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**Wydawnictwo Wyższej Szkoły Agrobiznesu
w Łomży**

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METHODICAL SUBSTANTIATION OF THE ORGANIZATION EUROPEAN CREDIT TRANSFER AND ACCUMULATIVE SYSTEMS IN THE TEACHING OF AGRICULTURAL DISCIPLINES

Summary

This article highlights the procedure and features of the introduction of the European credit transfer system in higher education institutions and its key positions. Types of educational work and control measures. The purpose of introduction of the European credit transfer system and its key documents in universities for ensuring high quality of education and integration of the national system of higher education into the European and world educational community is defined.

Keywords: education, rating, ECTS.

Introduction

The European Credit Transfer System (ECTS) is a system designed to provide a single pan-European approach to assessing and comparing the academic performance of students in different higher education institutions and their academic recognition. In essence, ECTS does not regulate the content, structure or equivalence of educational and professional programs. These issues relate to quality issues and are determined by the educational institutions themselves. ECTS provides transparency and promotes the recognition of education.

The ECTS system is based on the principles of mutual trust of participants and provides for the implementation of rules for all its parts: information (concerning educational programs).

The world educational community envisages the introduction of standards, recommendations and basic tools for the mobility of the European Higher Education Area (EHEA) starting in 2010, which will promote compatibility, comparability, recognition of periods and terms of study in higher education institutions.

To implement ECTS it is necessary to adhere to certain principles: Comparative complexity of credits: achievement by each student of the established ECTS norms which provide academic mobility of students, the state and international recognition of results of education at concrete stages of performance of the individual curriculum; Creditworthiness: decomposition of the content of education and training into relatively uniform and independent segments of students workload, which provide:

- at the level of the individual curriculum - a set (accumulation) of the corresponding complexity of the number of credits, which are consistent with the established rate of student performance of the workload in terms of credit-module organization of the educational process;
- at the level of study of the discipline - a set (accumulation) of the appropriate number of credits for this discipline, which includes the implementation of the necessary activities that are provided by the program of study of the discipline.

Modularities: organization of the process of mastering the content modules by the student, use of methods and techniques, the main content of which is the active independent-creative cognitive activity of the student.

Methodical consulting: scientific and information-methodical support of the participants of the educational process.

Organizational dynamism: providing opportunities to change the content of education, taking into account the dynamics of the social order and the needs of the European labor market. Flexibility and partnership involves building the education system so that the content of education and ways to achieve the goals of education and training meet the individual needs and capabilities of the student.

Priorities of semantic and organizational independence and feedback, which is based on the creation of conditions for the organization of learning and is measured and evaluated by the results of independent cognitive activity of students.

Scientific and predictive: is to build strong links between learning content and research.

Technological and innovative: requires the use of effective pedagogical and information technologies, which contributes to the quality training of specialists with higher education.

Diagnostics: the ability to assess the level of achievement and effectiveness, formulated and implemented in the system, the goals of education and training.

Key documents and main terms and conditions for the introduction of the European credit transfer system, which determine the procedure and features of its implementation in higher education institutions ("Student Application Form", "Training Agreement", "Agreement on practical training and commitment to quality", "Academic Certificate", "European Diploma Supplement") in accordance with the requirements of the European Credit Transfer and Accumulation System (ECTS) Users Guide, approved by the European Commission on 6 February 2009.

Research results

ECTS and its key documents were introduced in Ukraine by the order of the Ministry of Education and Science of Ukraine of October 16, 2009 № 943. ECTS is regulated by the European Credit Transfer System User's Guide, which is used in accordance with legal documents in the field of higher education.

ECTS is considered as a generalization of the credit transfer system of the educational process. The use of ECTS is a mandatory requirement for the accreditation of educational programs and educational institutions. The basis for the implementation of ECTS is the state standards of higher education, industry standards of higher education and the provisions of the University.

ECTS credits characterize the volume of students' academic work on the basis of certain learning outcomes and the corresponding study load. 60 credits are awarded for learning outcomes and related full-time study load during the full academic year or its equivalent, which usually covers a number of educational components for which credits are awarded (based on learning outcomes and workload). ECTS loans are usually expressed in integers.

Learning outcomes are evidence of what a person knows, understands and is able to do after completing the learning process. Learning outcomes should be assessed through procedures based on clear and transparent criteria. Learning outcomes apply to both individual educational components and the program as a whole. They are also used in European and national qualifications frameworks to describe the level of qualifications.

Learning load is an estimate of the time during which a person should normally complete all learning activities, such as lectures, seminars, projects, practical work, internships / internships and individual research, necessary to achieve certain learning outcomes in the formal education system. The compliance of the full-time full-time academic year with 60 credits is often attested by national regulations. For the most part, the workload ranges from

1,500 to 1,800 hours per academic year, ie one credit corresponds to 25-30 hours of student work. This is recognized as a typical workload, and for some students the actual time to achieve learning outcomes will be different.

The distribution of ECTS credits is the process of assigning a certain number of credits to qualifications, educational programs or individual educational components. Credits are allocated to qualifications or programs in general in accordance with national law or practice, where appropriate, and with reference to national and / or European qualifications frameworks. They are assigned to educational components such as disciplines, dissertations, on-the-job training and internships, based on a 60-credit distribution for a full academic year and according to the calculated student workload required to achieve certain learning outcomes for each component.

The assignment of ECTS credits is the act of formally granting loans to students and other higher education seekers for qualifications and / or their components, if they achieve certain learning outcomes. National public authorities must indicate which institutions are entitled to grant ECTS credits. Credits are awarded to students after completing the required learning activities and achieving appropriate learning outcomes, as evidenced by proper assessment. If students and other higher education students have achieved learning outcomes in other formal, non-formal and informal learning contexts or timeframes, credits may be awarded after the evaluation and recognition of those learning outcomes.

Accumulation of credits in ECTS is a process of accumulation of credits received for achievement of results of training of separate educational components in system of formal education, and also for results of educational activity within non-formal and informal education. The student can accumulate credits in order to: obtain a qualification in accordance with the requirements of the institution that awards academic degrees; document personal achievements for lifelong learning.

Credit transfer is the process of obtaining loans awarded in one formal context (educational program, higher education institution) and recognized in another formal context for the purpose of obtaining a qualification. Credits awarded to students within one educational program of a particular institution can be transferred for accumulation in another program offered by the same or another institution. Credit transfer is a key to the success of academic mobility. Higher education institutions, faculties, departments may enter into agreements that guarantee automatic recognition and re-crediting (transfer) of loans.

ECTS documents: the use of ECTS credits is facilitated and the quality is improved through the use of relevant supporting documents (Course Catalog, Learning Agreements,

Academic Reference, Certificate of Practice / Internship). The ECTS system also promotes the transparency of other documents, such as the Diploma Supplement.

Types of educational work and control measures in VNAU. The educational process at the university is carried out by the following types of educational work: classroom classes, independent work of students, practical training and control measures.

Classroom classes are held according to the schedule approved in the prescribed manner. The main types of classroom classes include: lectures, laboratory, practical, seminar, individual classes, consultations.

Independent student work is the main type of learning material in free time from classroom activities.

During VTS, the student processes theoretical material, performs individual tasks, conducts research work, etc. The content of the VTS on a particular discipline is determined by the working curriculum of this discipline, teaching materials, tasks and instructions of the teacher.

Practical training of students is an integral part of the process of training specialists of all educational and qualification levels and is carried out on properly equipped bases of practice of the university, as well as enterprises, organizations and institutions of various sectors of the economy.

The purpose of the practice is to master students' modern methods and forms of organization and tools in the field of their future profession, formation and deepening in them, based on knowledge acquired at the university, professional skills, ability to make independent decisions during specific work in real production conditions.

Quality control measures for the training of specialists at the university are a necessary element of feedback in the educational process. They determine the level of achievement of learning objectives and allow you to adjust, if necessary, the course of the learning process.

The university uses the following types of control: input, current, modular (intermediate), final and others.

Entrance control is carried out in order to determine the level of preparation of students in those disciplines that were studied before the study of a particular discipline, or the general level of preparation of students for the previous period of study.

Current control is carried out in the form of a survey and verification of the results of various individual tasks (calculation and graphic works, abstracts, etc.), laboratory work, speeches at seminars and practical classes, express control, etc. At the same time, the control

of mastering the study material, planned for self-study by the student, must also end with an assessment.

Modular control is carried out in the form of performance by the student of modular control work. Semester control is carried out in the form of a semester exam or differentiated test, ie the student's mastering of educational material in all disciplines ends with an assessment.

The semester exam is a form of final control of mastering by the student of theoretical and practical material from a separate academic discipline for a semester. Passing the exam is carried out during the examination session in the commission headed by the head of the department, according to the schedule approved in the prescribed manner.

In order to ensure the objectivity of assessments and transparency of control of students' knowledge and skills, semester control is carried out at the university in writing or with the use of computer technology.

This norm does not apply to disciplines, the presentation of educational material from which requires from the student mostly oral answers. The list of disciplines with oral (combined) form of semester control is established separately for each area (specialty) of training with the permission of the Vice-Rector for Academic Affairs.

A student has the right not to pass the semester exam and receive a final semester rating with enrollment in the course of the discipline in the semester, if he completed all types of academic work during the semester without violating the deadlines, successfully passed the module control and scored a score corresponding to positive (on a national scale) to the final semester modular rating assessment.

Semester differentiated test is a form of final control, which consists in assessing the student's mastery of educational material in a particular discipline based on the results of all types of planned educational work during the semester: classroom work during lectures, practical, seminar, laboratory classes (etc.) and independent work in the performance of individual tasks (calculation and graphic works, essays, etc.).

The semester differentiated test does not require the presence of a student and is set provided that the student has completed all types of academic work, defined by the working curriculum of the discipline, and received positive (national scale) final modular ratings for each module. But the teacher has the right to conduct an interview with the student, express control, etc. to clarify certain positions.

State certification of students studying in the educational and professional program of bachelors is conducted at the university in the form of a state exam or defense of diploma projects (works).

State certification of students studying in the educational and professional training program is conducted in the form of defense of diploma projects (works). State certification of students studying in the educational and professional program of master's training is conducted in the form of defense of diploma theses.

Execution and defense of the diploma project (work) is the final stage of the student's training according to the relevant training program and aims to systematize, consolidate and expand theoretical knowledge and practical skills in solving professional problems, as well as to determine compliance with the requirements of educational qualification. complete higher education in a particular specialty.

According to the types of control of knowledge and skills acquired by the student, RSO provides for the use of current, control, final, final semester modular ratings, as well as examination (credit) and final semester ratings.

The current module rating consists of points that the student receives for certain educational activities during the mastering of this module - performance and defense of individual tasks (calculation and graphic works, abstracts, etc.), laboratory work, seminar presentations, etc.

Penalty (with a minus sign) points may be provided for untimely performance and defense of individual tasks, absences of practical and seminar classes, etc., which the student must compensate with additional work.

Control module rating is determined (in points and on a national scale) based on the results of modular control work on this module.

The final modular rating is defined (in points and on a national scale) as the sum of the current and control modular ratings from this module.

The final semester modular rating is defined (in points and on a national scale) as the sum of the final modular ratings obtained for mastering all modules.

The examination rating is determined (in points and on a national scale) based on the results of the examination tasks (or without the examination - on the positive results of the current and modular control during the semester). The credit rating is determined (in points and on a national scale) based on the results of all types of educational work during the semester.

The final semester rating is defined as the sum of the final semester module and examination (credit - in the case of differentiated credit) ratings (in points, on a national scale and on the ECTS scale). This grade is included in the appendix to the specialist's diploma, if the discipline is taught within one semester.

The final rating of the discipline, taught over several semesters, is determined from the final semester ratings in points according to the "weight" of each semester in the total volume of the discipline, followed by its translation into grades on the national scale and ECTS scale. The specified final rating assessment in the discipline is entered in the appendix to the specialist's diploma.

The translation of the final semester ratings (final ratings of the discipline), expressed in points on a multi-point scale, in the grades on the national scale and the ECTS scale is carried out in accordance with table. 1.

Table 1. Assessment scale: national and ECTS

The sum of points for all types of educational activities	ECTS assessment	Score on a national scale	
		for exam, course project (work), practice	for offset
90 – 100	A	perfectly	credited
82-89	B	score well	
75-81	C		
66-74	D	satisfactorily	
60-65	E		
35-59	FX	unsatisfactory with the possibility of reassembly	not credited with the possibility of re-assembly
0-34	F	unsatisfactory with compulsory re-study of the discipline	not credited with compulsory re-study of the discipline

The order of current, modular and semester control. Current control. The student, in accordance with the approved working curriculum for the discipline, performs certain types of educational work (laboratory work, abstract, essay, calculation and graphic work, etc.) provided in each module, and defends their results in a timely manner. Moreover, the implementation of the course work or project is carried out within a separate training module.

Assessment of student work is carried out in points on a multi-point and national scale. In this case, both incentive and "penalty" points can be provided (for example, for compliance with the deadlines for various types of educational work, etc.).

The completed type of educational work is credited to the student if he received the required number of points set in the RSO in the discipline.

The sum of rating assessments received by the student for certain types of completed educational work within this module is the current modular rating assessment, which is recorded in the module control.

If the student has successfully completed all types of educational work provided in this module, he is admitted to the module control of this module.

Modular control. Modular control is carried out in the commission headed by the head of the department, by the student performing modular control work lasting up to two academic hours during classroom classes.

Modular control tasks students receive directly at the beginning of the control, their implementation is carried out by each student individually. During their performance, students can use aids, reference materials and tools, if it is provided by the working curriculum of the discipline.

The sum of the current and control modular ratings is the final modular rating, which is expressed in points and on a national scale.

Control and final modular ratings are communicated to students within three days after the module control.

The module is credited to the student if he successfully completed all types of educational work provided in this module and during the module control received a positive (on a national scale) control module rating, and therefore a positive final module rating.

In case of absence of the student on modular control for any reasons (because of not admission, illness, etc.), against his surname in a column "Control modular rating estimation" of the information of modular control the record "Did not appear" is made, and in a column "Final modular rating assessment" - "Not certified".

In this case, a student is considered to have no academic debt if he has access to modular control and did not appear for it for valid reasons, documented. Otherwise, the student is considered to have an academic debt.

The question of further passing by the student of modular control in these cases is solved in accordance with the established procedure.

In case of receiving an unsatisfactory control module rating assessment, the student must re-pass the module control in the prescribed manner.

Reassignment of a positive final modular rating in order to increase it is not allowed.

The sum of the final modular rating scores in points is the final semester modular rating score, which is converted into a score on a national scale.

If the student has a positive (on a national scale) final semester modular rating, then from allowed to semester control in the discipline, which is carried out in the form of a semester exam.

Semester control. The duration of the semester control during the winter and summer examination sessions is one week at the university.

A student has the right not to pass the semester exam and receive a final semester rating with enrollment in the course of the discipline in the semester, if he completed all types of academic work during the semester without violating the deadlines, successfully passed the module control and scored a score corresponding to positive (on a national scale) to the final semester modular rating assessment.

Otherwise, he must pass a semester exam.

Final semester rating assessment of a student who has completed all types of academic work during the semester without violating the deadlines, received a positive (on a national scale) final semester modular rating and decided not to pass the exam, equal to the sum of the final semester modular rating assessment and set for each category of final semester modular ratings.

The semester exam is carried out in the commission headed by the head of the department, according to the schedule approved in the prescribed manner, at the rate of not more than one exam with pre-examination consultation per day, by performing a written examination work lasting up to three academic hours.

If a student during the semester exam received a positive (on a national scale) exam rating, the course of the discipline in this semester is credited to him.

Otherwise, he must retake the semester exam in the prescribed manner.

The sum of the final semester module and examination ratings in points is the final semester rating, which is converted into grades on the national scale and the ECTS scale (Table 1).

Examination and final semester ratings are communicated to students within three days after the semester control.

If a student is absent from the semester exam, which he must pass, for any reason (due to non-admission, illness, etc.), against his name in the columns "Examination rating" credit-examination information is recorded "Not with appeared", and in the column "Final semester rating" - "Not certified".

In this case, a student is considered to have no academic debt if he has admission to the semester exam and did not appear for it for valid reasons, documented. Otherwise, the student is considered to have an academic debt.

The question of further passing by the student of semester control in these cases is solved in accordance with the established procedure.

The final semester rating in the semester in which the differentiated credit is provided is equal to the sum of the final semester modular rating and the credit rating set for each category of final semester modular ratings.

Re-translation of a positive final semester rating in order to increase it is not allowed.

The final semester rating in points, on the national scale and on the ECTS scale is entered in the test report, study card and student record book.

Workload planning for research and teaching staff for modular and semester control is carried out in accordance with the current Regulations and is reflected in the individual plans of research and teaching staff.

The results of written and test computer modular and semester control tasks are stored at the department for a specified period and are destroyed by an act approved by the head of the department.

As the study showed, the choice of rating scale, prediction of the types of control of individual actions to be checked, the cost of tests, performance and rating of the student are of fundamental importance for rating assessment. Therefore, these issues were also the subject of our attention during the study of pedagogical experience.

Conclusions

The implementation of the European credit transfer and accumulation system in the educational process eliminates the biased approach to assessing students' knowledge; acts as an effective means of encouraging educational and cognitive activities; increases the student's responsibility for learning outcomes; promotes the implementation of the principle of individualization of education; eliminates the problem of attending classes; frees the student time for classes of interest.

The organization of the educational process according to ECTS is a pedagogical innovation, which aims to stimulate independent learning and cognitive activity of the student, helps to increase his internal and external motivation in acquiring knowledge through various forms of diagnosis, clear organization of the educational process, predictability and, as a result, leads to improving the quality of education in general.

Modern pedagogical psychology among the factors of learning efficiency calls not only its content and the process of learning new knowledge, but also the student's personality, his positive / negative attitude to learning, the motivational principles of his educational activities. If the student's internal motivation stems from his internal interest in studying the subject,

understanding the need for this knowledge or skills in later life, the external motivation is typically stimulated by assessment, reward for significant academic achievements, rating score and more. Thus, the rating is the external motivational stimulus that encourages ambitious students to more significant changes and achievements. Every student with any level of preparation has the opportunity to express themselves, feel their progress, make their gradual step for the better, and a sense of success is also the best incentive for further work and study.

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