

Name of Disciplines	Methodology for Teaching Special Subjects
Semester(s)	2
Responsible teacher	Azimova Dilnoz Ergashevna , Doctor of Philosophy (PhD) in Biological Sciences, Associate Professor
Language of teaching/learning	Uzbek and Russian
Connection to the curriculum	Compulsory
Academic workload (including contact hours and self-study)	Total workload: 150 hours Contact hours – lecture 30 hours Practical work 30 hours Self-study 90 hours
ECTS	5
Prerequisites	Zoology, Botany, Fundamentals of genetics and selection, Human anatomy and physiology, Methods of teaching Biology.
Discipline objectives / learning outcomes	<p>Goals and objectives The purpose of the discipline is to obtain professional knowledge and skills in the field of teaching special disciplines, pedagogical design of content and procedural blocks of the educational process in subjects of the professional cycle</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> - classify the introduction of modern approaches and innovations in teaching Biology; - evaluate the possibilities of using modern educational tools in Biology lessons; - analyze the superiority of methods in the process of effectively organizing Biology lessons; - determine the quality of modern approaches and innovative technologies; - differentiate modern requirements for teaching Biology; - ensure continuity and continuity of the content, means, methods and forms of the subject of Biology; - Inspect educational resources in class; - report information related to educational content; - determine the level of modern innovative technologies in the process of improving the quality of education; - compare the capabilities of innovative technologies and traditional technologies in Biology lessons - distinguish between modern approaches and innovations in professional activities.
Contents of classes	<ol style="list-style-type: none"> 1. Methods of teaching biological sciences in the system of continuing education. Types of training in the lifelong learning system. 2. Approaches used in teaching Biology in the education system. 3. Ways to ensure continuousness and continuity in the educational process. 4. Modernized and integrated curriculum in Biology, analysis of the state educational standard (state educational standard), ensuring continuity and continuity in the educational process in Biology. 5. Problems of ensuring continuity and consistency in teaching Biology in schools of general secondary education 6. Ways to ensure continuity and consistency in the process of biological education, implementation of continuity and consistency in the formation of biological concepts 7. Ways to ensure continuity and consistency in the process of biological education in schools of general secondary education, the formation of biological concepts 8. A differentiated approach to the educational process by type of training in the system of lifelong education. Supporting gifted masters, providing knowledge according to their needs and career guidance 9. Issues of specialization of secondary schools 10. Problems of organizing the educational process in Biology in academic lyceums in the field of natural sciences 11. A typical undergraduate curriculum as a model for a future Biology teacher

	<p>12. State Education Standards in Biology for pedagogical higher educational institutions, theoretical foundations for compiling curricula in subjects</p> <p>13. Continuity of educational content, means, methods and forms in teaching biological sciences in the bachelor degree.</p> <p>14. Continuity of content, means, methods and forms of education in teaching biological sciences in undergraduate studies.</p> <p>15. Implementation of interdisciplinary connections in the process of teaching biology in pedagogical higher educational institutions</p>
The exam format	Oral
Requirements for education and exams	<p>In creating questions of final exam, deviations from the content of the discipline program are not allowed. The bank of final exam questions for each subject is discussed at the meeting and approved by the head of the department.</p> <p>In compiling final exam tickets, the final exam question bank is used; the number of questions in the ticket should be in a 50/50 ratio, depending on the content of classroom and independent learning.</p> <p>No later than 1 week before the start of the final control, tickets approved 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 masters.</p> <p>The master who has chosen the final exam ticket is given 5-10 minutes to prepare and 10-15 minutes to answer final exam questions orally. On average, 20 minutes are spent per master.</p> <p>When forming the composition of the oral examination commission, a commission member is approved for every 15 masters. The master's final exam grade is posted on the electronic platform on the same day.</p> <p>Master(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> <p>The teacher who taught masters in this subject is not involved in the process of conducting the exam and checking masters' answers.</p>
Bibliography	<p>1. Азимов И.Т. Биология ўқитиш методикаси. Т.: -2023</p> <p>2. G'ofurov A.T. va boshqalar Biologiyani o'qitishning umumiy metodikasi T.: -2005</p> <p>3. G'ofurov A.T. va boshqalar. Biologiyani o'qitishning umumiy metodikasi. T.: -2013</p> <p>4. Шефер И.Ф., Матчинов Б.Э. Общая методика преподавания биологии. Т.: -2005</p> <p>5. Steven J. Osterling Multi ple-Choise. Constructed-Respons 2004</p> <p>6. G.A.Shaxmurova, I.T.Azimov, U.E.Raxmatov Biologiyadan masala va mashqlar yechish. T.: -2017</p>
Scope of assessment criteria and procedure	<p>CURRENT CONTROL</p> <p>Purpose: Determining and assessing the master's level of knowledge, practical skills, and competencies on course topics.</p> <p>Instructions: The master's activity in daily classes is assessed through the master'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:</p> <p>Activity in lessons</p> <p>Preparing educational materials</p> <p>Working with sources within the subject</p> <p>Using educational technologies</p> <p>Working in a team</p> <p>Preparing presentations</p>

Working with projects

INTERMEDIATE CONTROL

Purpose: Assessing the master'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 masters.

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 master'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 master 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 master 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 master 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 master 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 master knowledge	5 stars	100 points		Evaluation criteria		
	5	90-100	Excellent	When a master 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 master 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 master 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 master 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
				Master 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
	* 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.					

