Course Name	**Teaching Methods for Specialized Subjects (ECTS 4)**
Topic/Module Code	MFO‘M1104
Semester(s) Offered	Semester 1
Assigned Instructor	A. Mustafaqulov, Associate Professor
Language of Instruction	Uzbek
Course Type	Compulsory
Study Hours (Including Independent Study)	**Total Hours – 120** **Classroom Hours – 36** Lecture Hours – 18 Laboratory Hours — Practical Class Hours – 18 **Independent Study – 84 hours**
ECTS	4
Course Aim and Objectives / Learning Outcomes	**Course Aim** – To introduce master’s students to the methods, methodology and theoretical and practical foundations of teaching specialized subjects in higher education and to the contemporary pedagogical and psychological knowledge they need for future teaching and research, including - State educational standards and procedures for developing model course syllabi and curricula based on those standards. - Choosing the best strategy for teaching specialized subjects and developing and implementing modern educational technologies. - Developing skills in applying innovations in research and education to improve teaching methods for specialized subjects. **Course Objective** – To improve master’s students’ skills in teaching specialized subjects and introduce modern methods for organizing practical and theoretical classes. Students learn to analyze instructional materials for specialized subjects, plan and deliver classes using different methods, and use modern approaches to monitor and assess students’ knowledge. **Learning Outcomes** 1. The course aim, objective and subject matter. 2. Legal and regulatory documents governing higher education. 3. Acquire knowledge and skills relating to the state educational standard, qualification requirements, the classification of specializations, curricula, model and working curricula, course syllabi, and model and working course syllabi. 4. Gain knowledge and an understanding of the nature and challenges of teaching in higher education. 5. Modern methods of modeling teaching practice. 6. Gain an understanding of the Republic of Uzbekistan’s integration into the global education system. 7. Foundations of knowledge in the learning process. 8. Apply scientific advances. 9. The relationship between the subject being taught and other subjects. 10. Know the main challenges and achievements in the subject and be able to organize its topics into modules.
Course Content (Topics)	**I. Core Theory (Lectures)** **Topic 1. Content, subject matter and aim of the Teaching Methods for Specialized Subjects course.**

	Topic 2. Legal and regulatory documents for higher education. **Topic 3. Instructional formats for specialized subjects.** **Topic 4. Functions and types of lectures. Methods for preparing and conducting practical classes (seminars).** **Topic 5. Methods for organizing and conducting laboratory sessions and independent study. Methods for preparing term papers (course projects) in specialized subjects.** **Topic 6. Organizing and conducting practical training in specialized subjects.** **Topic 7. Teaching methods and key selection criteria.** **Topic 8. The role and types of teaching aids for specialized subjects and ways to use them.** **Topic 9. The portfolio method and the monitoring and assessment of learning outcomes.** **II. Guidelines and Recommendations for Laboratory Sessions** The curriculum does not include laboratory sessions. **III. Guidelines and Recommendations for Practical Classes** To prepare for a practical class, the instructor first reviews the relevant documents (the curriculum, the topic plan and others) and then draws up a lesson plan. The instructor should understand the aims and objectives of the class and how much work each student is expected to complete. The methodological guidelines are the instructor's main reference for preparing and conducting practical classes. Practical classes aim to help students understand the theory and acquire the relevant skills. They also develop students' ability to apply what they learn purposefully in academic and professional work and to formulate their own views with confidence. **Recommended Topics for Practical Classes** 1. Content, subject matter and aim of the Teaching Methods for Specialized Subjects course. 2. Legal and regulatory documents for higher education. 3. Instructional formats for specialized subjects. 4. Functions and types of lectures. Methods for preparing and conducting practical classes (seminars). 5. Methods for organizing and conducting laboratory sessions and independent study. Methods for preparing term papers (course projects) in specialized subjects. 6. Organizing and conducting practical training in specialized subjects. 7. Teaching methods and key selection criteria. 8. The role and types of teaching aids for specialized subjects and ways to use them. 9. The portfolio method and the monitoring and assessment of learning outcomes. **IV. Independent Study and Assignments** Independent learning skills help students direct their own development and work more effectively in professional settings. Under the instructor's guidance, students complete independent assignments in traditional or electronic form using their own mobile devices.

	Recommended Topics for Independent Study 1. Classification of pedagogical technologies. 2. Methodological principles for researching pedagogical technologies. 3. Module-based curricula and their structure. 4. Key characteristics of modern pedagogical technologies. 5. Modern interactive technologies and methods for using them effectively. 6. Distinctive features of distance education in the Republic of Uzbekistan. 7. Main functions of lectures and key methodological considerations in preparing them. 8. Professional culture in teaching. 9. Designing and delivering instruction using multimedia tools. 10. Professional skills of the modern educator. 11. Distinctive features of teaching specialized subjects. 12. Methods and technologies for organizing effective practical classes. 13. Pedagogical aptitude in teaching practice. 14. Teachers' communication skills. 15. The culture and psychology of communication in teaching practice. 16. Conflicts in educational settings and techniques for preventing them. 17. Communication between teachers and learners. 18. Teaching proficiency in the educational process.
Student Assessment	Students are assessed on their mastery of the course material during the semester and at the final assessment, based on their performance on tests, assignments, and written and oral work. Research Methodology is graded on a 100-point scale. Continuous and midterm assessment account for 50 points. Of those 50 points, 60% is for continuous assessment and independent study and 40% is for midterm assessment. The final assessment accounts for 50 points. Students with a combined continuous and midterm score below 30 points are ineligible for the final examination. Students who score 30 points or more on the final assessment pass the course.
Examination Requirements	Students must fully master the theoretical and practical concepts of the topic and be able to present their analysis results accurately. They must complete the independent study, continuous assessment and midterm assessment assignments. They must also earn the required points for continuous assessment, midterm assessment, independent study and final assessment within the time allotted for the course. Students who fail to submit the continuous assessment, midterm and independent study assignments, or who score below 30 points on these assignments and assessments, are ineligible for the final assessment. Students who miss 25% or more of the scheduled classroom hours without a valid reason are withdrawn from the course, barred from the final examination and deemed to have earned no course credits. Students who fail the final examination or score 0–29.9 on an examination of this type have an outstanding academic requirement.

Recommended Reading	*R. A. Mavlonova, O. To'rayeva, K. M. Xoliqberdiyev. Pedagogy. Textbook. Tashkent, O'qituvchi, 2018.* *N. H. Avliyakulov, M. M. Axmetjanov, M. Tojiyev, N. N. Musayeva. Educational Technologies. Textbook. Tashkent, O'qituvchi, 2018.* *Sh. Sh. Olimov, Sh. X. Samiyeva. Innovative Educational Technologies and Methods. Textbook. Bukhara, 2022.* *J. R. Turmatov. Teaching Methods for Specialized Subjects. Textbook. Jizzakh, 2023.* *N. Muslimov, M. Usmonboyeva, D. Sayfurov, A. To'rayev. Innovative Educational Technologies. Tashkent, 2015. 208 pp.* *Q. T. Olimov, F. H. G'afforov, D. A. Sayfullayeva, A. Yu. Isakov, O. E. Azizov. Innovative Educational Technologies. Tashkent, LESSON PRESS, 2021. 280 pp.* *Xujaev N., Shomurotova N. Teaching Methods for Specialized Subjects. Study Guide. Tashkent, Fan, 2012.* *Kenklies, K. (2012). "Educational theory as topological rhetoric. The concepts of pedagogy of Johann Friedrich Herbart and Friedrich Schleiermacher". Studies in Philosophy and Education.* *Bondarevskaya E. V. Theory and Practice of Learner-Centered Education. Rostov-on-Don, RGPU, 2000.* *Ochilov M., Ochilova N. Teacher Ethics. Tashkent, O'qituvchi, 1997.* *Podlasyi I. P. Pedagogy. Moscow, VLADOS, 2010.* *Muhiddinov A. G. Speech Activity in the Learning Process. Tashkent, O'qituvchi, 1995.* *Ochilov M. The Teacher as Architect of the Heart. Tashkent, O'qituvchi, 2000.* *Lessons in Spirituality (compiled by S. Nishonova). Tashkent, O'qituvchi, 1994.* *Anthology of Uzbek Pedagogy. Tashkent, O'qituvchi, 1995.* *Muhiddinov A. G. Speech Activity in the Learning Process. Tashkent, O'qituvchi, 1995.* *Mahmudov N. M. Teachers' Speech Culture. Textbook. Tashkent, National Library of Uzbekistan, 2007.*