and directing students towards research;
- creating a climate of healthy competition among students;
- consolidating academic and theoretical knowledge in practical terms.

Stages of organisation

- At institutional level — the initial selection stage.
- The national stage — the most able students compete against one another at national level.

Once every two years the international al-Khwarizmi Mathematics Olympiad is held. At local level, olympiads are held in subjects such as physics, chemistry, biology, information technology and cybersecurity.

DAY 4 · ACTIVITIES

Do you want to become a good specialist? Learn to work with the literature!

Venue	The institution's study halls and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	Setting out the content and characteristics of the literature, arranged by category.

Working with the literature is an important part of a student's education and develops their academic, analytical and critical thinking. Set out below are methods and recommendations for guiding students towards working effectively with the literature.

The aims of working with the literature

- **Deepening academic knowledge** — gaining broad information about the discipline and the specialism.
- **Developing analytical thinking** — evaluating what has been read critically.
- **Building the skill of independent enquiry** — preparing to carry out research.
- **Improving written expression** — preparing to write research articles, essays and coursework.

Establishing the purpose when working with the literature

Why is this text being read? (For an essay, a piece of coursework, a seminar.)

Choosing the literature

- Distinguishing between core and supplementary literature.
- Searching for new and current sources (monographs, articles, internet sources).

Reading by structure

Analysing the book's introduction, main chapters and conclusion.

Feedback (addressed to the student)

- **Choosing sources** — you were able to select appropriate and current literature.
- **Making notes** — you are good at picking out the main ideas from a text.
- **Analytical approach** — rather than simply copying the source, you gave your own response to it.
- **Quotation and interpretation** — you worked with the source in line with the rules of research ethics.

Areas to improve

- **Limited range of sources** — you confined yourself to only one or two sources. Wider coverage is needed.
- **Documentation** — there is not enough precision in showing which source a quotation or piece of information came from.
- **Weak critical approach** — you accepted the author's view without question. Strengthen your own point of view.
- **Structure** — your notes could be better organised (for example as a table or as a set of theses).

Recommendations for developing this work

• Practise working with research articles, monographs and conference papers more often.

• Draw up 3–5 questions on each source you read and try to answer them.

• Learn to use the APA, MLA and Chicago styles correctly for citations.

DAY 5 · ACTIVITIES

How to write a research article

Venue	The institution's study halls and teaching rooms.
Start time	09:00
Finish time	11:50
Display board	A pyramid-shaped diagram of the structure of a research article or conference paper.

What is a research article and what is a thesis paper?

An **article** is a work that examines any topic, idea or question in detail, includes the analytical elements of that subject, and is intended for a periodical or non-periodical collection.

A **thesis paper** is a short, precise and well-founded statement of an academic, theoretical or practical idea. It is usually produced for an article, a lecture, a diploma work or an academic conference.

A research article is a complete and logically finished piece of work devoted to a specific problem falling within the range of issues connected with a dissertation topic. A research article requires detailed evidence and sets out the most important findings.

A thesis is an academic statement expressing an idea, conclusion or proposal briefly and precisely. It expresses the central idea, which is then supported by evidence or facts.

General requirements for a research article (its composition)

A carefully considered, detailed plan accounts for half the work of a research article. The plan should reflect the main issues to be addressed in the introduction, the main body and the concluding part of the article.

The introduction sets out the following key points of the research presented in the article:

- the problem;
- the aim and objectives of the research;
- the conditions and limitations;
- the character of the material put forward in the article;
- the structure of the work, and the sequence and logic of the presentation.

The composition of a thesis paper

- **Title (topic)** — precise and focused on the purpose.

- **Statement of the problem** — what are you investigating?
- **Aim and objectives** — why, and by what means?
- **New idea / analysis / solution** — what are you proposing?
- **Conclusions and recommendations** — brief and substantive.

The structure of a research article

Writing a research article is a creative process. Even so, there are certain standards governing the preparation and presentation of the text. Most international academic journals require an article describing the results of experimental research to consist of the following main parts: Introduction, Methods, Results and Discussion — IMRAD. Sometimes the letter “A”, standing for annotation, is added to the abbreviation IMRAD, which may then be written as AIMRAD. A detailed description of the internal structure of the sections of a research article is given below.

Rules for presenting an article in IMRAD form

The IMRAD form is based on very simple logic. The sections of the article should answer the following questions:

Question	Section
What problem is the research devoted to?	Introduction
How was the problem studied?	Methods
What are the main (scientific) findings or discoveries?	Results
What do the results mean?	Discussion

SATURDAY PROGRAMME

Physical Culture and Cultural Activities during Credit Week

SATURDAY · ACTIVITIES

Organising physical culture activities

Venue	The institution's sports grounds.
Start time	09:00
Finish time	11:50

Physical education and sport are among the most important means of strengthening health, ensuring mental resilience and forming active citizenship in society. Organising physical culture activities effectively in higher education institutions is of great importance in shaping students' physical condition, their socialisation and their positive attitude to life.

The aims of physical culture activities

- promoting a healthy way of life among students;
- increasing interest in sport and identifying talented athletes;
- building teamwork, cooperation and leadership skills;
- creating a friendly atmosphere among students;
- reducing stress and study-related fatigue.

Types of activity that can be organised

Physical culture activities in higher education institutions may take the following forms:

- Institution-wide competitions in various sports (football, volleyball, basketball, table tennis, chess and others).

Themed runs and flash mobs

- Mass runs under the slogan “A healthy life is the guarantee of success”.
- Sports and health flash mobs, and aerobics sessions.

Sports displays involving talented students

- Performances by the institution's sports clubs.
- Holding sports festivals and competitions.
- Special sporting events for women.
- Innovative sporting activities (street workout, workout battles, mini triathlons and others).

SATURDAY · ACTIVITIES

Organising cultural activities in higher education

Venue	The institution's culture hall, assembly halls, theatre and similar venues.
Start time	09:00
Finish time	11:50

Alongside teaching and education, enriching the cultural and spiritual environment is considered one of the important tasks of a higher education institution. Cultural day activities support students' active social life, increase their interest in national values and in universal human culture, and have a positive effect on their aesthetic development.

The main aims of cultural activities

- fostering in students a sense of respect for national and universal human values;
- enriching students' spiritual outlook;
- revealing and developing creative ability;
- strengthening teamwork, active citizenship and a sense of belonging to one's country;
- organising free time in a meaningful way.

Cultural day activities on various themes are held in higher education institutions in the following forms:

“Culture days” by faculty and year group

Each faculty presents concert programmes, exhibitions and national traditions that its own students have prepared, over the course of the day.

Creative evenings and concerts

- Concerts featuring students' songs, dance, poetry readings, stage pieces and short plays.
- Evening meetings with local figures, singers, writers and playwrights.

Exhibitions and festivals

- National crafts, book exhibitions and displays of fine art.

- Festivals within the university such as “Festival of Young Creators”, “Best Stage Performance” and “Music of the Heart”.

Interactive and innovative activities

- Film screenings with a discussion afterwards (in a film festival format).
- Drawing up a work plan in cooperation with the department of culture and spirituality, the students' union and the youth union.
- Ensuring wide participation in activities through the student self-governance councils.
- Supporting the work of creative groups and clubs (theatre studio, dance group, vocal ensemble, debating club and others).
- Organising a “Best Culture Day” competition between faculties and year groups.
- Setting up cultural corners within the institution's building (a spirituality corner, a book corner).

METHODOLOGY FOR ORGANISING CREDIT WEEK

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Centre for Research on the Development of Higher Education

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