

<b>Name of subject</b>	<b>Religious Studies (ECTS 4)</b>
<b>Subject/module code</b>	DIN1204
Science taught semester (s).	2 <sup>nd</sup> semester
Responsible teacher	Khidirov Khoshim Ibodullayevich (PhD), associate professor.
Education language	Uzbek
Connection to the curriculum	Compulsory
Training hours (this including independent education)	<b>Total hours - 120</b> <b>Audience Training hours - 60</b> Lecture hours - 30 Practical hours - 30 <b>Independent education - 60 hours</b>
ECTS	4
The purpose and tasks of subject / learning outcomes	<p>The purpose of teaching science is to form theoretical knowledge and practical skills in the minds of students and young people to understand the essence of religion, the religious picture of the world, the interrelationship of religious and philosophical views, globalization and religious processes, as well as the negative impact of modern religious movements, religious fanaticism, extremism and terrorism on the security of the state and society, and to combat them.</p> <p>The task of science is to study the history and stages of development of religious teachings, to form the ability to distinguish the true meaning of religion from its false interpretations;</p> <ul style="list-style-type: none"> <li>- to identify the causes of the emergence of extremism and terrorism, and to analyze its consequences from a socio-philosophical perspective;</li> <li>- to develop logical and critical thinking skills in relation to religious and secular processes, - to apply the acquired theoretical knowledge in practical life in the prevention and fight against religious fanaticism, - to develop the student's skills in using the acquired knowledge in independent learning.</li> </ul> <p><b>Learning outcomes</b></p> <p>As a result of mastering the subject, the student will:</p> <ul style="list-style-type: none"> <li>• have an idea of the essence of religion, its role in society and the life of the individual, the proportionality of secular and religious sciences, the relationship between religion and science, the goals of religious education and secular education;</li> <li>• through the study of the subject of religious studies, the essence of different religions, the differences and commonalities between their traditions and beliefs, the role of religious and secular knowledge in educating people's tolerance and mutual respect, analysis of world religions, beliefs and customs, traditions, religious and moral ideas;</li> </ul> <p>the main concepts, functions of religious studies, the religion of Buddhism and its ideas; the history and main ideas of Christianity, the main ideas of the Catholic Orthodox religion and their differences in the years, pluralism in Protestantism, views on Islamic teachings: Sunnism, Shiism and foreigners, their orientation and essence; the relationship between ideas about theology and the Mu'tazilite school; knowledge of the sources and factors that gave rise to religious fundamentalism, extremism, fanaticism and be able to use them;</p> <ul style="list-style-type: none"> <li>• understanding the essence of religious belief in local customs, traditions, the culture of general tolerance and communication with believers and non-believers of different religions; must have the skills to combat spiritual threats and information attacks artificially associated with the name of religion.</li> </ul>
Course content (topics)	<p><b>I. Main theoretical part (Lecture)</b></p> <p>Topic 1: The importance of religion as a socio-cultural phenomenon</p> <p>Topic 2: National religions</p>

Topic 3: Zoroastrianism  
 Topic 4: Buddhism  
 Topic 5: Christianity  
 Topic 6: Islam  
 Topic 7: Doctrinal directions and schools of Islam  
 Topic 8: The role of the Hanafi school in the history of Central Asia  
 Topic 9: Religious organizations operating in Uzbekistan  
 Topic 10: Modern religious movements and sects  
 Topic 11: Social dangers of religious propaganda in cyberspace  
 Topic 12: Political and social dangers of missionary work and proselytism  
 Topic 13: History and trends of religious fundamentalism, radicalism and terrorism  
 Topic 14: The role of the world community experience of combating extremism and terrorism  
 Topic 15: The importance of achieving unity of secular knowledge and religious beliefs

## **II. Instructions and recommendations for the seminar**

The teacher's preparation for a practical session begins with the study of preliminary documents (curriculum, thematic plan, etc.) and ends with the development of a lesson plan. The teacher should have an idea of the goals and objectives of the practical session, the amount of work that each student must perform.

Methodological instructions are the main methodological document of the teacher in preparing and conducting practical sessions.

The purpose of the seminar session is to understand the theory, acquire skills. It is to develop the ability to consciously apply it in educational and professional activities, and to confidently form one's own point of view.

### **Recommended practical topics:**

1. Subject and functions of the discipline of religious studies.
2. Methodology of religious studies and classification of religions
3. Social significance of the psychology of religion
4. The role of national religions in ensuring social development and personal faith
5. The influence of Buddhism and Christianity on the development of society
6. Stages of formation of Islamic thought and culture.
7. History of formation of the sciences of the Quran, hadith, jurisprudence, and aqeedah
8. Islamic law and sources
9. Sufism and the present time
10. On the factors of education of the spiritual culture of Islam
11. Dynamics of the activities of religious organizations and confessions in Uzbekistan
12. Negative impact of missionary work and proselytism on the choice of religious faith.
13. Religious fundamentalism, radicalism and terrorism as a threat to security
14. The importance of the fight against terrorism by international organizations
15. The role of religious pluralism, religious tolerance, and tolerance in the life of society.

## **III. Independent learning and independent work.**

Independent learning competence serves to assist students in independent self-development and increase the effectiveness of professional activity. Students perform independent work on their mobile devices under the guidance of a teacher in a traditional or electronic form.

	<p>Independent learning for recommended topics:</p> <ol style="list-style-type: none"> <li>1. The essence of the concepts of religion, religious studies, philosophy of religion, theology, theosophy, piety, religious belief, creed, theology.</li> <li>2. The formation of religious studies as a science, its subject, functions, categories.</li> <li>3. Methodology for studying religions: typological, comparative, structural-functional, genetic analysis. Methods of comparative religious studies.</li> <li>4. Judaism, traditions and rituals.</li> <li>5. Socio-ethical issues in Confucianism.</li> <li>6. Theological system and religious rituals of Zoroastrianism.</li> <li>7. The glorification of nature in Zoroastrianism.</li> <li>8. The religious hierarchy of Zoroastrianism.</li> <li>9. The history of the emergence of Buddhism, its main teachings, trends and sources.</li> <li>10. The historical roots of Buddhism in Uzbekistan (Qaratepa, Fayoztepa, Dalvarzintepa) and the present day.</li> <li>11. The emergence of Christianity, its beliefs, main directions, teachings and sources.</li> <li>12. Socio-political and cultural conditions in the emergence of Islam.</li> <li>13. The essence of the reforms during the reign of the Rashid Caliphs. Attitude to religion during the reign of the Umayyads and Abbasids.</li> <li>14. The impact of the spread of Islam and the formation of madrasah education in Transoxiana on socio-cultural life.</li> <li>15. The essence of eschatology: the world of the resurrection and the afterlife.</li> <li>16. The reasons for the emergence of Islamic movements and trends, the causes and consequences of divisions in their beliefs.</li> <li>17. The role and contribution of Central Asian jurists in the development of the Hanafi school.</li> <li>18. The concept of Sufism and its essence. The origin, content and development of Sufism.</li> <li>19. The essence of the concept of confession and the classification of religious confessions operating in Uzbekistan.</li> <li>20. The importance of adapting religious organizations to modern secular standards.</li> <li>21. Definition of freedom of conscience and belief.</li> <li>22. History of religious teachings formed as a result of the syncretization of Islam and other religious beliefs.</li> <li>23. The essence of the concepts of cyberspace, cyberterrorism, cyberbullying.</li> <li>24. The need to cultivate a culture of religious information consumption in social networks.</li> <li>25. Modernization of methods and tools in missionary propaganda: ideological threats in cyberspace.</li> <li>26. Missionary movements observed in Uzbekistan and the consequences of their activities.</li> <li>27. Socio-historical foundations of the emergence and development of religious fanaticism (fanaticism), extremism.</li> <li>28. Directions of combating radical movements in the state policy of Uzbekistan.</li> <li>29. Uzbekistan's experience in combating terrorism.</li> <li>30. The importance of studying the ideas of moral education of Uzbek youth in religious sources</li> </ol>
Exam form	Written
Teaching/learning and examination requirements	<p>Complete mastery of theoretical and methodological concepts and practical knowledge of the discipline, the ability to correctly reflect the results of analysis, independently reason about the processes being studied and carry out tasks in the current, intermediate forms of control and independent work, pass written work on the final control.</p> <p>When drawing up final exam questions, deviations from the content of the discipline program are not allowed. The bank of final exam questions for each discipline is discussed at the meeting and approved by the head of the department.</p> <p>No later than 1 week before the start of the final control, tickets</p>

	<p>signed by the head of the department, enclosed in an envelope, are sealed by the Dean's office and opened 5 minutes before the start of the exam in the presence of students. Final exam duration is 80 minutes. Answers to final exam questions are recorded in copybooks with the seal of the Dean's office. After completion of the final work, the work is immediately encrypted by a representative of the Dean's office, and the copybooks are handed over to the commission for verification. From the moment of completion of the final exam, a period of 72 hours is allotted for checking and posting the results on the electronic platform.</p> <p>The teacher who taught the students in this discipline is not involved in the process of conducting the exam and checking the students' answers.</p> <p>Student(s) who are dissatisfied with the final exam results may submit a written or oral appeal within 24 hours of the publication of the final exam results. Complaints submitted after 24 hours from the publication of the final exam results will not be accepted.</p>
Scope of assessment criteria and procedure	<p><b>CURRENT CONTROL</b></p> <p>Purpose: Determining and assessing the student's level of knowledge, practical skills, and competencies on course topics.</p> <p>Instructions: The student's activity in daily classes is assessed through the student's mastery of course topics, as well as constructively interpreting and analyzing the educational material, developing module-specific skills, acquiring practical skills (in terms of quality and the specified number) and competencies, solving problem situations aimed at applying professional practical skills, working in a team, preparing presentations, etc.</p> <p>Current control form: Activity in lessons Preparing educational materials Working with sources within the subject Using educational technologies Working in a team Preparing presentations Working with projects.</p> <p><b>MIDTERM CONTROL</b></p> <p>Purpose: Assessing the student's knowledge and practical skills and level of mastery of lecture material after completing the relevant section of the course.</p> <p>Form and procedure of intermediate control: Midterm examination is held during the semester during the training sessions after the completion of the relevant module of the curriculum of the subject. Midterm examination is held once in written form within the framework of this subject. Midterm examination questions cover all topics of the subject.</p> <p><b>INDEPENDENT LEARNING</b></p> <p>Purpose: Independent learning is aimed at fully covering the content of this course, expanding the theoretical knowledge acquired, and establishing independent learning activities for students.</p> <p>Form and procedure of independent education: independent work assignments are completed in the form of an educational project, presentation, case study, problem solving, information search, digest, colloquium, essay, article, abstract, etc. Completed assignments for independent study are placed in the electronic system and checked based on the anti-plagiarism program and evaluated by the subject teacher.</p> <p>In this case, the uniqueness of the completed assignment should not be less than 60%, otherwise the assignment will not be accepted for assessment. The number of independent work assignments, depending on the nature of the subject, should not be less than 3 for one subject (module). Independent work assignments account for 60% of the points allocated for current and intermediate control.</p> <p><b>FINAL CONTROL</b></p> <p>Purpose: The final examination is held at the end of the semester to</p>

	<p>determine the level of mastery of the student's theoretical knowledge and practical skills in the relevant subject. The final examination is held at a specified time according to the examination schedule created by the Registrar's Office on the electronic platform.</p> <p>Requirements: The student must have passed the current control, intermediate control and independent learning assignments by the deadline for the final control type in the relevant subject. A student who has not passed the current control, intermediate control and independent learning assignments, as well as who has received a score in the range of "0-29.9" for these assignments and control types, is not included in the final control type. Also, a student who has missed 25 percent or more of the classroom hours allocated to a subject without a reason is excluded from this subject and is not included in the final control type and is considered not to have mastered the relevant credits in this subject. A student who has not passed or was not included in the final control type and has received a score in the range of "0-29.9" for this type of control is considered to be an academic debtor.</p> <p>Final control form: The final examination in this subject will be conducted in written form. If the final examination is conducted in written form, the requirements for assessment must also be reflected.</p>					
Criteria for assessing student knowledge	5 grade	100 points		Assessment criteria		
	5	90-100	Excellent	When a student is considered to be able to make independent conclusions and decisions, think creatively, observe independently, apply the knowledge he has gained in practice, understand, know, express, and narrate the essence of the subject, and have an idea about the subject.		
	4	70-89,9	Good	When the student is considered to be able to observe independently, apply the knowledge he has gained in practice, understand, know, express, and narrate the essence of the subject, and has an idea about the subject.		
	3	60-69,9	Satisfactory	When the student is found to be able to apply the knowledge he has gained in practice, understands, knows, can express, and narrate the essence of the subject, and has an idea about the subject.		
	2	0-59,9	Unsatisfactory	When it is determined that the student has not mastered the science program, does not understand the essence of the subject, and does not have an idea about the science.		
Course assessment criteria and procedure	Assessment type	Total points allocated	Control (task) form	Distribution of points	Qualifying score	
	Current assessment	30 points	System tasks	20 points (divided by the number of tasks)	18 points	
			Student activity (in seminars, practical, laboratory classes)	10 points		
	Midterm	20 points	Supervision:	10 points	12 points	

	<table><tr><td>assessment</td><td></td><td>Written work</td><td></td><td></td></tr><tr><td></td><td></td><td>System tasks</td><td>10 points (divided by the number of tasks)</td><td></td></tr><tr><td>Final assessment</td><td>50 points</td><td>Written assignment (5 questions)</td><td>50 points (10 points per question)</td><td>30 points</td></tr><tr><td colspan="5">* Note: 60% of the points allocated for current and intermediate control are allocated to independent work assignments. Independent work assignments are evaluated as system assignments through the electronic platform.</td></tr></table>	assessment		Written work					System tasks	10 points (divided by the number of tasks)		Final assessment	50 points	Written assignment (5 questions)	50 points (10 points per question)	30 points	* Note: 60% of the points allocated for current and intermediate control are allocated to independent work assignments. Independent work assignments are evaluated as system assignments through the electronic platform.				
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Recommended Literature	<p style="text-align: center;"><b>Main literature</b></p> <p>1. Muratov D., Alimova M., Karimov J. Religious studies, textbook. – Tashkent, “Navru’z” publishing house, 2019. – 264 p.</p> <p>2. Rakhimdjanov D., Ernazarov O. Introduction to religious studies. Textbook. – T.: “National Society of Philosophers of Uzbekistan” publishing house, 2018. – 304 p.</p> <p>3. Isokjonov R. Comparative religious studies. Textbook. – T.: OOO “Complex print”, 2020. – 198 p.</p> <p>4. Kamilov D. Religious studies. Textbook. – T.: Lesson Press, 2021. – 128 p.</p> <p>5. Shermukhamedova N.A. The phenomenon of religious fanaticism//Human philosophy. – T.: Publisher, 2016. P.314-499.</p> <p style="text-align: center;"><b>Additional literature</b></p> <p>1. Mirziyoyev Sh.M. We will continue our path of national development with determination and take it to a new level. T. 1. - Tashkent: Uzbekistan.. 2017.</p> <p>2. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - Tashkent: Uzbekistan. 2017.</p> <p>3. Mirziyoyev Sh.M. We will build a free and prosperous, democratic state of Uzbekistan together. - Tashkent: Uzbekistan. 2017.</p> <p>4. Mirziyoyev Sh.M. The consent of our people is the highest assessment of our activities. Tashkent: Uzbekistan, 2019.</p> <p>5. Mirziyoyev Sh.M. The work of a people with great intentions is also great, their life is bright and their future is prosperous. Tashkent: Uzbekistan, 2019.</p> <p>6. K. S. Guttenplan. J. Hornsby. C. Janaway. Reading philosophy. Blackwell Publishers Ltd. UK. 2003. R – 341.</p> <p>7. A. Azami. Introduction to hadith studies. Kazan: 2011</p> <p>8. A. Fitrat. Selected works – Tashkent: Ma’naviyat, 2010 -301 p</p> <p>9. Abu Khomid Ghazzali Kimei saodat//Knowledge leading to the bliss of two worlds. - Samarkand: Imam Bukhari International Center, 2019</p> <p>10. Rumi J. Masnavi. Commentary on 40 narrations. - Tashkent: Navruz, 2019</p> <p>11. Abu Khomid Ghazzali Kimei saodat//Knowledge leading to the bliss of two worlds. - Samarkand: Imam Bukhari International Center, 2019</p> <p>12. Islamov Z., Haydarov I. Christianity: Temple, Worship and Rituals. – Tashkent: Qaqnus Publishing House, 2020.</p> <p>13. G’oyibnazarov Sh. Islam against terrorism. – Tashkent: “O‘zbekiston” NMIU, 2021.</p> <p>14. David L. McMahan. The Making of Buddhist Modernism. – Oxfordshire: “Oxford University Press”, 2008.</p> <p>15. Todd M. Johnson. Religious Adherents of the World by</p>																				

	<p>Continent and  Region // Religions of the World: A Comprehensive Encyclopedia of  Beliefs and Practices / J. Gordon Melton, Martin Baumann. –  Oxford,  England: “ABC CLIO”, 2010.</p> <p style="text-align: right;"><b>Information sources</b></p> <ol style="list-style-type: none"> <li>1. <a href="http://www.ziyonet.uz">www.ziyonet.uz</a>.</li> <li>2. <a href="http://www.edu.uz">www.edu.uz</a>.</li> <li>3. <a href="http://www.google.uz">www.google.uz</a>.</li> <li>4. <a href="http://www.gov.uz">www.gov.uz</a>.</li> </ol>
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