

Name of subject	Methodology of teaching special subjects (ECTS 8)
Subject/module code	MFO'M1304
Science taught semester (s).	3 rd semester
Responsible teacher	Mustafakulov Asatulla Asrorovich, PhD., associate professor.
Education language	Uzbek
Connection to the curriculum	Compulsory
Training hours (this including independent education)	Total hours-120 Audience Training hours – 36 Lecture training hour – 18 Practical training hour – 18 Independent education -84 hours
ECTS	4
The purpose and tasks of subject / learning outcomes	<p>The purpose of teaching the subject - the purpose of this subject is to acquaint undergraduates with the methodology, methodology, theoretical and practical foundations of teaching special subjects in the higher education system, modern pedagogical and psychological knowledge necessary for their future pedagogical and research activities, including;</p> <ul style="list-style-type: none"> - state education standards and model science programs developed based on them, the procedure for developing curricula; - ability to choose the optimal strategy for teaching special subjects, develop and implement modern educational technologies; - to develop the skills of using innovations in the field of scientific research and education in improving the teaching methodology of special subjects. <p>The task of the subject - is to improve the pedagogical skills of master's students in teaching special subjects, to introduce them to modern methods of organizing practical and theoretical classes, to analyze educational and methodological materials for special subjects, to develop and implement various methods of classes. transfer, as well as teach modern ways of monitoring and evaluating students' knowledge level.</p> <p>Learning outcomes:</p> <p>In the process of mastering the subject “Methodology of teaching special subjects”, the master's student:</p> <ul style="list-style-type: none"> - the purpose, mission and subject of science; - about regulatory and legal documents of higher education, State educational standard, qualification requirements, classification of specialties, curriculum, model and working curriculum, curriculum, model and working curricula must have knowledge skills; - to have an idea and knowledge about the nature and problems of pedagogical activities in the higher education system; - should have an idea about achievements and problems in teaching special subjects, modern methods of modeling pedagogical activity, and integration of the Republic of Uzbekistan into the world education system. In the educational process, it is necessary to be able to apply the fundamental foundations of knowledge, the achievements of science, the connection of the taught science with other sciences, to know the main problems and achievements of the science, and to have the skills to divide science topics into modules;

	<p>Using the results of scientific research in the teaching of special subjects, conducting educational-methodical and scientific work in higher education - choosing educational materials suitable for the audience, creating assignments, exercises and tests on topics, educational and educational systematization of work, as well as giving oral and written explanations in the teaching of special subjects, effective use of educational technologies, computer equipment and information technologies appropriate to the subject in classes, students' independent learning skills and their professional and creative skills should have the skills to handle oneself in various situations related to development, pedagogic activity.</p>
Course content (topics)	<p>I. Main Theoretical Part (Lecture Sessions)</p> <p>Topic 1: The content, subject and purpose of the teaching methodology of special subjects.</p> <p>Topic 2: Regulatory and legal documents of higher education.</p> <p>Topic 3: Organizational forms of teaching special subjects.</p> <p>Topic 4: Teaching methods and the main criteria for their selection.</p> <p>Topic 5: The necessity and role of demonstration, technical and information support in the teaching of special subjects.</p> <p>Topic 6: The role, types, and application methods of teaching tools in the teaching of special subjects.</p> <p>Topic 7: The lecture is the main link of the educational process. Functions and types of lectures.</p> <p>Topic 8: Practical training and seminar classes.</p> <p>Topic 9: Organization of independent education in the study of special subjects.</p> <p>II. Practical training instructions and recommendations</p> <p>The teacher's preparation for a practical training 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 training session, the amount of work that each student must perform.</p> <p>Methodological guidelines are the main methodological document of the teacher in preparing and conducting practical training sessions.</p> <p>The purpose of the practical training session is to understand the theory, acquire skills. It is to consciously apply it in educational and professional activities, and to develop the ability to confidently form one's own point of view.</p> <p>The following topics are recommended for practical training:</p> <ol style="list-style-type: none"> 1. The content, subject and purpose of the subject of teaching methodology of special subjects. 2. Regulatory and legal documents of higher education. 3. Organizational forms of teaching special subjects. 4. Teaching methods and the main criteria for their selection. 5. The necessity and role of demonstration, technical and information support in the teaching of special subjects. 6. The role, types, and application methods of teaching tools in the teaching of special subjects. 7. The lecture is the main link of the educational process. The lecture functions and types. 8. Practical training and seminar classes.

	<p>9. Organization of independent education in the study of special subjects.</p> <p>10. Creative forms of independent research.</p> <p>11. Organization and conduct of educational practice in special subjects.</p> <p>12. Organization of the educational process, application of world practice in testing and evaluating student knowledge.</p> <p>III. Coursework instructions and recommendations</p> <p>The following topics are recommended for the course project:</p> <p>1. Design of the power transmission scheme of the hydroelectric power plant.</p> <p>2. Design of the power transmission scheme of the thermal power plant.</p> <p>3. Design of the power transmission scheme of the thermal power center.</p> <p>IV. Independent learning and independent work.</p> <p>Independent learning competence serves to support students' independent self-development and increase the effectiveness of professional activities. Students perform independent work on their mobile devices under the guidance of a teacher in a traditional or electronic form.</p> <p>Recommended topics for independent study:</p> <p>1. Classification of pedagogical technologies;</p> <p>2. Methodological principles of pedagogical technology research;</p> <p>3. Module-based training programs and their structure;</p> <p>4. Main features of modern pedagogical technologies;</p> <p>5. Modern interactive technologies and methods of their effective use;</p> <p>6. Distinctive features of distance education in the Republic of Uzbekistan;</p> <p>7. The main tasks of the lecture training, the main methodical aspects of the preparation of the lecture;</p> <p>8. Professional-pedagogical culture;</p> <p>9. Designing and implementing the educational process using multimedia tools;</p> <p>10. Professional skills of a modern pedagogue;</p> <p>11. Specific features of teaching special subjects;</p> <p>12. Methods and technologies of effective organization of practical training;</p> <p>13. Pedagogical ability in the teacher's work;</p> <p>14. Teacher's communicative ability;</p> <p>15. Communication culture and psychology in teacher's work;</p> <p>16. Pedagogical conflicts and their prevention technology;</p> <p>17. Interaction between teacher and students;</p> <p>18. Teacher's skills in the educational process;</p>
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 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>CURRENT CONTROL</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>MIDTERM CONTROL</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>INDEPENDENT LEARNING</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>FINAL CONTROL</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 assessment	20 points	Supervision: Written work	10 points	12 points

				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.					
Recommended Literature	<p>Main literature:</p> <ol style="list-style-type: none"> 1. Xoliqov A. Pedagogik mahorat. –T.:Iqtisod-moliya nashriyoti, 2010.-420b. 2. Muslimov N. F, Qo'ysinov O.A. Kasb ta'limi o'qituvchilarini tayyorlashda mustaqil ta'limni tashkil etishning nazariyasi va metodikasi. Monografiya. T.: Fan, 2009. 3. N.Muslimov, M.Usmonboyeva, D.Sayfurov,A.To'rayev, Innovasion ta'lim texnologiyalari T.:2015. 208 b. 4. Q.T.Olimov, F.H.G'afforov.D.A. Sayfullayeva, A.Yu. Isakov, O.E.Azizov. Innovatsion ta'lim texnologiyalari. –T.: « LESSON PRESS »,2021, 280 bet. 5. N.S.Sayidahmedov, N.N. Indaminov, Pedagogik mahorat va pedagogik texnologiya, T: 2014. 6. Xoliqov A.A. Pedagogik mahorat. Darslik. – T.: “Tafakkur bo'stoni”, 2011. 7. Xujaev N, Tojiboeva D. Maxsus fanlarni o'qitish uslubiyati. O'quv qo'llanma - T.: Fan, 2009. 8. Xujaev N. , SHomurotova N. Maxsus fanlarni o'qitish uslubiyati. O'quv qo'llanma - T.: Fan, 2012. 9. Tojiboeva D. Maxsus fanlarni o'qitish metodikasi . O'quv qo'llanma - T.: FAN VA TEHNOLOGIYA, 2007. 541b.Internet saytlari: <p>Additional literature</p> <ol style="list-style-type: none"> 1. Бондаревская Е.В. Теория и практика личностно ориентированного образования. – Ростов-на-Дону: РГПУ, 2000. 2. Ochilov M., Ochilova N. O'qituvchi odobi. – T.: O'qituvchi, 1997. 3. Подласый И. П. Педагогика. – М.: ВЛАДОС, 2010. 4. Muhiddinov.A.G. O'quv jarayonida nutq faoliyati. – T.: O'qituvchi, 1995. 5. Ochilov M. Muallim qalb me'mori. – T.: O'qituvchi, 2000. 6. Ma'naviyat darslari (Tuzuvchi S. Nishonova). – T.: O'qituvchi, 1994. 7. O'zbek pedagogikasi antologiyasi. T.: O'qituvchi, 1995. 8. Muhiddinov A.G. O'quv jarayonida nutq faoliyati. – T.: O'qituvchi, 1995. 9. Mahmudov N. M. O'qituvchi nutq madaniyati. Darslik. – T.: O'zbekiston milliy kutubxonasi, 2007. <p>Information sources</p> <ol style="list-style-type: none"> 1. www. tdpu. uz 2. www. pedagog. uz 3. www. Ziyonet. uz 					

	4. www. edu. uz 5. tdpu-INTRANET. Ped
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