Name of subject	TEACHING METHODOLOGY FOR SPECIALISED SUBJECTS (4 ECTS)
Subject/module code	**MFO'M1304**
Science taught semester (s).	2nd and 3rd semesters
Responsible teacher	Program compiler A. Mustafaqulov, Associate Professor, Department of General Technical Sciences, PhD in Pedagogical Sciences.
Education language	Uzbek
Connection to the curriculum	Compulsory
Training hours (this including independent education)	**Total hours – 120 hours** **Contact hours – 36 hours** Lecture training hours – 18 hours Practical training hours – 18 hours **Independent education – 84 hours**
Course work	No
ECTS	4
The purpose and tasks of subject / learning outcomes	**The purpose of teaching the subject is** To introduce master's students to the methodology and theoretical and practical foundations of teaching specialised subjects in higher education. To develop the contemporary pedagogical and psychological knowledge needed for future teaching and research. **The objectives of teaching the subject** are Explain how model course programs and curricula are developed from state educational standards. Develop the ability to select teaching strategies, design modern educational technologies and apply them in practice. Use research findings and educational innovations, analyse teaching materials, plan and conduct theoretical and practical classes, and apply methods of monitoring and assessing student learning. **Learning outcomes:** 1. Identifies the aim, objectives and subject matter of the methodology of teaching specialised subjects. 2. Demonstrates knowledge of higher education regulations, state educational standards, qualification requirements, the classification of specialisms, curricula, and model and working course programmes. 3. Explains the nature and challenges of teaching in higher education. 4. Describes achievements and challenges in teaching specialised subjects, contemporary approaches to modelling teaching activity, and Uzbekistan's integration into the international education system. 5. Applies fundamental knowledge and scientific achievements in teaching, explains links with other disciplines and the subject's principal achievements and challenges, and organises topics into modules. 6. Uses research findings in teaching specialised subjects, undertakes teaching-methodology and research work, and selects learning materials appropriate to the audience. 7. Develops assignments, exercises and tests, organises teaching and educational activities systematically, and provides oral and written explanations. 8. Uses suitable teaching technologies, computers and information technologies effectively. Develops students' independent learning, professional and creative skills, and manages personal responses in varied teaching situations.
Course content (topics)	**I. Main Theoretical Part (Lecture Sessions).** Topics:

	1. Content, subject matter and aims of the methodology of teaching specialised subjects. 2. Regulatory documents for higher education. 3. Organisational forms of teaching specialised subjects. 4. Functions and types of lectures. 5. Methods of organising and conducting laboratory classes and independent learning. 6. Organising and conducting educational practice in specialised subjects. 7. Teaching methods and the principal criteria for selecting them. 8. The role, types and use of teaching aids in specialised subjects. 9. Portfolio methodology, monitoring and assessment of learning outcomes. **II. Instructions and recommendations for organizing laboratory exercises** Laboratory work is not included in the curriculum **III. Practical training instructions and recommendations** The instructor's preparation for a practical session begins with the study of initial documents (such as the curriculum, topic schedule, etc.) and concludes with the development of a detailed lesson plan. The instructor must have a clear understanding of the objectives and tasks of the practical session, as well as the amount of work each student is expected to perform. Methodological guidelines serve as the primary instructional document for instructors in preparing and conducting practical sessions. The purpose of the practical session is to facilitate the comprehension of theoretical material, the acquisition of practical skills, the ability to consciously apply knowledge in academic and professional activities, and the development of critical thinking and confidence in forming personal viewpoints. *Recommended Practical Topics:* 1. Content, subject matter and aims of the methodology of teaching specialised subjects. 2. Regulatory documents for higher education. 3. Organisational forms of teaching specialised subjects. 4. Functions and types of lectures. Preparing and conducting practical classes and seminars. 5. Organising and conducting laboratory classes and independent learning. Preparing coursework or a course project in specialised subjects. 6. Organising and conducting educational practice in specialised subjects. 7. Teaching methods and the principal criteria for selecting them. 8. The role, types and use of teaching aids in specialised subjects. 9. Portfolio methodology, monitoring and assessment of learning outcomes **IV. Independent learning and independent work** Independent learning competency helps students to develop self-improvement skills and increase the efficiency of their professional activities. Students perform independent tasks on their mobile devices under the guidance of a teacher, either in traditional or electronic form. Recommended topics for independent work: 1. Classification of educational technologies. 2. Methodological principles of research into educational technologies. 3. Module-based curricula and their structure. 4. Principal characteristics of contemporary educational technologies.

	5. Contemporary interactive technologies and methods for their effective use. 6. Specific characteristics of distance education in the Republic of Uzbekistan. 7. The main functions of lectures and methodological aspects of lecture preparation. 8. Professional and pedagogical culture. 9. Designing and implementing the learning process using multimedia. 10. Professional expertise of the contemporary teacher. 11. Specific characteristics of teaching specialised subjects. 12. Methods and technologies for organising practical classes effectively. 13. Pedagogical aptitude in a teacher's work. 14. Teachers' communicative competence. 15. Communication culture and psychology in a teacher's work. 16. Educational conflicts and technologies for their prevention. 17. Interaction between teachers and learners. 18. Teaching proficiency in the educational process.
Exam form	Test
Teaching/learning and examination requirements	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. 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. 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. The teacher who taught the students in this discipline is not involved in the process of conducting the exam and checking the students' answers. 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.
Scope of assessment criteria and procedure	CURRENT CONTROL Purpose: Determining and assessing the student's level of knowledge, practical skills, and competencies on course topics. 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. 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.

MIDTERM CONTROL

Purpose: Assessing the student's knowledge and practical skills and level of mastery of lecture material after completing the relevant section of the course.

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.

INDEPENDENT LEARNING

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.

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.

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.

FINAL CONTROL

Purpose: The final examination is held at the end of the semester to 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.

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.

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.

Criteria for assessing student knowledge

5 grade	100 points		Assessment criteria
5	90-10	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 number of tasks)	18 points
		Student activity (in seminars, practical, laboratory classes)	10 points	
Midterm assessment	20 points	Supervision: writing work	10 points	12 points
		System tasks	10 points (divided by	

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<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>
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* 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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<tr><td>Recommended Literature</td><td>

1. R.A. Mavlonova, O. To‘rayeva, K. M. Xoliqberdiyev. Pedagogika. Darslik. Toshkent, O‘qituvchi, 2018.
2. N.H. Avliyakulov, M. M. Axmetjanov, M. Tojiyev, N. N. Musayeva. Ta’lim texnologiyalari. Darslik. Toshkent, O‘qituvchi, 2018.
3. Sh.Sh. Olimov, Sh. X. Samiyeva. Innovatsion ta’lim texnologiyalari va metodlari. Darslik. Buxoro, 2022.
4. J.R. Turmatov. Maxsus fanlarni o‘qitish metodikasi. Darslik. Jizzax, 2023.
5. N. Muslimov, M. Usmonboyeva, D. Sayfurov, A. To‘rayev. Innovatsion ta’lim texnologiyalari. Toshkent, 2015. 208 b.
6. Q.T. Olimov, F. H. G‘afforov, D. A. Sayfullayeva, A. Yu. Isakov, O. E. Azizov. Innovatsion ta’lim texnologiyalari. Toshkent, LESSON PRESS, 2021. 280 bet.
7. Xujaev N., Shomurotova N. Maxsus fanlarni o‘qitish uslubiyati. O‘quv qo‘llanma. Toshkent, Fan, 2012.
8. Kenklies, K. (2012). Educational theory as topological rhetoric. The concepts of pedagogy of Johann Friedrich Herbart and Friedrich Schleiermacher. Studies in Philosophy and Education.

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