

Designation of the discipline	General Pedagogy
The Semester(s) in which the discipline is taught	3/4
Responsible teacher	Muzaffarova Khayitgul Nesibovna, doctor of philosophy (PhD), associate professor
Language of education	Uzbek
Connection to the curriculum	Mandatory
Study load (including contact hours, IWS)	Total workload: 240 hours Contact hours: lectures: 60 hours seminars: 50 hours practical lessons: 10 hours IWS: 120 hours
ECTS	8
Prerequisites	Recent history of Uzbekistan, General Psychology, Philosophy
The aim of the discipline	<p>The aim of the discipline is to equip future teachers with the theoretical and historical foundations of modern pedagogical science and knowledge about pedagogical skills, rationally organize the educational process in accordance with the requirements established by the Law of the Republic of Uzbekistan “On Education”, effectively use the pedagogical heritage, teach to demonstrate high pedagogical culture and technology in real educational practice.</p> <p>The results of the education</p> <ul style="list-style-type: none"> - to develop cognitive activity, educational and cognitive activity, creativity, behavior in non-standard situations, independence in solving educational problems, interest and desire to master the teaching profession; - to use information to protect against information attacks and acquire a culture of information consumption; - to master language literacy, the rules of literary and scientific style, verbal and non-verbal speech skills, exchange of thoughts, to participate in free communication when analyzing reality, expressing one’s objective attitude to pedagogical reality; - to understand the content and essence of the national idea, understanding the ideological landscape of the world; - to have ideological immunity, protecting themselves from ideological threats, understanding the personal and social essence of the national idea, clarifying the place of the national idea in pedagogical activity; - to determine and classify the nature of the ongoing reforms in the political, socio-economic, spiritual, educational, cultural spheres related to citizenship; - to analyze the national cultural heritage, past, present and future of the nation in harmony; - to take an active part in public and political life, being active in projects carried out by public life and self-government bodies, social movements; - to master the norms of behavior accepted in society, high spiritual and moral qualities and turn them into the main criteria of pedagogical activity, to combat spiritual threats, through spiritual propaganda in preparation for organizing propaganda work; -to build self-confidence, understanding of one’s desires and needs, opportunities and prospects for creative development in the future, reflection,

	<p>identification, internalization, one's own views, to be able to change beliefs and assumptions;</p> <p>- to interpret pedagogical reality, perceiving pedagogical events as values, pleasure from the pedagogical process, a sense of responsibility, awareness of one's pedagogical position and readiness for teaching activities based on educational values.</p>
The content of the lessons	<p>Lectures 1-module. "Theory of Pedagogy"</p> <ol style="list-style-type: none"> 1. Conceptual basis for the development of the education system of the Republic of Uzbekistan 2. Pedagogy is the science of education and personal development. Methodology and methods of scientific and pedagogical research. Holistic pedagogical process. 3. Development, education and socialization of the individual. 4. Didactics - the theory of pedagogical training. The educational process as an integral system. 5. Content of education. 6. Methods and means of teaching. 7. Forms and types of training organization. 8. STEAM education. Education of gifted children. 9. Diagnosis of knowledge, skills and abilities of students. International assessment programs (Programme for the international assessment). 10. The essence and content of the education process. Regularities and principles. General methods of education. The team as an object and subject of education. 11. Formation of the scientific worldview of students. Mental education. 12. Civic education. 13. Spiritual and moral education. Labor, physical and aesthetic education of students. 14. Management of an educational institution. Formation of information consumer culture among students. 15. Fundamentals of correctional pedagogy. Inclusive education. <p>Lectures 2-module. "History of Pedagogy and Pedagogical Skills"</p> <ol style="list-style-type: none"> 1. History of pedagogy as a science. Upbringing, education and pedagogical thought from ancient times to the 7th century. 2. Upbringing, education and pedagogical thought of Central Asia in the 7th - first half of the 14th centuries. 3. Development of pedagogical thought of the Eastern Renaissance. Educational and ethical views of the Eastern Renaissance. 4. Education, school in Transoxiana in the second half of the XIV-XVI centuries. 5. Education, school and pedagogical thought in the 17th - first half of the 19th centuries. 6. Education, school and pedagogical thought in the Turkestan region (second half of the 19th century - beginning of the 20th century). 7. Upbringing, education and development of pedagogical thought in Uzbekistan in 1917-1991. Education system in Independent Uzbekistan. Development of pedagogical thought during the years of independence. 8. History of the development of pedagogical science in the world from ancient times to the first half of the 19th century. Pedagogical theory of J.A. Komensky. 9. Development of pedagogical science in the world in the second half of the XIX-XX centuries. Pedagogical heritage of K.D. Ushinsky. 10. Development of education and pedagogical science in the countries of the

	<p>world at the present stage.</p> <p>11. Questions of teacher skill in the history of pedagogical thought and school practice. The main components of teaching skills.</p> <p>12. Pedagogical abilities in the activities of a teacher. Communication skills and their impact.</p> <p>13. Psychology and culture of communication in the activities of a teacher. Pedagogical tact and pedagogical ethics.</p> <p>14. Pedagogical technique. Culture and technique of speech.</p> <p>15. Scientific organization of teacher's work. Self-education and self-education. System for generalizing teaching experience.</p>
The form of the exam	<p>Assessment work in written form</p> <p>The duration of the exam is 100 minutes.</p> <p>The student gives a written answer to 5 questions.</p> <p>The quest - card consists of 5 (five questions)</p>
The requirements for the education and examinations	<p>"General Pedagogy (Theory of Pedagogy, History of Pedagogy, Pedagogical Skills)".</p> <p>Complete mastery of theoretical and methodological concepts in the subject, 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 assessment, pass written work on the final assessment.</p> <p>Assessment in written form</p> <p>When creating FA questions, deviations from the content of the scientific program are not allowed. The bank of FA questions for each subject is discussed at a department meeting and approved by the head of the department. When compiling FA tickets, the FA question bank is used, the number (5 questions) of questions in the ticket in a 50/50 ratio, depending on classroom and independent learning.</p> <p>Professors and teachers who taught students in this subject will not be involved in the process of administering the exam and checking students' answers.</p> <p>Student(s) dissatisfied with the FA results may submit a written or oral appeal within 24 hours from the date of the published FA results.</p> <p>Complaints submitted after 24 hours from the publication of the FA results will not be accepted</p>
References	<p>1. Khodzhaev B.Kh. Theory and practice of general pedagogy. Textbook - T.: SANO-STANDARD, 2017.</p> <p>2. Khodzhaev B.Kh., Choriev A., Salieva Z.T. Methodology of pedagogical research. Textbook. - T.: WORLD OF ECONOMY, 2018.</p> <p>3. Rozieva D.I., Tolipov O.G. Pedagogical technologies and pedagogical skills. - T.: INNOVATION-ZIYO, 2019.</p> <p>4. Mutalipova M.J., Khodzhaev B.Kh. Comparative pedagogy. Textbook. - T.: TDPU, 2015.</p> <p>5. Yuzlikaeva E., Madyarova S., Yanbarisova E., Morkhova I. Theory and practice of general pedagogy. Textbook. – T.: TSPU, 2014.</p> <p>6. Kaldybekova A.S. Pedagogy complaints. I. Pedagogy of theories - T.: Fan va texnologiya, 2019.</p> <p>7. Kaldybekova A.S. Pedagogy complaints. II Pedagogy of Tariha. Pedagogical sheberlik. – T.: Fan va texnologiya, 2019.</p> <p>8. Alex Moore. Teaching and Learning: Pedagogy, Curriculum and Culture. USA, 2012 Routledge</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>

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

INTERMEDIATE 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.

Independent learning task 1: Preparation of project work based on independent learning topics

Independent learning task 2: Preparing sample video lessons based on specialized subject topics.

Independent learning task 3: Preparation of open lesson plans in specialized subjects using interactive methods.

Independent learning task 4: Analysis of educational normative documents for specialized subjects and preparation of presentations.

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

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>If the final examination is conducted in written form, the requirements for assessment must also be reflected.</p>					
Criteria for assessing student knowledge	5 stars	100 points		Evaluation 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 (subject), and have an idea about the subject (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 (subject), and has an idea about the subject (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 (subject), and has an idea about the subject (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 science (subject), and does not have an idea about the science (subject)		
Course evaluation criteria and procedure	Control type		Total points allocated	Control (task) form	Distribution of points	Qualifying score

	Current control	30 points	System tasks	20 points (divided by the number of tasks)	18 points
			Student activity (in seminars, practical, laboratory classes)	10 points	
	Intermediate control	20 points	Supervision: Written work	10 points	12 points
			System tasks	10 points (divided by the number of tasks)	
	Final inspection	50 points	Written assignment (5 questions)	50 points (10 points per question)	30 points
	<p><i>* 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.</i></p>				