

Name of subject	<b>Religious Studies (ECTS 4)</b>
Subject/module code	DIN1204
Science taught semester (s).	2 <sup>nd</sup> semester
Responsible teacher	Khidirov Khoshim Ibodullayevich (PhD), associate professor.
Education language	Uzbek
Study to the program connection	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 style="text-align: center;"><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>
Student assessment	<p>Assessment of student knowledge is based on the mastery of teaching materials during the semester and final control (tests, assignments, written and oral work results).</p> <p>During the course of religious studies, students are evaluated on a 100-point system. Of these, 50 points are allocated to the current and intermediate results (60% of the 50 points are current control, independent study and 40% are intermediate control), and 50 points are allocated to the final control result. Students whose total score of current and intermediate points is less than 30 points are not admitted to the final control exam. A student who scores 30 or more points in the final</p>

	control is considered to have mastered the subject.
Requirements for exams	<p>The student must have fully mastered the theoretical and practical concepts of the subject, be able to correctly reflect the results of the analysis. The student must have completed the tasks given in the current and intermediate forms of independent work, assessment. At the same time, he must have received the necessary points from the current, intermediate, independent education and final tests in the relevant subject within the specified time.</p> <p>A student who has not submitted current control, intermediate control and independent education tasks, as well as who has scored less than 30 points on these tasks and types of control, will not be included in the final type of control.</p> <p>Also, a student who has missed 25 or more percent of the classroom hours allocated to the subject without an excuse will be expelled from this subject, will not be allowed to take the final exam and will be considered as not having mastered the relevant credits in this subject.</p> <p>A student who fails the final exam or scores less than 30 points on this type of exam is considered academically indebted.</p>
Recommended Literature	<p style="text-align: center;"><b>Main literature</b></p> <ol style="list-style-type: none"> <li>1. Muratov D., Alimova M., Karimov J. Religious studies, textbook. – Tashkent, “Navru’z” publishing house, 2019. – 264 p.</li> <li>2. Rakhimdjanov D., Ernazarov O. Introduction to religious studies. Textbook. – T.: “National Society of Philosophers of Uzbekistan” publishing house, 2018. – 304 p.</li> <li>3. Isokjonov R. Comparative religious studies. Textbook. – T.: OOO “Complex print”, 2020. – 198 p.</li> <li>4. Kamilov D. Religious studies. Textbook. – T.: Lesson Press, 2021. – 128 p.</li> <li>5. Shermukhamedova N.A. The phenomenon of religious fanaticism//Human philosophy. – T.: Publisher, 2016. P.314-499.</li> </ol> <p style="text-align: center;"><b>Additional literature</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - Tashkent: Uzbekistan. 2017.</li> <li>3. Mirziyoyev Sh.M. We will build a free and prosperous, democratic state of Uzbekistan together. - Tashkent: Uzbekistan. 2017.</li> <li>4. Mirziyoyev Sh.M. The consent of our people is the highest assessment of our activities. Tashkent: Uzbekistan, 2019.</li> <li>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.</li> <li>6. K. S. Guttenplan. J. Hornsby. C. Janaway. Reading philosophy. Blackwell Publishers Ltd. UK. 2003. R – 341.</li> <li>7. A. Azami. Introduction to hadith studies. Kazan: 2011</li> <li>8. A. Fitrat. Selected works – Tashkent: Ma’naviyat, 2010 -301 p</li> <li>9. Abu Khomid Ghazzali Kimei saodat//Knowledge leading to the bliss of two worlds. - Samarkand: Imam Bukhari International Center, 2019</li> <li>10. Rumi J. Masnavi. Commentary on 40 narrations. - Tashkent: Navruz, 2019</li> <li>11. Abu Khomid Ghazzali Kimei saodat//Knowledge leading to the bliss of two worlds. - Samarkand: Imam Bukhari International Center, 2019</li> <li>12. Islamov Z., Haydarov I. Christianity: Temple, Worship and Rituals. – Tashkent: Qaqnus Publishing House, 2020.</li> <li>13. G’oyibnazarov Sh. Islam against terrorism. – Tashkent: “O‘zbekiston” NMIU, 2021.</li> <li>14. David L. McMahan. The Making of Buddhist Modernism. – Oxfordshire: “Oxford University Press”, 2008.</li> <li>15. Todd M. Johnson. Religious Adherents of the World by Continent and Region // Religions of the World: A Comprehensive Encyclopedia of</li> </ol>

	<p>Beliefs and Practices / J. Gordon Melton, Martin Baumann. – Oxford, England: “ABC CLIO”, 2010.</p> <p><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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