| Module name: | **Trends and Modern Approaches in Continuing Education** |
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| semester will read: | 7 |
| Teachers: | Almamatova Zebo Khudaiberdiyevna, Doctor of Philosophy (PhD) in Pedagogical Sciences, Senior Teacher |
| Language: | Uzbek |
| Educational connection with the plan: | BFO'ZET04 |
| weekly and the number of semester hours: | 7-semester: hours per week – 2; |
| Work load: | Total workload: 150 h<br>Contact hours: Lecture-30 h<br>Seminar 30<br>SRS 90 h |
| ECTS | 5 |
| terms of submitting the exam: | the exam for entrance to less than 100 points students must collect 30 points in the given subject. |
| Recommended conditions: | this module master students of "the biology and methods of teaching"knowledge of studying the module is based on taking. |
| Expected learning outcomes: | **Know:** Testologiya basic concepts and principles of science, tests about the evolution of *knowledge and imagination*; results of the educational process through the study the test, the use of basic statistical methods testologiya of science, the conclusion of the test to know the technology and use them *to have skills;* education in the process of conclusion of the test methods, application methods, testing through full monitoring of the educational process *skills should be able to.*<br>**The show:** Foreign research activities based on the experiences of a scientific work, go to get. In particular, modern approaches and innovations in the teaching of science in biology |
| Content: | the science of biology approaches and innovations in the teaching of modern science read from target: the science of biology approaches and innovations in the teaching of modern scienceng content ofn and the significance of practical importance in scientific and theoretical basis the theoretical basis of composing tests, gilding them the advantages of the use in the educational process was developed based on the test and master exactly scientific-theoretical analysis, some idea of impartial and independent assessment to achieve ko'skills and nikma backto get and control theset consisting of the specifics from the lighting of<br>1. Modern approaches and innovations in the teaching of science biology general knowledge about, the purpose of science, and the main function concept.<br>2. Modern approaches and innovations in the teaching of science biology science teaching scientific-theoretical basis.<br>3. Education system in the country of innovations and modern approaches in science teaching biology.<br>4. The organization and management of the pedagogical process.<br>5. The professional growth of the teacher of information technology, the teaching of science in biology.<br>6. Differensiyallashtirish ways to use technology in education.<br>7. Developing technology training from foydlanish. |

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| | 8. Biology teachers on the use of the specific characteristics of the technology locally.<br>9. Teaching biology central to policy 've the integrity of the learning process.<br>10. Policy central to biology teaching didactic games, the types of lessons and design them.<br>11. Central to educational policy, teaching biology problematic specific features of using technology.<br>12. **Specific features modular technology of education policy in central reading biology**<br>13. Central to biology teaching and learning using technology policy, in collaboration with its particular characteristics.<br>14. Teaching biology to design specific features central policy of using technology.<br>15. Besides course work, and extracurricular mashg·ulot from the use of educational technology in design |
| Exam form: | Yor less (or oral test questions and answers) submitting work. |
| Technical/multimedia: | Multimedia proyektor, the interactive device, computer technique. |
| Literature: | **basic literature**<br>1.J. o. Pedagogical Tolipova kvalimetriya. Study guide.-T.:TDP.B 2016.<br>2.SHodmonova SH.S. and others. Pedagogical theory and practice. Textbooks. -T: "science and technology", 2019. Has 234.<br>3.SHodmonova SH.S. and others. "Pedagogy". Manuals-T: "science and technology", 2019. 343 has.<br>4.Cargo peda ph. d. m. t.gik konfliktologiya. Educational qo'll -T.: the spark of literature, 2017. – 320 has.<br>5.H. ibragimov, U. and others Yo'ldoshev Pedagogical psychology. Educational qo'll. T.:the philosopher of the national society of uzbekistan, 2009. -T.: b 400.<br>6.Halikov A. pedagogical skills. Textbooks. -T.: department of economics and finance, 2011. – 420 b.<br>**Additional literature**<br>7.Assign SH.M. We will build our great future together and our nation with courage and noble. Tashkent.: "Uzbekistan", 2017. – 488 b.<br>8.Action strategy for the further development of the republic of uzbekistan. President Of The Republic Of Uzbekistan. The package of the legislation of the republic of uzbekistan, 2017yil, 6-count,70-substance.<br>9.October 8 2019 the year of the president of the republic of uzbekistan "the higher education system of the republic of uzbekistan for the development of the concept until 2030, the year of approval on"UP-5847-the number of times.<br>**10.**Pedagogicheskaya kvalimetriya: istoriko–metodologicheskiy aspects.//Pedagogical. 2012.<br>11.V. s. Avanesov any theory pedagogicheskix izmereniy i praktika (materials publikatsii). UG ST Podgotovleno the mk I UP.2005.<br>12.V. s. Avanesov testovogo obucheniya i Sovremennie methods lecture, further city for more than a century.-Vladivostok, 1999.<br>**Source of information**<br>13.www. tdp. uz<br>14. www. pedagogical. uz<br>15. www. Ziyonet. Tr<br>16.www. edu. uz |
| Scope of assessment criteria and procedure | **CURRENT CONTROL**<br>**Purpose:** Determining and assessing the student's level of knowledge, practical |

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| | skills, and competencies on course topics.<br>**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.<br>**Current control form:**<br>Activity in lessons<br>Preparing educational materials<br>Working with sources within the subject<br>Using educational technologies<br>Working in a team<br>Preparing presentations<br>Working with projects<br>**INTERMEDIATE CONTROL**<br>**Purpose:** Assessing the student's knowledge and practical skills and level of mastery of lecture material after completing the relevant section of the course.<br>**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.<br>**Independent learning:**<br>**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.<br>**Form and procedure of independent education:** ndependent work assignments are completed in the form of an educational project, presentation, case study, problem solving, information search, digest, colloquium, essay, article, abstract, etc.<br>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.<br>In this case, the uniqueness of the completed assignment should not be less than 60%, otherwise the assignment will not be accepted for assessment.<br>The number of independent work assignments, depending on the nature of the subject, should not be less than 3 for one subject (module).<br>Independent work assignments account for 60% of the points allocated for current and intermediate control.<br>Independent learning task 1: Preparation of project work based on independent learning topics<br>Independent learning task 2: Preparing sample video lessons based on specialized subject topics.<br>Independent learning task 3: Preparation of open lesson plans in specialized subjects using interactive methods.<br>Independent learning task 4: Analysis of educational normative documents for specialized subjects and preparation of presentations.<br>**FINAL CONTROL**<br>**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 stars** | **100 points** | | **Evaluation criteria** |
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| 5 | 90-100 | Excel lent | 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 | Satisfa ctory | 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 | Unsatis factory | 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** |
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| **Current control** | 30 points | System tasks | 20 points (divided by the number of tasks) | 18 points |

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| | | | 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 |
| | **** 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.* | | | | |