

FOUNDATION OF INCLUSIVE EDUCATION (T.PE204)

One. COURSE STANDARD

Knowledge, skills and attitudes to be acquired by the practicum (CLO):

1. Knowledge

- 1.1. Тэгш хамруулах боловсролтой холбоотой эрх зүйн баримт бичгүүдийг нэрлэх, тэгш хамруулах боловсролын үндсэн зарчмууд, хэрэгжүүлэх арга зам, мөн чанарыг орчин үеийн боловсролын үзэл баримтлалтай холбон тайлбарлах [PLO 1.1.6, 2.3.3, 2.4.3, 3.1.2]
- 1.2. Тэгш хамруулах боловсрол шаардлагатай суралцагчдын онцлог ялгаатай байдлыг мэдэх, тэднийг ойлгох, хөгжлийн болон суралцахуйн онцлогийг жишээгээр тайлбарлах, гэр бүл, олон нийтийн оролцоог нэмэгдүүлэх арга замыг тодорхойлох [PLO 1.1.3, 2.1.1, 2.2.4, 3.1.2]

2. Чадвар

- 2.1. Боловсролд тэгш хамрагдахгүй тусгай хэрэгцээ шаардлагатай хүүхдүүд, тэдгээрийн онцлог, үйл ажиллагааны алдагдал, өөрчлөлтийг илрүүлэх [PLO 1.1.2, 1.3.2, 2.1.1, 3.4.2]
- 2.2. Боловсролын тусгай хэрэгцээ шаардлагатай хүүхдүүдэд ГСТ төлөвлөж хэрэгжүүлэх, сургалтын орчин дахь эрх тэгш оролцоог бүрдүүлж, сурагч бүр бие биеэ хүндэтгэсэн шударга, ёс зүйтэй эерэг харилцааг бий болгох [PLO 3.1.2, 3.1.3, 2.3.5, 2.2.6, 2.4.3, 2.5.2]
- 2.3. ЕБС-ийн ердийн анги дахь ялгаатай суралцагчдын онцлог, сургалтын түгээмэл загвар, орчин үеийн суралцахуйн онолд үндэслэн сурах сургах арга, анги танхимын зохион байгуулалтын хувилбар боловсруулах [PLO 2.4.1, 2.4.2, 2.4.6, 3.1.2]
- 2.4. Сурагчийн эцэг эх, асран хамгаалагчидтай нягт хамтран ажиллаж тэдэнд хүүхдийнх нь тусгай хэрэгцээ, онцлог байдлыг ухамсарлуулан ойлгуулж, хүүхдийнхээ чадавхаа бүрэн дайчилж хөгжихөд нь хөтлөх, арга зүйн дэмжлэг үзүүлэх [PLO 2.2.2, 2.5.3]

3. Хандлага

- 3.1. Тэгш хамруулах боловсрол шаардлагатай сурагчид, тэдний эцэг эхтэй хүндэтгэлтэй хандах, хүүхэд бүр сурч чадна гэдэг итгэл өгөх, тэднийг сургалт хүмүүжлийн зорилго зорилтдоо хүрэхэд нь чин сэтгэлээсээ туслан дэмжих [PLO 2.2.1, 3.4.1, 3.5.2, 3.3.1]

Assessment weights and types:

- Attendance and participation: 20%
- Independent assignments: 50%
- Continuous assessment (tests I, II): 30%

Two. COURSE INTRODUCTION

Course title, code:	Foundation of Inclusive Education, T.PE204
Semester:	III semester, fall
Time allocation:	1:2:0:0 (2)
Teaching staff:	D.Odgerel, Ts.Tamir
E-mails:	odgerel@msue.edu.mn , ts.tamir@msue.edu.mn
Office phone:	(976)-70112429
Office room:	Room No117
Working hours:	Monday-Friday, 9:00 – 18:00
Main Resources	

1. Odgerel D, Namiraa B. (2018) Special Education: Theory and Methodology of supporting children with developmental specifics, SodPress.,

2. Odgerel D, Nyamdorj Ch. (2022) Foundation of Inclusive Education, coursebook
3. Odgerel, D et al., (2020) Inclusive Education., 2020, Supporting Inclusion of every child project
4. Odgerel D et al., (2020) “172 SEN innovative ideas for facilitating learning /primary grades, handbook
5. Odgerel D, Oyuntungalag N., (2020) “Understanding of and identifying children with cognitive and behavioral difficulties, handbook

Additional Reading

1. MOECS, UNICEF SIDA. (2007). Monitoring of the implementation of inclusive education program for children with disability. UB: Munkhiin Useg Printing.
2. UNESCO (2015), Incheon Declaration
3. Begz, N et al., (2009) Pedagogy of Primary Education
4. Odgerel, D. UNESCO, MOECS (2015) Training teachers of inclusive education., UB: ADMON
5. Warnock, H.M. (1978) Special Educational Needs, UK Department of Education and Science, London
6. UNESCO. (1994). Special Needs Education Conference, Salamanca Declaration Access and Quality. Spain, Salamanca.
7. WHO. (2001). Classification of International Activities. Ulaanbaatar.
8. Law on Protecting Rights of the Citizens with a Disability. (2016). Ulaanbaatar.
9. Convention of the Child Rights. (2008). Ulaanbaatar.

Course aim: The course aims to develop practical knowledge and skills of students to interpret historical and modern trends of SNE, scope of its services, classification of child's special needs and their analysis, assessment and a scope of services; theories and methodology of teaching them in relation to the theoretical and practical perspectives, plan and implement the educational activities for the children with special needs

Content: Historical development of SNE, modern trends of its development; legal environment and organization; activities of SNE organizations and specialists; educational analysis of children with special needs, SNE services; and inclusive education

Methodology: The course working methodology contributes to learning environment that ensures active participation of students, motivates their creativity, reflective activities and enquiries. Using various audio and video materials, debates, discussions and other interactive activities is of a focus.

Correlation of the content and CLOs

Content	CLOs
Unit 1. Key concepts and terms of IE	CLO [1.1, 1.2, 1.3]
Unit 2. Planning and management of teaching and learning	CLO [2.1, 2.2, 2.3]
Unit 3. Specific features of every child, special needs	CLO [3.1, 3.2]

Total contact: 48 hours

Weeks	Units	Lectures	Seminars
1-4	Basics and concepts of IE	4	8
5-8	Planning and management of teaching/learning	4	8
9-16	Specific features of every child, special needs	8	16
Total contact time		16	32

Assessment

№	Types of assessment	%	Components
1	Attendance, participation	20%	Attendance of and participation in 16 hourslectures and 32 hours of seminars
2	Independentassignments	50%	2 assignments: Assignment 1: developing individual learning plan (50 %) Assignment 2: essay (50 %)
3	Formative tests I, II	30%	Formative assessment will be done two times as follows: Test 1 on the content of lectures 1-4Test 2 on the content of lectures 5-8

ORIENTATION PRACTICUM (T.TP230)

One. PRACTICUM STANDARDS

Knowledge, skills and attitudes to be acquired by the practicum (LO):

1. Мэдлэг

- 1.1. Сургууль болон бусад боловсролын байгууллагын онцлог, үйл ажиллагааны цар хүрээ, бүтцийг мэдэх, зураглал хийх [PLO 1.1.5, 1.2.1, 2.2.5, 2.4.3]

2. Чадвар

- 2.1. ЕБС-ийн нэгжүүдийн үйл ажиллагаанд ажиглалт хийх, чиг үүргийг тодорхойлж, үр дүнг нэгтгэн дүгнэх, үнэлэх [PLO 1.1.2, 1.1.5, 2.2.4, 2.2.6, 2.3.4]
- 2.2. Багш, сургалтын үйл ажиллагааны хүрээ, онцлог, чиглэл, багшийн эрх үүргийг мэдэх, сургалтын байгууллага дахь багшийн үйл ажиллагааны гүйцэтгэх үүргийг боловсрол судлалын үүднээс тодорхойлох [PLO 1.2.1, 1.2.2, 2.3.1, 2.3.6, 2.3.7, 3.3.2]
- 2.3. Ангийн суралцагчдын нас зүйн онцлог, сурах үйл ажиллагааны хүрээ, чиглэлийг судлах, дүгнэлт боловсруулах [PLO 1.1.2, 1.1.5, 1.1.6, 2.1.1, 2.2.6, 2.4.1, 3.1.1]
- 2.4. Багш боловсролоор сурах үйл ажиллагаагаа төлөвлөх, цагаа оновчтой төлөвлөх [PLO 1.1.1, 2.2.1, 2.3.6, 2.4.8, 3.5.1, 3.5.2]

3. Хандлага

- 3.1. Багш, сурагчийн үйл ажиллагаа, хөгжлийн онцлогийг оношилж судлахын чухлыг ойлгох, судлаачийн ёс зүйг мөрдөх [PLO 1.1.1, 1.1.2, 1.1.5, 1.1.6, 2.1.1, 2.4.8]
- 3.2. Хүүхэд судлах чиглэлд тасралтгүй өөрийгөө хөгжүүлэх хүсэл эрмэлзэлтэй байх [PLO 1.1.1, 2.4.8]

Assessment weights and types:

- Attendance and participation: 10%
- Completion of the Practicum Book and a portfolio: 50%
- Summative assessment: 40%

Two. PRACTICUM INTRODUCTION

Title and code:	Orientation Practicum, T.TP230
Semesters:	I semester, fall
Credits:	1.0 credit
Time allocation:	0:0:0:2(2)
Teaching staff/coordinators:	N.Tsogzolmaa, Ts.Tamir, G.Byambatogtokh, B.Myagmarjav, T.Enkhmaa, Ch.Nyamsuren
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Phone (o):	(976)-70112429
Office room:	5 – 208
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Time allocation:	(0:0:0:2(2), throughout the semester, 2 hours per week
Semester:	spring

Resources:

1. Ichinhorloo, Sh. (2012). Teacher's Book. UB: Soyombo Printing
2. Myagmar O., Oyungerel, S. (2022). Educational Psychology. Ulaanbaatar: Munkhiin Useg Printing

Additional Reading:

1. Erdenechuluun, D. (2010) Methodology of Learners Research, I, II. UB: GanPrint
2. Erdenetsetseg, S. (2018). Teaching: Principles and Trends, UB: SodPress
3. Erdenetsetseg, S., Khongorzul, B. (2017). Learning: Concepts and Trends.
4. (2015). Primary Teacher Handbook. Ed. Jadamba

5. The Law on Education (legalinfo.mn)

Aim: Develop understanding of a general secondary school, its structure, and content and methodology of its main educational activities and become aware of teacher's professional activities

Content: Teacher's rights, duties and responsibilities, school activities, specifics of teaching and learning, development of learning plans, responsibilities and activities of related educational institutions

Practicum methodologies: the practicum is organized by problem-solving and learner-centredness methods that motivate students' creativity and supporting their personal development.

Correlation of practicum content and learning outcomes

Topics	Learning outcomes
Become familiarized with the school missions and main activities and	LO [1.1, 2.1]
Getting to know teacher's professional activities	LO [1.2, 2.1, 3.1]
Getting oriented towards learning about teaching	LO [2.4, 3.2]
Become familiarized with a learner and his/her learning process	LO [1.3, 2.3, 3.1]
Planning learning activities to further one's own professional development	LO [2.4, 3.2]

Allocation of time (practicum planning)

Total contact: 32 hours

weeks	topics	hours
12 th	Become familiarized with the school missions and main activities and	6
13 th	Getting to know teacher's professional activities	8
14 th	Getting oriented towards learning about teaching	4
15 th	Become familiarized with a learner and his/her learning process	8
16 th	Planning learning activities to further one's own professional development	6
total		32

Assessment

No	Assessment type	Weighting (%)	Components
1	Attendance, participation	10%	Attendance registration form to be filled out by the practicum mentors.
2	Completion of the Practicum Book, practicum portfolio	50%	- Completion of Practicum Book I (10%) - Practicum Portfolio (35%) - Self-evaluation (10%)
3	Practicum report	40%	- Evaluation of secondary school teacher (20%) - Evaluation of MNUE TP advisor (20%)

STUDY PRACTICUM (T.TP255)

One. PRACTICUM STANDARD

Knowledge, skills and attitudes to be acquired by the practicum (CLO):

1. Мэдлэг

- 1.1. Хүүхэд судлах аргуудыг ЕБС-ийн бодит нөхцөлд хэрэглэх онцлог, хүүхдэд зөвлөн туслах үйл ажиллагааны чиглэлийг хэрхэн боловсруулахыг мэдэх [PLO 1.1.5, 1.1.6, 2.1.1, 2.1.2, 3.1.1, 3.1.2]
- 1.2. Багшийн үйл ажиллагааны чиглэлийг тодорхойлох [PLO 1.1.5, 1.1.6, 2.3.1, 2.3.6, 3.4.2]

2. Чадвар

- 2.1. Багшийн өдөр тутмын үйл ажиллагааг ажиглаж, тэмдэглэл зөв хөтлөх аргад суралцах, багшийн хөтөлдөг баримт бичигт задлан шинжилгээ хийж, дүгнэлт гаргах [PLO 2.3.1, 2.3.6, 3.3.2]
- 2.2. Суралцагчдын судлах, оношлох, судалгааны үр дүнг боловсруулах, тэмдэглэл хөтлөх [PLO 1.1.5, 1.1.6, 2.1.3, 2.4.5, 3.1.1, 3.1.2]
- 2.3. Нэг ангийг сонгон авч сэтгэл зүйн үүднээс ажиглан судлах ба сургууль, анги танхимын орчинд хүүхдийн эрхийн хэрэгжилтийг ажиглаж, үр дүнг боловсруулах [PLO 1.1.5, 1.1.6, 2.2.6, 3.4.1, 3.4.3]

3. Хандлага

- 3.1. Судалгаа хийх ёс зүйн хэм хэмжээг баримтлах, аливаа асуудалд шинжлэх ухааны үндэстэй ханддаг, судлан шинжлэх явцдаа ёс зүйтэй байх [PLO 1.1.5, 1.1.6, 2.2.6, 3.3.1]
- 3.2. Судалгааны үр дүнг хүүхэд бүрийг хөгжүүлэхэд ашиглах эрмэлзэлтэй болох [PLO 1.1.2, 2.2.5, 2.2.6, 3.3.1]

Assessment weights and types:

- Attendance and participation: 10%
- Completion of the Practicum Book and a portfolio: 50%
- Summative assessment: 40%

Two. PRACTICUM INTRODUCTION

Title and code: Study Practicum, T.TP255

Semesters: III semester, fall

Credits: 1.0 credit

Time allocation: 0:0:0:4(3)

Teaching staff/coordinators: N.Tsogzolmaa, Ts.Tamir, G.Byambatogtokh, B.Myagmarjav, T.Enkhmaa, Ch.Nyamsuren

E-mails: tsogzolmaa.n@msue.edu.mn, ts.tamir@msue.edu.mn, byambatogtokh@msue.edu.mn, yarus2020@yahoo.com, t.enkhmaa@msue.edu.mn, nyamsurenychuluundorj@gmail.com

Phone (o): (976)-70112429

Office room: 5 – 208

Working hours: Monday-Friday, 8:40 am - 18:00 pm.

Time allocation: (0:0:0:2(2), throughout the semester, 2 hours per week

Semester: spring

Resources:

1. Ichinhorloo, Sh. (2012). Teacher's Book. UB: Soyombo Printing
2. Myagmar O., Oyungerel, S. (2022). Educational Psychology. Ulaanbaatar: Munkhiin Useg Printing

Additional Reading:

1. Tuya, B. (2013) Psychology Cases, UB: Munkhiin Useg
2. Erdenechuluun, D. (2010) Methodology of Learners Research, I, II. UB: GanPrint
3. Erdenetsetseg, S. (2018). Teaching: Principles and Trends, UB: SodPress
4. Erdenetsetseg, S., Khongorzul, B. (2017). Learning: Concepts and Trends.

Course aim

Help the student-teachers to acquire observation and research skills to study children's development and their personality characteristics, psychological environment of a class as a community, and student-teacher interaction

Content: Acquisition and application of practical research skills such as observation, interview, to study child's psychological development and pedagogical communication and interaction

Key Methodology: the practicum is organized by problem-solving and learner-centredness that motivate students creatively implement the teaching plans, reflect on outcomes, identify issues and take actions for improving the plan.

Correlation of practicum content and learning outcomes

Activities	Correlated learning objectives
Choose one one class and do a psychological study	CLO [1.1, 2.2, 2.3, 3.1, 3.2]
Choose and study a certain issue related with a child's development and make a reflective conclusions	CLO [2.2, 3.1, 3.2]
Observe learners' learning activities and study their learning types and learning strategies by surveys, tasks and tests' results	CLO [1.1, 2.2, 3.1, 3.2]
Study teacher's job description, observe teacher's school/teaching activities and identify issues that they might face and seek for solutions	CLO [2.1, 2.3, 3.1, 3.2]

Practicum Planning: Total 64 hours

weeks	Activities/topics	hours
1-2	Practicum preparation	4
3-4	Become familiarised with practicum activities at school	4
5-13	Main activities to be executed (study of a learner, a class and teacher activities)	48
14-16	Practicum report	8
Total hours		64

Assessment

No	Assessment type	Weighting (%)	Components
1	Attendance, participation	10%	Attendance registration form to be filled out by the practicum mentors.
2	Completion of the Practicum Book, practicum portfolio	50%	1. Completion of Practicum Book II (10%) 2. Practicum Portfolio (25%) - Planning and executions of planned activities - Reports and other evidences of activities - Timely reports to mentors and coordinators 3. Self-evaluation (10%)

3	Practicum report	40%	- Evaluation of secondary school teacher (10%) - Evaluation of MNUE TP advisor (10%) - Practicum Commission (20%)
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ORTHOEPY AND ORTHOGRAPHY (TML310)

One. COURSE STANDARD

1. CLOs: knowledge, skills and attitudes to be acquired within the course

- 1.1. Identify distinctions between vowel and consonant phonemes, their articulation, functions, and phonetic laws [PLO 1.1.6, 1.2.1, 2.2.5, 2.5.3, 3.2.1]
- 1.2. Understand and apply orthographic and pronunciation rules and acquire systemic (integrated) knowledge Cyrillic writing rules [PLO 1.1.6, 1.2.1, 2.2.5, 2.5.3, 3.2.1]
- 2.1. Differentiate and explain articulatory specifics of sounds and phonemes [PLO 1.1.6, 1.2.1, 2.2.5, 3.2.1]
- 2.2. Explain relations of sounds classification to orthographic rules in writing, recognize and explain spelling rules of the given words, differentiate correctly spelled or misspelled words, and be able to correct misspellings [PLO 1.1.6, 1.2.1, 2.2.5, 3.2.1]
- 3.1. Develop confidence and be willing to help young learners in acquisition of correct spelling and pronunciation in accordance with the rules of standard Mongolian language [PLO 1.1.6, 1.2.1, 3.2.1]
- 3.2. Understand an importance of correct pronunciation and spelling knowledge and skills for learners and use appropriate correction techniques explanations from the linguistic (grammatical) points [PLO 1.1.6, 1.2.1, 2.2.5, 2.5.3, 3.2.1]

2. Assessment types and weight

- Attendance, participation 10%
- Independent assignments 60%
- Formative assessment 30%

Two. COURSE BRIEF DESCRIPTION

Course name and code: Orthoepy and Orthography (TML310)
Semester: Spring
Time allocation: 0:4:0:0(2)
Tutors: N.Davaasuren
Е-мэйл хаяг: davaasuren.n@msue.edu.mn
Утас: (976)-70112429
Office: 5 – 201
Working hours: Monday-Friday, 8:40 am - 18:00 pm.

Main Coursebook:

1. Davaasuren, N. (2023). Pronunciation and Spelling. UB., BIT Press

Additional Reading:

1. MoEAS (2019). Primary Education National Core Curriculum (2nd edition), UB
2. Byambatseren, G. (2020). Theory and Methodology of teaching a Mother Tongue Alphabet., UB
3. Davaasuren, N. (2021). Skills Evaluation Handbook., UB
4. Damdinsuren, Ts., Osor, B. (1983). Dictionary Of Mongolian Grammar., UB
5. Byambatseren et al., (2019). Mongolian Language -2., UB
6. Tsendsuren et el., (2019). Mongolian Language -3., UB

7. Odsuren et al., (2019). Mongolian Language -4., UB
8. Olzvoi et al., (2019). Mongolian Language -5., UB
9. NUM, SMS (2018). Learners Dictionary of Mongolian Language (primary grades), UB
10. Odsuren, P. (2020). Recommendations for Primary Teachers (on Mongolian Language National Core Curriculum)., UB
11. Oyun, Ts. (2019). Mongolian Grammar., UB
12. MNUE, XHYC. (2020). Modern Mongolian Language., UB
13. Sanjaa, J. (2008). Phonology of Modern Mongolian Language. UB
14. Sanjaa, J. (2011). Sounds and Phonemes., UB
15. Sambuudorj, B. (2016). Pronunciation Dictionary of Mongolian Language., UB

E-resources:

<https://medle.mn/> (e-coursebook)

<http://toli.gov.mn/> (Dictionary of Mongolian Language)

<http://www.mier.mn/wp-content/uploads/2020/03/Baga-bolovsroliin-mongol-khel.pdf> (Learning Guide for Primary Education National Core Curriculum – Mongolian Language, Grades I-Y)

<https://cdn.greensoft.mn/uploads/users/2649/files/Curriculum/EBS/Baga.pdf> (Primary Education National Core Curriculum (2nd edition, 2019))

Course brief outline

27 percent of the primary Mongolian language curriculum content is devoted to teaching pronunciation and orthography. Therefore, while studying at the teacher's college, student-teachers need to gain sufficient knowledge of orthographic rules and develop their teaching skills to implement the primary Mongolian language core curriculum.

Course aim

The course aims to employ the students with conceptual knowledge of phonetic theory of Mongolian language, enable the students to apply classroom techniques to teach correct pronunciation and orthographic rules according to primary Mongolian language core curriculum.

Content

A sound system of Mongolian language, classification of sounds, features of vowels, key concepts of pronunciation and spelling, orthographic rules, and phonetic laws of Mongolian language

Methodology

Implementing learner-centered, activity-based approaches and classroom techniques to enable students to teach characteristics of speech sounds, distinctions between sounds and vowels, pronunciation of vowels, consonants and collocations according to the norms of literary language, ensuring the students to write accurately without spelling mistakes.

Table 1. Correlation of the course content and CLOs

Units	CLOs
Language Sounds System	CLO [1.1, 1.2, 2.1, 2.2, 3.1, 3.2]
Vowel Phonemes and their pronunciation	CLO [1.1, 1.2, 2.1, 2.2, 3.1, 3.2]
Consonant Phonemes and their pronunciation	CLO [1.1, 1.2, 2.1, 2.2, 3.1, 3.2]
Structure of Pronunciation and Spelling Rules	CLO [1.1, 1.2, 2.1, 2.2, 3.1, 3.2]

Table 2. Course sample plan

Total contact hours: 64

Weeks	Units	Seminars
1-2	Language Sounds System	8
3-4	Vowel Phonemes and their pronunciation	10
5-6	Consonant Phonemes and their pronunciation	8
7-16	Structure of Pronunciation and Spelling Rules	38

VOCABULARY (T.ML302)

One. COURSE STANDARDS

1. KNowledge

- 1.1. Үг ба үглэврийн ялгааг мэдэх, үгийн сангийн үндсэн нэгжүүдийг таних, утгыг ухаарах, гадаад ба дотоод талыг ялгах, мэдэх, үгийн сан- утга зүйн айг бүрдүүлэх утгуудын мөн чанарыг ойлгох [PLO 1.2.1, 2.2.5, 2.5.3, 3.2.1]
- 1.2. Хүний болоод газар усны нэрийн учир, бэлгэдлийг мэдэх, монголчуудын нэр цээрлэх ба эерүүлэх ёсны учир холбогдлыг ойлгох, хэлц үгийн утгыг тодорхойлох, өвөрмөц ба хэвшмэл хэлцийн ялгааг мэдэх, хэлц үгийг ангилах, бүлэглэх [PLO 1.1.6, 2.2.5, 2.5.3, 3.2.1]
- 1.3. Шинэ, хуучин үг, уугуул үг, харь хэлний үг, мэргэжлийн болоод нутгийн аялгууны үг зэрэг утга зүйн үзэгдлийг ялган таних, утга зохиолын хэлний нормд хязгаарласны учрыг мэдэх, үг хуучрах, шинээр бий болох зүй тогтлыг ухаарах, уугуул үг ба харь хэлний үгийн ялгааг ойлгох [PLO 1.1.6, 2.2.5, 2.5.3, 3.2.1]

2. Skills

- 2.1. Үг ба үглэврийг ялгах, үгийг үгийн сангийн үндсэн нэгжид хувиргах, үгийг үгийн сан –утга зүйн айгаар ангилах, харьцуулах, багцлан бүлэглэх, үгийн утгыг хам сэдвээс болон тайлбар толь бичиг ашиглан тайлбарлах, үгийг найруулгад оновчтой сонгон хэрэглэх [PLO 1.2.1, 2.2.5, 2.5.3, 3.2.1]
- 2.2. Хүний болон газар усны нэрийн учир, бэлгэдлийг хам сэдвээс болон толь бичиг ашиглан тайлбарлах, ерийн нэр ба цээрлэсэн үгийг ялгах, харьцуулах, ижил ба ялгаатай талыг тодруулах, бүлэглэх, найруулгад оновчтой хэрэглэх, хэлц үгийн утгыг хам сэдвээс болон толь бичиг ашиглан тайлбарлах, аливаа эх зохиохдоо хэлц үг ашиглах [PLO 1.1.6, 1.2.1, 2.5.3, 3.2.1]
- 2.3. Шинэ, хуучин үг, уугуул үг, харь хэлний үг, мэргэжлийн болоод нутгийн аялгууны үгийг ялгах, харьцуулах, утгыг хам сэдвээс болон толь бичиг ашиглан тайлбарлах [PLO 1.1.6, 1.2.1, 2.2.5, 3.2.1]

3. Attitudes

- 3.1. Үгийн баялгаа нэмэгдүүлэх, эх хэлээрээ ойлгомжтой, утга төгөлдөр ярьж, бичих соёлоо дээшлүүлэх хүсэлтэй болох [PLO 1.2.1, 2.5.3, 3.2.1]
- 3.2. Үгийн утгаар дамжуулан, бага ангийн сурагчдын үгийн санг баяжуулах, унших, бичих чадварыг сайжруулахад нэн чухал үүрэгтэй болохоо ухамсарласан байх [PLO 1.1.6, 1.2.1, 2.2.5, 2.5.3, 3.2.1]

2. Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Vocabulary (T.ML302)
Time allocation:	1:2:0:0(3)
Teaching staff:	N.Davaasuren, M.Enkhjargal
E-mails:	davaasuren.n@msue.edu.mn , enkhjargal.m@gmail.com
Phones:	(976)-70112429, 99164152, 88067377
Office room:	5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. N.Davaasuren, M.Enkhjargal, (2022) Lexicology, UB: UdamPrint

Additional Reading:

1. Badamdorj, B. (2001). Semantics of Mongolian Language, (Volume 2), UB
2. Badamdorj, B. (2015). Word Semantics of Mongolian Lexicology, (p.1-100, 153-159)
3. Badamdorj, B. (1997). Basics of Semantics of Modern Mongolian Language, UB
4. Bazarragchaa, M. (2020). A Study of Mongolian Word Origin, Volume 7, UB
5. Bayansan, J. (2016) Language, Culture and Thinking, UB
6. Gantogtokh, G. (2002). Dialects of Mongolian Language, UB
7. Luvsanjav, Choi. (1970). Dictionary of Russian-Mongolian Idioms, UB
8. MNUE, the School of Mongol Studies, (2020). Modern Mongolian Language, Volume 2, UB
9. NUM, Institute of Mongol Studies, (2020). History of Mongolian Language Studies, Volume 2, Vocabulary and Stylistics, UB, (p.107-108)
10. Monsudar (2013). Dictionary of Collocations of Mongolian Language, UB
11. Monsudar (2013). Dictionary of Idioms of Mongolian Language, UB
12. Monsudar (2013). Dictionary of Idiomatic Expressions of Mongolian Language, UB
13. Monsudar (2013). Dictionary of Archaisms of Mongolian Language, UB
14. Monsudar (2013). Dictionary of Neologisms of Mongolian Language, UB
15. Monsudar (2013). Dictionary of Dialects of Mongolian Language, UB
16. Nansalma, N. (2015). Lexicology, UB
17. Narantuya, Sh. (2015). Thesaurus of Mongolian Idioms, UB
18. Pagva, T. (1976). Introduction to Linguistics, UB
19. Serjee, S. (1992). Mongolian Names, UB
20. Tumurtseren, J. (1974). Mongolian Lexicology, UB, (p.27-31)
21. Choimaa, Sh at el. (2012). Dictionary of Mongolian Names (Cyrillic and Mongolian explanations), UB
22. Enkhjargal, S. (2019). Thesaurus of Mongolian Idioms, UB

E-Resources:

www.mongoltoli.mn

www.mier.mn

www.content.edu.mn

Prerequisite: School Grammar, T.ML308

Aim: Provides opportunities for deepening knowledge and skills for guessing and explaining word meanings from context and dictionaries, making semantic transformations of words and idioms, and develop theoretical and practical knowledge of teaching Mongolian Grammar and Vocabulary to primary graders.

Content: Words, utterances, concepts, domains of vocabulary and semantics, idioms, origins and stylistic colouring of words.

Methodology: The working methodologies are participatory approach, active learning, Think-Aloud Protocols, backward/flipped methods, and language games.

Correlation of course content and CLOs

Content	CLOs
Unit 1. Word meaning, semantic field	(CLO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2)
Unit 2. Idioms, eponyms, euphemisms	(CLO 1.3, 2.3, 3.1, 3.2)
Unit 3. Origin and components of lexical meaning	(CLO 1.4, 2.4, 3.1, 3.2)

Course planning

weeks	topics	lectures	seminars
1-2	Word semantics and main lexical units	2	4
3-8	Lexical and semantic fields	6	12
9-12	Idioms	4	8
13-16	Origin and components of stylistics	4	8

Total contact time	16	32
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№	Types of assessment	%	Components
1	Attendance, participation	20%	Attendance of all lectures and seminars 5%, participation – 5% (completion of all tasks, taking active part in discussions etc.)
2	Independent assignments	50%	Assignment 1: Analyses of “Words and Word Semantics” in the core curriculum, learning framework and textbooks - 25% Assignment 2: Transformations of given words – 25%
3	Formative tests I, II	30%	Formative assessment will be done two times as follows: Test 1 on lexical and semantic fields -15% Test 2 on idioms, eponyms, euphemisms; origin and stylistic components -15%

MONGOLIAN LANGUAGE GRAMMAR (T.ML308)

One. COURSE STANDARD

1. Мэдлэг

- 1.1. Хэл зүй, түүний үндсэн ойлголт, үг өгүүлбэрийн утга, үүрэг, хэлбэрийн ангиллыг ойлгож мэдэх [PLO 1.2.1, 3.2.1]
- 1.2. Үг, өгүүлбэрт утгын болон бүтцийн хувиргал хийх аргуудыг таних, утга, бүтцийн хувиргалын ялгааг мэдэх [PLO 1.2.1, 3.2.1]
- 1.3. Үг, өгүүлбэрийн найруулгын түвшинг ялгах, зөв бичих, онож хэрэглэхийн мөн чанарыг ойлгох, ухаарах [PLO 1.2.1, 3.2.1]

2. Чадвар

- 2.1. Үг, өгүүлбэрийг утга, үүрэг, хэлбэрээр нь ангилах, хувиргах, жишээгээр батлан тайлбарлах [PLO 1.1.6, 1.2.1, 2.1.2, 3.2.1]
- 2.2. Үг, өгүүлбэрт бүтцийн бүрэн задлан ялгал хийх, тайлбарлах, загварчлалын дагуу хувиргал хийх, ярих бичигт хэрэглэх [PLO 1.2.1, 2.4.2, 3.2.1]
- 2.3. Хэлний нэгжүүдийг соёл, уламжлалт сэтгэлгээтэй холбон найруулах, эсээ бичих аргад суралцах [PLO 1.2.1, 1.2.2, 3.2.1]

3. Хандлага

- 3.1. Хэл шинжлэлийн онолын мэдлэг эзэмшин, багшлах үйл ажиллагааг онолын өндөр түвшинд үндэслэлтэй явуулах эрмэлзэл хандлагатай болох [PLO 1.2.1, 3.2.1]
- 3.2. Төрөлх хэлээрээ дамжуулан, хойч үеийнхний эх хэлний дархлааг хадгалахад нэн чухал үүрэгтэй гэдгээ ухаарч, бичгийн соёлоо дээшлүүлэх хүсэл эрмэлзэлтэй байх [PLO 1.2.1, 1.2.2, 3.2.1]

2. Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Mongolian Language Grammar (T.ML308)
Semester:	Fall
Time allocation:	1:4:0:0 (5)
Teaching staff:	P.Jargalsaikhan
E-mails:	jargalsaikhan.p@msue.edu.mn
Phones:	(976)-70112429
Office room:	5-101. 315
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Main coursebooks:

1. Batchuluun, D. (2009) Introduction to Linguistics
2. Byambatseren, G., Jargalsaikhan, P. (2019) Sentences
3. Byambatseren, G., Jargalsaikhan, P. (2019) Words
4. Byambatseren, G. (2013) Language and Cognition
5. Unurbayan, Ts. (2004) Mongolian Morphology
6. Purev-Ochir, B. (2001) Mongolian Syntax
7. Tsedenbal, Ch., Nyambatersen, G. (2010) Theory and Methodology of Primary Mongolian Language and Literature

Additional Reading:

1. Baraishir, S. (1989) Modern Mongolian Syntax, UB
2. Bazarragchaa, M. (2005) Mongolian Sentences, UB

3. Damdinsuren, Ts. (1969) Spelling Dictionary
4. Munkh-Amgalan, YU., Kan Shi (2014) Study of Affixes of Mongolian Language, UB
5. MNUE, SHSS, (2020) Modern Mongolian Language, Volumes 1,2. UB
6. NUM, (2017) Mongolian Language Education for the Public, UB
7. Pagva, T. (2016) Introduction to Linguistics, UB
8. Purevjav, B. (2001) Dictionary of Abbreviations, UB
9. Tumurtogoo, D., (2014) Dictionary of Morphological Structure of Mongolian Words, UB

E-Resources:

- www.e-nom.mn
- <http://mongolmedleg.org/>
- www.muza.mn/
- [http://ulgerch.blogspot.com/ Цахим үлгэр](http://ulgerch.blogspot.com/)
- www.econtent.edu.mn
- <https://econtent.edu.mn/lessons/EBS/2rangi/mon/3358>
- <https://econtent.edu.mn/lessons/EBS/4rangi/mon/3828>

Aim: Deepen knowledge and use of main concepts of Mongolian grammar as a word and a sentence, their meaning, structure and transformations, thus develop a profound understanding of methodology of learning and teaching four main language skills.

Content: structure, meaning, and use of words and sentences, their analyses and transformations at all levels of language, methodology of teaching/learning and developing materials and tasks for primary graders

Methodology: to be organized by interactive learning and active learning principles based on concepts of cognitive and constructive learning theories

Correlation of content and CLOs

Units	CLOs
Morphology (word study)	CLO [1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2]
Syntax (sentence study)	CLO [1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2]

Course Planning

Total contact time: 80 hours

weeks	topics	lectures	seminars
1-2	Morphology, its key concepts	2	8
3-4	Morphological structure of words	2	8
5-6	Word transformation	2	8
7-8	Sentence meanings	2	8
9-10	Sentence structure	2	8
11-12	Sentence members	2	8
13-14	Types of sentences	2	8
15-16	Sentence transformations	2	8
Total contact time		16	64

Assessment

№	Types of assessment	%	Components
1	Attendance, participation	20%	Attendance and active participation in all classroom activities

2	Independent Assignments	50%	Assignment 1: Analyses of a word structure, meaning and transformations -25% Assignment 2: Analyses of a sentence structure, meaning and transformations -25%
3	Formative tests I, II	30%	Formative assessment will be done two times as follows: Test 1. word structure, meaning and transformations -10% Test 2. sentence meaning and transformation– 10% Test3. Sentence structure -10%

NATIONAL SCRIPT AND CULTURE (T.ML309)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Монгол бичгийн үсэг зүй, цагаан толгойн бүрэлдэхүүн болон үсэг бичих дэгийг судалж, зүй тогтлыг таньж мэдэх [PLO1.2.1, 3.2.2]
- 1.2. Монгол бичгийн зөв бичих зүйн онцлог, нэрийн ялгал болон үйлийн хувиллын зөв бичих дүрмийн тогтолцоог шинжлэн судлах, харьцуулах [PLO1.2.1, 3.2.2]

2. Чадвар

- 2.1. Монгол бичгийн үсэг бичих дэгийн дагуу эх бичвэрийг хичээнгүй, зөв бичих, бичих дэгийн мөн чанар, холбоо хамаарлыг тодорхойлох, тайлбарлах [PLO1.2.1, 1.2.2, 3.2.2]
- 2.2. Монгол аман өв соёл, эртний уран зохиолыг монгол бичгээр ойлгож унших, уншсанаа тайлбарлах, шинэ үгийн толь хөтлөх, нүдлэн тогтоох [PLO1.2.1, 1.2.2, 3.2.2]
- 2.3. Үндэсний бичиг, соёл, уламжлалт сэтгэлгээтэй холбоотой эрэл хайгуул, судалгаа хийх, МХТ болон бусад эх сурвалж ашиглан, мэдээлэл цуглуулах, боловсруулалт хийх, хэлэлцүүлэх [PLO PLO1.2.1, 1.2.2, 2.4.5, 3.2.2]

3. Хандлага

- 3.1. Үндэсний бичиг, соёлоо дээдлэх, түгээх, сурталчлах өөрийн гэсэн арга барил эзэмших, бие даан гүнзгийрүүлэн судлах хүсэл эрмэлзэлтэй болох [PLO1.2.1, 1.2.2, 2.2.1, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	National Script and Culture T.ML309
Semester:	II semester
Time allocation:	0:2:0:0 (2)
Teaching staff:	S.Gandelger, T.ML13, B. Bulgan T.ML20
E-mail:	gandelger.s@msue.edu.mn , bulgan@msue.edu.mn
Phone:	(976)-77774664
Office room:	Room 207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Gandelger, S., Munkhjargal, H. (2020). Learning Mongolian Script, UB: Udam Soyol

Additional Reading:

2. Damdinjav, L., Nadmid, J. (1983). Reading and Writing of Mongolian Script. I, II., UB
3. Tsog-Ochir, A. (2014). Mongolian Script, UB: BitPress
4. Tsendenbal, Ch. (2018). Writing. UB: Admon
5. Nadmid, J. (1990). Dictionary of Mongolian Grammar. UB: Erdem
6. Chuluunbor, Sh. (2002). Some Issues of Teaching Mongolian Script, UB: MNUE Print
7. Osor, B., Altangerel, B. (1991). Mongolian Script, UB: The Army Printing shop
8. Choimaa, SH., Naidanjav, P. (1990). Mongolian Script, UB: NUM Printing shop

Aim: Develop a sense of pride of national writing, deepen one's understanding of and appreciation of national writing, knowledge, traditions, cultural thinking, and philosophy of the Mongols through inquiries, research and discussions.

Content: Constituents of Mongolian Alphabet, letter writing rules, grammar rules, categories of nouns and verbs and cursive writing

Correlation of the content and CLOs

Units planning	CLOs
Letters of the script, components of the alphabet, rules of writing vowels and consonants	CLO[1.1, 2.1
Grammar rules, categories of nouns, conjugation and categories of verbs	CLO [1.2, 2.1
Correct and accurate writing of letters in accordance with writing rules, writing and reading texts correctly and explain them	CLO [1.2, 2.1, 2.2, 2.3
Develop a sense of pride of national writing, take actions for deepening one's own understanding and knowledge of the script, acquire their learning and improving strategies	CLO[2.2, 2.3 3.1

Planning

weeks	topics	Seminar hours
1-6	Structure and constituents of the national script alphabet	12
7-16	Categories of nouns and verbs, their spelling	20
total		32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 50 points Participation and performance – 50 points
2	Formative tests	30%	• Test I. Coverage of units 1-9 • Test II. Coverage of units 10-16 • Tests will be 6 levels: level I is 10%, level II is 10%, level III is 25%, level IV is 25%, level V is 15%, level VI is 15%
3	Independent assignments	50%	Choosing one of the topics from the list of assignments offered by instructors and executed as a teamwork. It is required to collect research and inquiry data to be used as evidence on writing. The specific focus is to be given to knowledge, philosophy, traditions, cultural heritage of the Mongols. The presentation is to be made by effective use ICT tools, webs, and platforms.

FOLKLORE (T.ML304)

ONE. ХИЧЭЭЛИЙН СТАНДАРТ

Хичээлээр эзэмших мэдлэг, ур чадвар, хандлага (CLO):

1. Мэдлэг

- 1.1. Аман зохиолын төрөл зүйлийг таньж мэдэх, сурах, судлах ач холбогдлыг ухаарч мэдэх [PLO 1.1.5, 1.2.2, 3.2.5]
- 1.2. Хүүхдийн аман зохиолын төрөл зүйл, ялгарах онцлогийг тодорхойлох [PLO 1.1.5, 1.2.2, 3.2.5]

2. Чадвар

- 2.1. Монгол аман зохиолын төрөл зүйлийг хэлбэр, агуулгын талаас нь ангилах, зураглал хийх [PLO 1.1.5, 3.2.5]
- 2.2. Аман зохиолд шинээр боловсруулалт хийх, сэдэв утга, агуулга хэлбэр, дүрслэлийг задлан шинжлэх, дүгнэх, тайлбарлах [PLO 1.1.5, 2.1.2, 3.2.5]
- 2.3. Хүүхдийн аман зохиолыг сурагчдын нас сэтгэхүйн онцлогт тохируулан сонгож хэрэглэх, хичээл сургалтад хэрэглэх, баяжуулах [PLO 1.2.1, 3.2.5]

3. Хандлага

- 3.1 Монгол ардын аман зохиолоор бахархах, түүнд шингэсэн үндэсний өв соёлыг хадгалах, түгээн дэлгэрүүлэх хүсэл эрмэлзэлтэй болох [PLO 1.2.2, 3.2.2, 3.2.6]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Mongolian Folklore T.ML 304
Semester:	Year 4, spring
Time allocation:	0:2:0:0(2)
Teaching staff:	B.Nanjid, A.Amardalai
E-mails:	nanjid@msue.edu.mn , Amardalai@msue.edu.mn
Phone(s):	(976)-70112429, 89114882
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. B.Nanjid, A.Amardalai. (2022) Mongolian Folklore, UB: Soyombo Printing
2. Sampildendev.Kh., Gaadamba, Sh. (1978), Mongolian Folklore, UB
3. Tserensodnom.D. (2011), The Selection of Mongolian Folklore

Additional reading:

1. Dulam, S. (2007). Theoretical basis of Folklore, UB: BitPress
2. Sampildendev, H. (1980). Children Folklore, UB
3. <https://catalog.msue.edu.mn/>
4. <https://esan.mn/>

Aim: Deepen knowledge of traditional and cultural values through a variety of folklore genres provide learning opportunities to apply them in everyday teaching practice to young learners, and realize importance of protecting them in the current societal development stage

Content: Origin of folklore, children folklore, their types and genres, selection of folklore types in accordance with age, cognitive level, specifics of speech and intellectual development of primary graders to ensure a close relation to knowledge creation concepts of learning.

Methodology: Learner-centredness, performance-based approach, teamwork, development of social skills are key methodologies

Correlation of content and CLOs

units	CLOs
Minor genres of Mongolian folklore	CLO [1.1; 1.2; 2.2; 2.3; 3.1]
Major genres of Mongolian folklore	CLO [1.1; 1.2; 2.1; 2.2; 3.1]

Time allocation

weeks	units	hours
1-8	Minor genres of Mongolian folklore	16
9-16	Major genres of Mongolian folklore	16
Total contact time		32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	8 th week - Test I (10%) 16 th week - Oral exam and an interview (20%)
3	Independent assignments	50%	1. Choosing one of the topics from the list of assignments offered by instructors and do a small-scale research 2. Choosing one folklore piece and develop its digital representation. For example, analyses of legends, fairy tales, and riddles from national beliefs and values point of view

CHILDREN'S LITERATURE (T.ML405)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Монголын эртний уран зохиолын дурсгалуудаас, хүүхдийн уншлагад холбогдох зохиол бүтээлүүдийг судлах [PLO 1.1.6, 1.2.1]
- 1.2. Монголын орчин үеийн хүүхдийн уран зохиолын судлал, төрөл зүйл түүний онцлогийг таньж мэдэх [PLO 1.1.6, 1.2.1]

2. Чадвар

- 2.1. Монголын эртний уран зохиолын хүүхдийн уншлагад хамаарах зохиол бүтээлийн хэл найруулга, дүр дүрслэлийг задлан шинжлэх, тайлбарлах [PLO 1.1.6, 3.2.5]
- 2.2. Монголын орчин үеийн хүүхдийн уран зохиолыг нийгэм түүх, гол төлөөлөгч, гол бүтээлд нь тулгуурлан үечлэн онцлог яглааг тайлбарлах [PLO 1.1.6, 3.2.5]
- 2.3. Орчуулгын хүүхдийн уран зохиолыг, монголын хүүхдийн уран зохиолтой хэл найруулга, дүр дүрслэл, агуулгын талаар харьцуулах, тодорхойлох, тайлбарлах [PLO 1.1.3, 1.1.6, 3.2.5]

3. Хандлага

- 3.1. Хүүхдийн уран зохиолоор дамжуулан эх хэлний уран найруулга, үндэсний сэтгэлгээний онцлогийг мэдрэх, түгээх эрмэлзэлтэй болох [PLO 1.1.6, 3.2.5]
- 3.2. Эх зохиолыг сонгохдоо, судлаач-уншигчийн үүднээс хандах [PLO 1.2.2, 3.2.5]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Children Literature T.ML 405
Semester:	Year 3, fall
Time allocation:	1:2:0:0(3)
Teaching staff:	B.Nanjid, A.Amardalai
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Phone(s):	(976)-70112429, 89114882
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Oyunbadrakh, D. (2007, 2010, 2012). Mongolian Literature for Children, UB
2. Galbaatar, D. (2016) Thesaurus of Mongolian Children Literature, UB

Additional reading:

1. Batjargal D. Some issues of children's poetry skills. Ulaanbaatar, NUM printing shop.
2. Gaadamba Sh. (1961). Language of Children's Stories. Ulaanbaatar, Ulaanbaatar printing company.
3. Khuu D. (2007). World Children's Literature. Ulaanbaatar, Bitpress.
4. Dashdondog J. (2011). World Children's Poetry. Ulaanbaatar, Bitpress.
5. Dashdondog J. (2012). World Children's Selected Stories. Ulaanbaatar, Bitpress.
6. Oyunbadrakh D. (2007). Bibliography of Mongolian Children's Literature. (1920-1940). Ulaanbaatar.
7. Oyunbadrakh D. (1987). Mongolian Children's Literature. Ulaanbaatar, Ulaanbaatar printing

company.

8. Ulziibayar D. (1987). Children's Creative Works. Ulaanbaatar, Ulaanbaatar printing company.
9. Anthology of Children's Literature. (2004). Ulaanbaatar
10. Сундуй. О нар, (2020), Хүүхдийн уран зохиолын унших бичиг" Уб., Тоонот принт

Prerequisite: T.ML304

Course aim: acquire theoretical and practical knowledge of literature, its research, analyse specific features and genres of selected children's stories, attain a systemic knowledge of Mongolian and world children's literature; understand history of literature, gain skills to select and apply acquired knowledge to teaching practice

Content: Types and genres of novels from ancient Mongolian literary sources, poetry and novels of XIII-XYII century, and teachings and novels of XYIII-XIX century that are selected for children's reading; early Mongolian children literature (1920-1930), its origin and development, review of research, key representatives and literary sources; middle stage Mongolian children literature, its origin and development, review of research, key representatives and literary sources; contemporary Mongolian children literature, its development, review of research, key representatives and literary sources; foreign children literature including western and eastern children literature, review of research, key representatives and literary sources;

Methodology: integrating a student-centered approach into teaching, motivating students for creative learning, establishing psychologically favorable environment for developing every student will be in the main focus. Common teaching methodology will include creative thinking strategies.

Correlation of the content and CLOs

№	Core content	CLOs
1	Ancient Mongolian literary sources for children's reading	CLO [1.1, 2.1, 3.1, 3.2]
2	Historical review and genres of contemporary Mongolian children literature	CLO [1.2, 2.2, 3.1, 3.2]
3	The best literary sources of the world children literature	CLO[2.3, 3.1, 3.2]

Course planning

weeks	topics	lectures	seminars
1-4	Theoretical basis of Literature	4	4
5-8	Children's literature, its specific features	4	4
9-14	Origin and historical development of Mongolian Children literature, main representatives and review of research	6	12
15-16	The world children literature	2	12
Total contact time		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test I. Coverage of materials for weeks I-V (10%): performance based assessment tasks and checklists Test II. Coverage of materials for weeks VI-IX (10%): performance based assessment tasks and checklists Test III. Coverage of material for weeks XII-XVI (10%): performance based assessment tasks and checklists
3	Independent assignments	50%	Autobiography and review of authors (20%) Comprehensive analysis of literary source (30%)

SETS, LOGIC ELEMENTS (T.MA301)

One. COURSE STANDARDS

CLOS:

1. Мэдлэг

- 1.1. Олонлог, олонлогийн элемент, түүнийг өгөх аргууд, олонлог дээр хийгдэх үйлдлүүд, түүний дүрслэл, чанаруудыг нэрлэх, төгсгөлөг олонлогийн нэгдэл ба огтлолцлын элементийн тоог олох [PLO 1.1.5, 1.1.6]
- 1.2. Ухагдахууны тухай ерөнхий ойлголт, түүний агуулга, багтаамж, ухагдахуун хоорондох харьцааг тогтоох, математикийн өгүүлбэр буюу хэллэг, хэллэгийн үгүйсгэл, конъюнкц, дизъюнкц, импликацийг тодорхойлох [PLO 1.1.5, 1.1.6, 2.5.3]
- 1.3. Хэллэгжих хэлбэр, түүний тодорхойлогдох муж, үнэний утгын олонлог, хэллэгжих хэлбэрийн конъюнкц, дизъюнкц, үгүйсгэл, ерөнхийллийн болон оршин байхын квантор, теорем, түүний бүтэц, урвуу болон эсрэг теоремыг тайлбарлах [PLO 1.2.3, 1.1.6]

2. Чадвар

- 2.1. Олонлог түүн дээр хийх үйлдлүүдийг Эйлер-Веннийн дугуйгаар, граф, график, хүснэгтийн аргаар дүрслэх, төгсгөлөг олонлогийн нэгдэл ба огтлолцлын элементийн тоог олох томъёог хэрэглэн тооцоолол хийх, асуудал шийдвэрлэх бодлогыг бодох холбоотой мэдээлэл цуглуулах, түүнд анализ хийх [PLO 1.2.3, 1.1.6, 3.2.2]
- 2.2. Ухагдахууны тухай ерөнхий ойлголт, түүний агуулга багтаамжийг ялган таних, ухагдахууны төрөл ба хэлбэрийн харьцаа, багтаамжуудын хоорондох харьцааг тодорхойлж, хэллэгүүдийг математикийн логик холбоосоор холбож конъюнкц, дизъюнкц, импликаци үүсгэх, үнэний утгыг хүснэгтээр зохиох [PLO 1.1.5, 1.1.6, 3.2.2]

3. Хандлага

- 3.1. Олонлогийн тухай мэдлэг чадвар болон ухагдахууны үнэн худлын дүрмийг бодит амьдрал ахуйн асуудал шийдвэрлэх, өөрийн үйл ажиллагааг үнэлэх, удирдан жолоодох, өөрийн мэдлэгээ бататган бүтээлчээр хэрэглэх эерэг хандлагатай байх [PLO 2.5.3, 3.2.2]
- 3.2. Олонлог, логикийн элемент хичээлийн хэрэгцээ шаардлага, ач холбогдлыг ойлгон амьдрал ахуйд бүтээлчээр хэрэглэх, бие даан шинжлэн судлах хүсэл эрмэлзэлтэй болох [PLO 2.5.3, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Sets, Logic Elements, T.MA301

Semester:

Year 1, spring

Time allocation:

1:2:0:0 (3)

Teaching staff:

D.Amartuvshin A.Gantuul B.Khadbaatar D.Khisigjargal

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Phone(s):

(976)-70112429

Office:

Room 5-220

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Magsar. R and others, (2012). Theory of Primary Mathematics. Ulaanbaatar: Bit press.
2. Magsar. R and others. (2013). Collection of Mathematical Tasks for

Primary Education. Ulaanbaatar: Bit press.

3. Gantuu, A., et al. (2023). Sets, Logic Elements, UB: Useg Khorshoo

Additional resources:

1. Pyshkalo, A.M. (1986). Theoretical Basis of Primary Mathematics. Moscow
2. Stoilova, L.P. (2005), the third edition, Moscow
3. Nyamjav, Ts. (2010). Elements of Theory of Sets. Ulaanbaatar.
4. Nyamjav, Ts. (2010). Logic Elements of Mathematics. Ulaanbaatar.
5. Norov, S. (2014). Tests on Primary Mathematics. Ulaanbaatar
6. Dictionary of Mathematics terms for Primary Grades, UB: Useg Khorshoo

Prerequisite: Algebra T.MA306

Aim: enables students to use their mathematical knowledge of sets, their qualities, concepts, types and statements to solve real life problems, to develop learners' calculating and problem-solving skills, to develop their confidence in applying teaching methods and techniques appropriate for teaching Primary Mathematics.

Methodology: implementing knowledge constructing, problem-solving approaches, creative thinking and inquiry methods, supporting independent and collaborative learning

Correlation of the content and CLOs

Content	CLOs
Sets, their elements	CLO 1.1, 2.1, 2.2, 3.1, 3.2
Mathematical Logic, its elements	CLO 1.2, 1.3, 2.3, 2.4, 3.1, 3.2

Planning

weeks	topics	lectures	seminars
1-2	Sets, set elements, relations	2	4
3-4	Sets operations, their qualities	2	4
5-6	Intersection of sets with finite elements, their union, deCart multiplication	2	4
7-8	Rules for summation and multiplication, combinatorial elements	2	4
9-10	Concepts, their content and relations	2	4
11-12	Statements, forms of statements, conjunction and disjunction, negation	2	4
13-14	Quantum statements, problems on object cognition	2	4
15-16	Equality of the word statements, theorem structure, its forms	2	4
Total		16	32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 10% Participation and performance – 10%
2	Formative tests	30%	Test C1. Coverage of sets and their elements (15%) Test C2. Tasks, mind mapping (15%)
3	Independent assignments	50%	Task 1. Sets and their elements (30%) Task 2. Mathematical problems (20%)

ALGEBRA T.MA306

One. COURSE STANDARDS

1. Мэдлэг

- 1.1 Харьцаа, харгалзааг тодорхойлох, өгсөн харгалзаа функц болох эсэхийг тогтоох, функц, пропорциональ хамаарал, тэдгээрийн чанаруудыг таних, ялган нэрлэх, тоон болон хувьсагчтай илэрхийлэл, тэнцэтгэл, тэнцэтгэл биш, тэгшитгэл, алгебрийн болон хэсэгчилсэн үйлдэл болох эсэхийг тодорхойлох, тэдгээрийн чанаруудыг тайлбарлах, математик хэлээр томъёолох [PLO1.1.5, 1.1.6, 1.2.3]

2. Чадвар

- 2.1 Харгалзаа болон урвуу харгалзааг график, графикийн аргаар байгуулах, тоон функцийг томъёо, график, хүснэгтээр өгөх, функцийг тодорхойлогдох болон утгын мужийг олох, харьцаа түүний чанарыг хэрэглэх, асуудлыг задлан шинжилж, үнэлж дүгнэх, загварчлах [PLO 2.5.3, 3.2.2]
- 2.2 Алгебрийн үйлдлүүд, түүний чанарыг хэрэглэх, тэмдэг, тэмдэглэгээ хэрэглэн математик бичвэрээр илэрхийлэх, томъёог хураангуйлах, өргөтгөх, хялбар аргаар илэрхийлэл, тэгшитгэлийн утгыг олох, илэрхийллээр бодлого зохион бодох, алгебрийн асуудлыг шийдвэрлэх [PLO 1.1.6, 3.2.2]

3. Хандлага

- 3.1 Алгебрийн ухагдахуун, пропорциональ хамаарлыг бага боловсролын математикийн арга зүйд холбон хэрэгжүүлэх, бодлого бодоход хэрэглэн мэдлэг чадвараа амьдрал ахуйд хэрэглэн асуудалд шинжлэх ухаанчаар хандах, математик хэл, сэтгэлгээг хөгжүүлэх боломжийг эрэлхийлэх, өөрийн удирдлагатай суралцахуйд суралцан, бүтээлч хандлага эзэмших [PLO 1.1.6, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Algebra, T.MA306

Semester:

Year 1, spring

Time allocation:

1:2:0:0 (3)

Teaching staff:

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baatar_khadaa@gmail.com, hishgee_1217@msue.edu.mn

Phone(s):

(976)-70112429

Office:

Room 5-220, 304

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Baldulmaa, B et al. (2013). Theory and Methodology of Primary Mathematics, UB
2. Magsar. R and others, (2012). Theory of Primary Mathematics. Ulaanbaatar: Bit press.
3. Magsar. R and others. (2013). Collection of Mathematical Tasks for Primary Education. Ulaanbaatar: Bit press.

Additional resources:

1. Adyasuren, D. (1998). Arithmetic problems, UB
2. Damdinsuren, B et al. (1997). Pedagogical and psychological basis of teaching primary Mathematics, UB

3. Pyshkalo. A.M.(1986). Theoretical Basis of Primary Mathematics. Moscow
4. Nyamjav,Ts. (2010). Elements of Theory of Sets. Ulaanbaatar.
5. Nyamjav,Ts. (2010). Logic Elements of Mathematics.Ulaanbaatar.
6. Poia, D. (2014). On discoveries in Mathematics
7. Sanjmyatav, M. (1980). Algebra, UB
8. Gantuul, A et al. (1980). Dictionary of Mathematics terms for Primary Grades, UB

Prerequisite: Rational Numbers, operations T.MA303

Course aim: use theoretical and methodological knowledge and skills to teach primary mathematics including algebraic elements, concepts, their correlations and ratios, and algebraic operations and their qualities

Methodology: implementing knowledge constructing, problem-solving approaches, creative thinking and inquiry methods, supporting independent and collaborative learning

Correlation of the content and CLOs

topics	CLOs
Relations, ratio	CLO 1.1, 2.1, 3.1
Algebraic operations, qualities	CLO 1.1, 2.2, 3.1

Planning

weeks	Content	Teaching hours	Content
1-2	Functions, reciprocal functions	2	4
3-4	Means of function, relationship between direct and inverse proportions	2	4
5-6	Relationship of set elements, relationship qualities	2	4
7-8	Equivalents and their ratios	2	4
9-10	Algebraic operations, qualities of algebraic operations	2	4
11-12	Expression and equation, equation and <u>non-equation</u>	2	4
13-14	1 variable equation and non-equation	2	4
15-16	Classical equation and non-equation (Kosh, Kosh-Bunyakovskii non-equation)	2	4
Total		16	32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 10% Participation and performance – 10%
2	Formative tests	30%	Test I. Functions, relations, ratios (15%) Test II. equation and non-equation (15%)
3	Independent assignments	50%	Task 1. Solving problems on algebraic elements and their operation 30% Task 2. Developing presentation, mind-mapping and guidelines/recommendation 20%

RATIONAL NUMBERS, OPERATIONS T.MA303

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Натурал тооны аксиоматик байгуулалт, натурал тоон дээрх үйлдлүүд, тэдгээрийн мөн чанарыг судлах мэдэх, ухаарах [PLO 1.1.5, 1.1.6]
- 1.2. Сөрөг биш бүхэл тоон олонлог, түүн дээрх үйлдлүүд, чанарыг хэрэглэх [PLO 1.1.6]
- 1.3. Рациональ тоон олонлог, түүн дээрх үйлдлүүд, чанарыг математик хэлээр томъёолох [PLO 1.1.6]

2. Чадвар

- 2.1. Натурал тоо, түүн дээрх үйлдлүүдийн чанарыг шинэ нөхцөлд ашиглах, харьцуулах, схемчлэх [PLO 1.1.5, 2.5.3]
- 2.2. Рациональ тоон олонлог, түүн дээрх үйлдлүүдийн чанарыг бүдүүвчилж үзүүлснийг задлан уншиж тайлах, тайлбарлах [PLO 1.2.3, 2.5.3]

3. Хандлага

- 3.1. Рациональ тоо, үйлдэл хөтөлбөрөөр эзэмшсэн мэдлэг чадвараа амьдрал ахуйд тохиолдох асуудалд бүтээлчээр хэрэглэх хандлага эзэмших [PLO 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Rational Numbers, Operations T.MA303

Semester:

Year 2, spring

Time allocation:

1:2:0:0 (3)

Teaching staff:

D.Enkhtsetseg, R. Magsar, D.Amartuvshin A.Gantuul,
U.Myagmarsuren, B.Khadbaatar D.Khisigjargal,
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Phone(s):

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Room 5-306, 308

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Baldulmaa, B et al. (2013). Theory and Methodology of Primary Mathematics, UB
2. Magsar. R and others, (2012). Theory of Primary Mathematics. Ulaanbaatar: Bit press.
3. Magsar. R and others. (2013). Collection of Mathematical Tasks for Primary Education. Ulaanbaatar: Bit press.

Additional resources:

1. Damdinsuren, B et al. (1997). Pedagogical and psychological basis of teaching primary Mathematics, UB
2. Pyshkalo. A.M.(1986). Theoretical Basis of Primary Mathematics. Moscow
3. Magsar, R., Amartuvshin, D. (2014) 500 mathematical problems for teachers, UB

Course aim: deepen knowledge of rational numbers, and practical skills and experiences for solving problems using rational numbers operations for teaching at the primary level

Content

set of natural numbers, their axioms and operations, Peano Axioms, operations, qualities and features of rational numbers

Methodology: Implementing problem-solving approach to enable students to recognize, read, notate, compare rational numbers, do operations; applying project-based learning approach to develop students' creativity, high order thinking and scientific inquiry skills and learner's autonomy.

Correlation of the content and CLOs

Units/topics	CLOs
1. Set of natural numbers, operations	CLO 1.1.1, 1.1.2, 1.3, 2.1, 3.1, 3.2
2. Sets of positive whole numbers, operations	CLO 1.4, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4
3. Sets of rational numbers, operations	CLO 1.5, 2.5, 3.1, 3.2, 3.4

Planning

weeks	Topics	Lect.	Sem.
1-2	Axiomatic construction of natural numbers, interpreting operations on sets of positive whole numbers from sets theory	2	4
3-4	Natural numbers as a measurement unit	2	4
5-6	Sets of positive whole numbers, counting system	2	4
7-8	Division of natural numbers	2	4
9-10	Numbers	2	4
11-12	Sets of rational numbers	2	4
13-14	Rational numbers operations	2	4
15-16	Number order	2	4
Total contact time		16	32

Assessment

No	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 10% Participation and performance – 10%
2	Formative tests	30%	Test I. Rational number problems (15%) Test II. Rational number problems (15%)
3	Independent assignments	50%	Task 1. Developing recommendation for dealing with rational number problems 25% Task 2. Developing rational number calculations for solving real life problems 25%

CURSIVE WRITING (T.ML401)S

Нэг. ХИЧЭЭЛИЙН СТАНДАРТ

Хичээлээр эзэмших мэдлэг, ур чадвар, хандлага (CLO):

1. Мэдлэг

- 1.1. Бичүүлж сургаж ирсэн уламжлал, хичээнгүй бичгийн журам, тигийн өөрчлөлт, хичээнгүй бичүүлж сургах аргууд [PLO 1.2.1, 3.2.1]
- 1.2. Цагаан толгойн жижиг том үсэг тус бүрийг дэвтэрт болон самбарт дэгийн дагуу бичих аргачлал [PLO 1.2.1, 3.2.1]

2. Чадвар

- 2.1. Хичээнгүй бичүүлж сургах аргуудаар /шугаман, тооллын, баримжааллын, тодруулан бичих, бүлэглэх/ дэвтэрт болон самбарт дэгийн дагуу бичих [PLO 1.2.1, 2.4.5, 3.2.1]
- 2.2. Цагаан толгойн жижиг, том үсгүүдийг зурлагаар нэрлэх, дэвтэрт болон самбарт дэгийн дагуу бичих [PLO 1.2.1, 3.2.1]
- 2.3. Монгол хэлний хичээлээр бичүүлж сургахад суралцагч нэг бүртэй ганцаарчлан ажиллах аргад суралцах, сургалтын хэрэглэгдэхүүн боловсруулах [PLO 2.1.1, 2.4.5, 3.2.1]

3. Хандлага

- 3.1. Оюутан өөрийн болон чацуутныхаа бичлэгт дүн шинжилгээ хийж, шударга хандаж, бичих чадвараа хөгжүүлэх эрмэлзэлтэй болох [PLO 2.1.1, 3.2.1]
- 3.2. Суралцагч нэг бүртэй ганцаарчлан ажиллах арга зүйг ойлгож, ухамсарлах [PLO 2.1.1, 3.2.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Cursive Writing T.ML 304
Semester:	Year 3, spring
Time allocation:	0:4:0:0(2)
Teaching staff:	Г.Бямбацэрэн Т.МL01, Т.Энхтуяа, Т.МL09
E-mails:	byatsrn@gmail.com , enkhtuya.t@msue.edu.mn
Phone(s):	99002408, 99199967
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Byambatseren, G., Enkhtuya, T et al. (2022). Teaching Alphabet, UB
2. Byambatseren, G., Enkhtuya, T et al. (2022). Cursive Writing (for students), UB
3. Lkhaahuu, G. (2019). Teaching Cursive Handwriting. Ulaanbaatar
4. DMLSS. (2010). Theory and Methodology of Teaching Primary Mongolian Language and Literature
5. Oyuntsetseg, Sh., Enkhtuya, T et al. (2015). Mongolian Language (Teacher's Book), UB
6. Semjid, B. (1970). Handbook on Teaching Handwriting, UB
7. Decree of State Language Council, (2020). Regulations of Cursive Handwriting, UB
8. Sharav, S. (1966). Methodology of Teaching Writing Skills, UB

Additional resources:

1. Lkhaahuu, G. (2004). Teaching Cursive Handwriting. Ulaanbaatar
2. Byambatseren, G., Enkhtuya, T et al. (2022). Cursive Writing (for students), UB

3. Oyuntsetseg, Sh., Enkhtuya, T et al. (2015). Mongolian Language (Student's Book), UB
4. Enkhtuya, T et al. (2015). Methodology of Teaching Mongolian Language - II, UB

Aim: enabling to effectively use knowledge and skills for developing children's cursive writing skills

Content: rules for cursive handwriting, methods for teaching it Methodology for neat writing in the copybooks, developing teaching/learning aids, Methodology of writing on the board, board writing planning and use.

Methodology: student-centredness, active participatory approach, inquiries, PBL, and developing creativity are main principles and methods for a course teaching

Correlation of the content and CLOs

Content	CLOs
Rules for cursive handwriting, methods for teaching it	CLO [1.1, 1.2, 3.2]
Methodology for neat writing in the copybooks, developing teaching/learning aids	CLO [2.1, 2.2, 2.3, 3.1, 3.2]
Methodology of writing on the board, board writing planning and use	CLO [2.2, 2.3, 3.1, 3.2]

Planning

weeks	topics	Seminar hours
1-2	Rules for cursive handwriting, methods for teaching it	6
3-9	Methodology for neat writing in the copybooks, developing teaching/learning aids	30
10-16	Methodology of writing on the board, board writing planning and use	28
total		32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 50 points Participation and performance – letter writing drawing lines 3 points; small letters 3 points; capital letters 4 points, writing on the board
2	Formative tests	30%	Tests covering seminar topics 2,3,4,5 that are developed by 6 levels: level I is 10%, level II is 10%, level III is 25%, level IV is 25%, level V is 15%, level VI is 15%
3	Independent assignments	50%	Team assignment on recommendation for developing writing skills - it is required to collect methodology and inquiry data to be used as evidence on writing. The specific focus is to be given to effective use ICT tools, webs.

METHODOLOGY OF TEACHING MONGOLIAN LANGUAGE-I (T.ML402)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бага боловсролын түвшинд суралцагчийн эзэмших ерөнхий чадвар (танин мэдэхүйн, хэл-нийгмийн, амьдрах ухааны)-уудыг Монгол хэлний сургалтын хөтөлбөрийн тусгай чадваруудтай харьцуулан судлах, агуулгыг задлан шинжилж, нэгтгэн дүгнэж ойлгох [PLO 3.1.1, 3.2.1]
- 1.2. Ярих-сонсох, унших, бичих, хэл зүй, үгийн санг хэрэглэх гэсэн чадваруудын онцлогийг ялган таних, тэдгээрийн ижил төстэй шинжийг тодорхойлох, тайлбарлах [PLO 3.1.1, 3.2.1]
- 1.3. Монгол хэлний сургалтын цөм хөтөлбөрийн агуулга, арга зүй, үнэлгээ, сургалтын хэрэглэгдэхүүний онцлог шинжийг харьцуулан судлах, задлан шинжилж, нэгтгэн дүгнэх [PLO 3.1.1, 3.2.1]

2. Чадвар

- 1.1. Бага боловсролын түвшинд суралцагчийн эзэмших ерөнхий чадварыг Монгол хэлний сургалтын хөтөлбөрийн хүрээнд эзэмших тусгай чадвартай харьцуулан, холбоо хамаарал, учир шалтгааныг тайлбарлах [PLO3.1.2, 3.1.3. 3.2.1]
- 1.2. Ярих-сонсох, унших, бичих, хэл зүй, үгийн санг хэрэглэх гэсэн чадваруудыг анги тус бүрээр ангилах, түвшин бүрийн онцлогийг тайлбарлах [PLO3.1.2, 3.1.3. 3.2.1]
- 1.3. Унших, бичих, ярих-сонсох чадварыг эзэмших арга, аргачлалыг төлөвлөх, боловсруулах, сайжруулах [PLO3.1.2, 3.1.3. 3.2.1]

3. Хандлага

- 3.1. Монгол хэлний сургалтын хөтөлбөрийн арга, аргачлалыг боловсруулахдаа сургалтын хөтөлбөр, сурах бичиг, багшийн ном, цахим мэдээллийг багцаар нь бүтээлчээр хэрэглэж хэвших. [PLO 3.5.1, 3.5.2]
- 3.2. Сургалтын хөтөлбөрийн агуулгыг сонгохдоо үндэсний болон дэлхийн улс орнуудын соёл, уламжлалын онцлогийг тусгах хүсэл эрмэлзэлтэй болох [PLO3.5.2, 3.5.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of teaching mongolian language (T.ML402)
Semester:	Year 2, spring
Time allocation:	1:2:0:0(3)
Teaching staff:	D.Ganbold
E-mails:	ganbold.d@msue.edu.mn
Phone(s):	(976)-70112429, 99232510
Office:	Room 5-221
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Ganbold, D. (2019), Methodology of Teaching Primary Mongolian Language, UB

Additional reading:

1. Unurbayan, Ts edit., (2010). Theory and Methodology of Teaching Primary Mongolian Language and Literature

2. Odsuren, P. (2020). For Primary Teachers, Ulaanbaatar.
3. Erdenesan, D. (2021). Methodology of Teaching Mongolian Language, UB: Soyombo
4. Oyun.Ts. (2022). Theory and Methodology of Teaching Mongolian Language. Ulaanbaatar.
5. MOECS, (2019). Primary Education Core Curriculum, Ulaanbaatar.
6. Mongolian Language Textbook for grades II-V, teacher's book, scheme of work (2010-2015). Ulaanbaatar.

Prerequisite: T.ML403

Aim: The course enables students to study and gain knowledge of Mongolian language curriculum, textbook content and methodology and provides opportunities for them to integrate and use this knowledge with knowledge and skills acquired within teacher education program and develop their own language competence to apply in teaching and everyday communication.

Content: development of listening, speaking, reading and writing of a mother tongue will be managed aligned with teacher education values, attitudes and beliefs; stages of teaching/learning of Mongolian language; content, assessment and methodology of the national core curriculum and textbooks for primary grades

Methodology: The course implements student-centered approach by creating positive learning environment for identifying possible issues, seeking for solutions based on research data. The teaching methodology and classroom techniques will allow not only language skills development activities but also metacognitive skills and learning strategies for learners.

Correlation of the content and CLOs

Content	CLOs
Methodological concepts of teaching primary Mongolian language	CLO [1.1, 2.1, 3.2]
Theory and methodology of teaching listening, speaking, reading and writing	CLO [2.2, 2.3, 3.1]
Content and methodology of primary Mongolian language education	CLO [1.3, 2.2, 3.3]

Planning

weeks	topics	lectures	seminars
1-4	Methodological concepts of teaching primary Mongolian language	4	8
5-12	Theory and methodology of teaching listening, speaking, reading and writing	8	16
13-16	Content and methodology of primary Mongolian language education	4	8
Total time		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance – 20%
2	Formative tests	30%	Test I. Coverage of units of I-VII weeks (multiple choice, completion, checklists, performance based tasks) – 15% Test II. Coverage of units of VIII-XVI weeks (multiple choice, completion, checklists, performance based tasks) – 15%
3	Independent assignments	50%	1. A small-scale research of the Primary education Mongolian language core curriculum content and methodology - 50% 2. A small-scale research of the Primary Mongolian language textbooks' content and methodology - 50%

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METHODOLOGY OF TEACHING MONGOLIAN LANGUAGE-II (T.ML403)

One. COURSE STANDARDS

Хичээлээр эзэмших мэдлэг, ур чадвар, хандлага (CLO):

1. Мэдлэг

- 1.1. Монгол хэлний сургалтын хөтөлбөрийг боловсруулах үйл ажиллагааны төлөвлөлтийг мэдэх, үе шат бүрийн онцлогийг харьцуулан тайлбарлах, эргэцүүлэх, дүгнэх [PLO 3.1.1, 3.2.1]
- 1.2. Монгол хэлний хичээлийг зохион байгуулах арга зүйг судлах, хичээлд судалгаа хийх арга зүйн үе шатуудын холбоо хамаарлыг тодорхойлох [PLO 3.1.1, 3.2.1]
- 1.3. Монгол хэлний сургалтын хэрэглэгдэхүүн боловсруулах арга зүйг судлах, төлөвлөлтийг мэдэх [PLO 3.1.1, 3.2.1]

2. Чадвар

- 2.1. Хичээлийн бэлтгэл судалгааны үе шатын дагуу ээлжит хичээлийн хөтөлбөрийн сэдэв, агуулга, арга зүй, үнэлгээ, хэрэглэгдэхүүнийг төлөвлөх, хөтөлбөр боловсруулах, хэлэлцүүлэх, сайжруулах, дүгнэх [PLO3.1.2, 3.1.3. 3.2.1]
- 2.2. Хөтөлбөрийн дагуу бичил хичээлийг зохион байгуулах, шүүн хэлэлцэх, хөтөлбөрийг сайжруулах арга замыг тодорхойлох [PLO3.1.2, 3.1.3. 3.2.1]
- 2.3. Шинжлэх ухаанч, сонирхолтой, хөгжилтэй, сурагчдын оролцоог дэмжсэн хичээлийг төлөвлөх оновчтой арга зүйг сонгох, судлах, төлөвлөх, турших, хэрэгжүүлэх, сайжруулах [PLO3.1.2, 3.1.3. 3.2.1]

3. Хандлага

- 3.1. Сургалтын хөтөлбөр боловсруулахдаа хянах, сайжруулах, цаг хугацаанд нь гүйцэтгэх [PLO 3.5.1, 3.5.2]
- 3.2. Сонирхолтой, хөгжилтэй хичээл зохион байгуулах эрмэлзэлтэй болж, багшлахуйдаа шинэ санааг бүтээлчээр хэрэгжүүлэх эерэг хандлагатай болох [PLO 3.5.1, 3.5.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching Mongolian Language-II (T.ML403)
Semester:	Year 2, spring
Time allocation:	1:2:0:0(3)
Teaching staff:	D.Ganbold
E-mails:	ganbold.d@msue.edu.mn
Phone(s):	(976)-70112429, 99232510
Office:	Room 5-221
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Ganbold, D. (2019), Methodology of Teaching Primary Mongolian Language, UB

Additional reading:

1. Unurbayan, Ts edit., (2010). Theory and Methodology of Teaching Primary Mongolian Language and Literature
2. Odsuren, P. (2020). For Primary Teachers, Ulaanbaatar.
3. Erdenesan, D. (2021). Methodology of Teaching Mongolian Language, UB: Soyombo
4. Oyun.Ts. (2022). Theory and Methodology of Teaching Mongolian

- Language.Ulaanbaatar.
5. MOECS, (2019). Primary Education Core Curriculum, Ulaanbaatar.
 6. Mongolian Language Textbook for grades II-V, teacher's book, scheme of work (2010-2015). Ulaanbaatar.

Course aim: plan and conduct lessons according to content, methodology, assessment methods and learning environment of Mongolian language core curriculum for primary education, evaluate and present results

Content: Planning lessons, developing lesson and unit plans, assessment types and methods, conducting micro teaching, discussing results according to stages of lesson studies within Mongolian language curriculum for primary education; content and methodology of Mongolian language textbooks for grades 2-3; content and methodology of Mongolian language textbooks for grades 4-5;

Methodology: creating a positive learning environment to support every student development, motivating their creativity through student-centered and participatory approaches. The methodology of the course will mainly utilize inquiries, collecting and processing research data, developing metacognitive strategies, and micro teaching.

Correlation of the content and CLOs

Content	CLOs
Methodology of designing Mongolian language curriculum for primary grades	CLO [1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1]
Key concepts and principles of implementing Mongolian language core curriculum	CLO [2.1, 2.2, 2.3, 3.2]

Planning

weeks	topics	lectures	seminars
1-8	Methodology of designing Mongolian language curriculum for primary grades	8	16
9-16	Key concepts and principles of implementing Mongolian language core curriculum	8	16
total		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance – 20%
2	Formative tests	30%	Test I. Coverage of units of I-VII weeks (multiple choice, completion, checklists, performance based tasks) – 15% Test II. Coverage of units of VIII-XVI weeks (multiple choice, completion, checklists, performance based tasks) – 15%
3	Independent assignments	50%	1. developing a lesson unit - 50% 2. an essay for the first year students on a native tongue competencies and learning strategies - 50%

METHODOLOGY OF TEACHING THE ALPHABET (T.LM 404)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Нэгдүгээр ангийн суралцагчийн бичиг үсэгт сургаж ирсэн уламжлал, хэл сурахуйн суурь онолуудыг мэдэх, таних [PLO 1.2.1, 3.2.1]
- 1.2. Нэгдүгээр ангийн Монгол хэлний хөтөлбөрийн агуулга, арга зүйн онол, авианы задлаг-нийлэг аргын тогтолцоог ойлгох, таних [PLO 1.2.1, 3.2.1]
- 1.3. 6 настай суралцагчийн хөгжлийн онцлогийг таних, мэдэх, тэдний сурах, хөгжих онол арга зүйг мэдэх [PLO 2.1.1, 2.1.2]

2. Чадвар

- 2.1. Цагаан толгойн авиа үсэг таниулах сургалтын хөтөлбөрийн үе, шат бүрийг боловсролын сэтгэл судлал, хэл сурахуйн онолуудтай холбон тайлбарлах [PLO 1.2.1, 3.2.1]
- 2.2. Цагаан толгойн авиа үсэг таниулах сургалтын хөтөлбөр боловсруулах, авианы задлаг нийлэг аргаар хичээл (бичил хичээл) зохион байгуулах үйлийн баримжаатай болох, турших [PLO 1.2.1, 2.1.2, 3.2.1]
- 2.3. Цагаан толгойн авиа үсэг таниулах сургалтын үед хэрэглэх хүүхэд бүрийн онцлогт тохирсон сургалтын хэрэглэгдэхүүн боловсруулах, турших, сайжруулах [PLO 2.1.1, 3.1.1, 3.2.1]

3. Хандлага

- 2.1. 6 настай сурагчдын дасан зохицох чадварт гарч байгаа эерэг сөрөг өөрчлөлтийг мэдэрдэг байх [PLO 2.1.2, 3.1.1]
- 2.2. Бичиг үсэгт тайлагдах сургалтын үеийн сэтгэл зүйн болон үйлийн орчныг бүрдүүлэхэд чин сэтгэлээсээ хандах [PLO 2.1.2, 3.2.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching the Alphabet T.ML 404
Semester:	Year 3, spring
Time allocation:	0:4:0:0(2)
Teaching staff:	Г.Бямбацэрэн T.ML01, Т.Энхтуяа, T.ML09
E-mails:	byatsrn@gmail.com , enkhtuya.t@msue.edu.mn
Phone(s):	99002408, 99199967
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Byambatseren, G. et al. (2010). Theory and Methodology of Teaching Primary Mongolian Language, UB
2. Byambatseren, G. (2020). Theory and Methodology of Learning the Mother Tongue Alphabet, UB
3. Sharav, S., Batchuluun, P. (1966). Methodology of Teaching the Alphabet, UB
4. Byambatseren, G., Enkhtuya. (2022). Methodology of Teaching the Alphabet, UB
5. DMLSS. (2010). Theory and Methodology of Teaching Primary Mongolian Language and Literature
6. Oyun, Ts. (1997, 1999). Methodology of Teaching Mongolian Language in Primary Grades, UB

7. Oyun, Ts. (2004, 2007). Theory and Methodology of Teaching Mongolian Language, UB
8. Oyuntsetseg, Sh., Enkhtuya, T. et al. (2019). Mongolian Language-1 (Recommendations), UB

Additional resources:

1. Lkhaahuu, G. (2008). Mongolian Language-1 (Recommendations), UB
2. Lkhaahuu, G. (2016). Mongolian Language Sutra. Ulaanbaatar
3. Lkhaahuu, G. (1997). Recommendations for Developing Cursive Writing, Ulaanbaatar
4. Byambatseren, G., Enkhtuya, T et al. (2022). Cursive Writing (for students), UB
5. Narantsetseg, Ts. (2007). Mongolian Language-1 (Recommendations), UB
6. Oyuntsetseg, Sh., Enkhtuya, T. et al. (2019). Mongolian Language-1 (textbook), UB

Aim: Learn methodology of teaching sounds and letters, acquiring organizational skills for introducing sounds and letters, gaining abilities for planning a syllabus for teaching an alphabet, implementing and discussing it.

Content: Planning training activities for acquisition of literacy within the method of analysis and synthesis throughout a preparation stage, main stage, and follow-up stage in learning an alphabet, developing a syllabus, organizing mini lessons, introducing and discussing outcomes

Methodology: Integrating a student-centered approach into teaching, motivating students for creative learning, developing problem raising and problem solving skills

Correlation of the content and CLOs

Content	CLOs
Language acquisition theories for 6-year olds	CLO [1.1, 1.2, 1.3, 3.1]
Preparatory stage for learning the alphabet	CLO [2.1, 2.2, 2.3, 3.1]
Main stage for learning the alphabet	CLO [2.1, 2.2, 2.3, 3.1, 3.2]
Post alphabet stage	CLO [1.2, 2.2, 2.3, 3.1, 3.2]

Planning

weeks	topics	seminars
1-3	Language acquisition theories for 6-year olds	10
3-6	Preparatory stage for learning the alphabet	10
7-11	Main stage for learning the alphabet	30
12-16	Post alphabet stage	14
total		64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course – 50 points Participation and performance – 50 points
2	Formative tests	30%	- Exemplar tasks for preparatory stage for learning the alphabet (15%; 6 tasks that require short and comprehensive answers) - Exemplar tasks for Main stage for learning the alphabet (15%; a model for developing learning aid on a particular topic: aligned with lesson objectives -5 points; supporting learning of students – 35 points; considered the learning differences of students -10 points)
3	Independent assignments	50%	- Language and thinking development study of 6-year olds – 10 % - Study of the content and methodology of Maths textbook for

			grade 1 – 20 % • Lesson planning - 20%
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INTRODUCTION TO METHODOLOGY OF TEACHING MATHEMATICS (T.MA401)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бага боловсролын математик сургалтын арга зүйн уламжлал ба өнөөгийн төлөв байдлын судлан шинжлэх мэдлэгтэй болох [PLO 3.1.3., 3.2.2]
- 1.2. Бага боловсролын математикийн стандарт, хөтөлбөр, сурах бичгийн агуулга болон бага боловсролын математикийн хичээлээр хүүхэд бүрийн хөгжлийг дэмжих арга зүйн мэдлэгтэй болох [PLO 2.1.1, 1.1.3, 3.2.2]

2. Чадвар

- 2.1. Бага боловсролын математикийн сургалтыг суралцахуй багшлахуй, боловсролын сэтгэл судлалын онолын үндэстэй зохион байгуулах [PLO 3.2.2]
- 2.2. Бага боловсролын математикийн хичээлийг төлөвлөх, хөтөлбөр боловсруулах, үнэлгээ, түүнийг төлөвлөх, хэрэгжүүлэх, математикийн хичээл дээрх хэрэглэгдэхүүнийг боловсруулах [PLO 2.4.3, 2.4.7, 3.2.2]
- 2.3. Бага боловсролын математикийн хичээл дээр суралцагчдын асуудал шийдвэрлэх арга зүйн мэдлэгийг хөгжүүлэх чадвартай болох [PLO 1.1.6, 3.2.2]

3. Хандлага

- 3.1. Бага боловсролын математикийн хичээл дээр суралцагч өөрийн үйл ажиллагаагаа удирдан, зохицуулахад дэмжлэг үзүүлэх хандлага [PLO 1.1.6, 3.2.2]
- 3.2. Бага боловсролын математикийн хичээлийг зохион байгуулахдаа эргэцүүлэх үзэл баримтлалаар хандах хандлага [PLO 2.1.3]
- 3.3. Бага боловсролын математикийн хичээлээр дээд эрэмбийн сэтгэн бодох чадварын хөгжлийг дэмжих хандлага [PLO 1.1.6, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Introduction to the methodology of teaching Mathematics T.MA401)
Semester:	Year 2, fall
Time allocation:	1:2:0:0(2)
Teaching staff:	B.Enkhtsetseg, D.Amartuvshin, A.Gantuul
E-mails:	Enkhtsetseg@msue.edu.mn , Amartuvshin@msue.edu.mn gantuul@msue.edu.mn
Phone(s):	99165432, 95018488, 88025377
Office:	Room 5-30507
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Baldulmaa, B et al. (2010). Theory and Methodology of Primary Mathematics, UB
2. Amartuvshin, D., Magsar. R and others, (2016). Teaching and learning Primary Maths

Additional resources:

1. Bunden, D. (1985). Methodology of Teaching Primary Maths, UB

2. Damdinsuren, B et al. (1997). Pedagogical and psychological basis of teaching primary Mathematics, UB
3. Rick Bellstein,R., Shlomo Libeskind,S., & Lott,W., (2007). A problem solving approach to mathematics for elementary school teachers. Boston : Pearson.
4. Sternberg,R., Davidson,J., (2003). The Psychology of problem solving. New York : Cambridge University Press

Course aim: develop students with knowledge and skills required for primary mathematics teaching and learning

Content: Theory of methodology of teaching primary mathematics; planning and organizing primary mathematics lessons based on the principles of cognitivism; assessing and supporting development of primary students

Methodology: Backward teaching/learning, inquiry-based, project-based and problem-based approaches to develop students' creative and higher-order thinking skills, KWL

Correlation of the content and CLOs

Content	CLOs
Methodological basis for teaching primary mathematics	CLO1.1, 1.2, CLO2.1, 2.2, 2.3, CLO3.1, 3.2, 3.3
Primary mathematics lessons	CLO1.1, 1.2, CLO2.1, 2.2, 2.3, CLO3.1, 3.2, 3.3

Planning

Weeks	Units	Lectures	Seminars
1-2	Traditions and innovations of primary Mathematics teaching /mathematical language/	2	4
3-4	Content of primary Maths /standards, core curriculum, textbooks/	2	4
5-6	Problem-solving /arithmetical problems/	2	4
7-8	Methods for Maths teaching	2	4
9-10	Maths lessons and Lesson study	2	4
11-12	Visual aids for Maths teaching	2	4
13-14	Assessment for Maths learning	2	4
15-16	Extracurricular activities for Maths	2	4
Total contact		16	32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course , participation and performance – 20%
2	Formative tests	30%	Test I. Mathematical terminology Test II. Developing curriculum on primary maths
3	Independent assignments	50%	Task 1: solving maths problems – 25% Task 2: developing a unit plan – 25%

METHODOLOGY FOR NUMERATION (T.MA402)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. 10,100, мянга, олон оронтой тооны дугаарлал, нэмэх хасах үржих хуваах үйлдлийг таниулах арга зүйн мэдлэг эзэмшүүлэх [PLO 1.1.6, 2.1.1, 2.4.1, 2.4.4, 2.4.7, 3.1.3, 3.2.2]
- 1.2. Энгийн бутархай, аравтын бутархай, түүн дээр хийгдэх үйлдлүүдийг таниулах арга зүйн мэдлэг эзэмшүүлэх [PLO 1.1.6, 2.1.1, 2.4.1, 2.4.4, 2.4.7, 3.1.3, 3.2.2]
- 1.3. Эерэг сөрөг тоо, Харьцаа, Пропорц, Масштаб, Процентийг таниулах арга зүйн мэдлэг эзэмшүүлэх [PLO 1.1.6, 2.1.1, 2.4.1, 2.4.4, 2.4.7, 3.1.3, 3.2.2]

2. Чадвар

- 2.1. ЕБС-ийн 1-5-р ангийн математикийн “Тоо тоолол” агуулгыг заах нэгж болон ээлжит хичээлийн хөтөлбөр боловсруулах, хэрэгжүүлэх, үнэлэх арга зүйн чадамжтай болох [PLO 2.4.5, 2.4.7, 3.1.3, 3.2.2]
- 2.2. Бага боловсролын математикийн “Тоо тоолол” агуулгыг заах арга зүйгээ тасралтгүй, бүтээлчээр хөгжүүлэх чадвартай эзэмшүүлэх [PLO 2.4.5, 2.4.7, 3.1.3, 3.2.2]

3. Хандлага

- 3.1. Мэдлэгээ практикт хэрэглэх чадвар эзэмшсэн байх, оюутан өөрийн танин мэдэх, судлан шинжлэх үйл ажиллагааг эргэцүүлэх, сайжруулах, асуудал шийдвэрлэхдээ дүн шинжилгээ хийх хандлагатай болох [PLO 1.1.6, 2.1.1, 2.4.5, 2.4.7, 3.1.3, 3.2.2]
- 3.2. “Тоо тоолол, арга зүй”-н мэдлэгээ бататган, түүнтэй холбоотой мэдээлэл цуглуулах, бодлого асуудалд харьцуулалт хийх, судлан шинжлэх хүсэл эрмэлзлэл хандлагатай болох [PLO 1.1.6, 2.1.1, 2.4.5, 2.4.7, 3.1.3, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology for Numeration T.MA402)
Semester:	Year 2, spring
Time allocation:	1:4:0:0(3)
Teaching staff:	B.Enkhtsetseg, D.Amartuvshin, A.Gantuul
E-mails:	Enkhtsetseg@msue.edu.mn , Amartuvshin@msue.edu.mn gantuul@msue.edu.mn
Phone(s):	99165432, 95018488, 88025377
Office:	Room 5-305, 307
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Baldulmaa, B et al. (2010). Theory and Methodology of Primary Mathematics, UB
2. Amartuvshin, D., Magsar. R and others, (2016). Teaching and learning Primary Maths

Additional resources:

1. Amartuvshin, D., Alimaa, S. (2019). Mathematics I, UB
2. Amartuvshin, D., Alimaa, S. (2014). Teacher's Book I, UB
3. Ariuntungalag, B., Khishigjargal, D. (2019). Mathematics II, UB
4. Ariuntungalag, B., Khishigjargal, D. (2014). Teacher's Book II, UB
5. Erdenechimeg, B., Enkhtsetseg, D. (2019). Mathematics III, UB
6. Erdenechimeg, B., Enkhtsetseg, D. (2014). Teacher's Book III, UB
7. Gantuul, A. (2019). Mathematics IV, UB

8. Gantuul, A. (2014). Teacher's Book IV, UB
9. Tuvshinjargal, B., Batbold, G. (2019) Mathematics V, UB
10. Tuvshinjargal, B., Batbold, G. (2014). Teacher's Book V, UB
11. Primary education core curriculum (2014), renewed version (2019), UB
12. Damdinsuren, B et al. (1997). Pedagogical and psychological basis of teaching primary Mathematics, UB
13. Doyod, U. (1991). Solving arithmetic's problems by structures, UB
14. Magsar, P., Amartuvshin, D. (2014). 500 mathematical problems for primary teachers, UB
15. Norov, S. (2014). Examinations for assessing mathematical theoretical knowledge, UB

Course aim: acquire theoretical and methodological knowledge of numbers and counting in teaching primary mathematics

Content: mathematics concepts of numbers and counting, statements, word problems and system of approval in order to implement primary mathematics curriculum; effective teaching methods and techniques to develop learners' mathematical reasoning and logical thinking.

Methodology: Offer various activities such as problem-solving, creative thinking, HOTS, analyzing, simplifying, comparing, and synthesizing; use of digital technology, backward learning, and cooperative learning

Correlation of the content and CLOs

Content	CLOs
Study and teaching numbers 10,100,1000, sequence of multi-digit numbers, addition, subtraction, multiplication, and division	CLO (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2)
Study methods for teaching simple fractions and their operations on them	CLO (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2)
Deepen knowledge of how to teach positive and negative numbers, ratio, proportion, percentage	CLO (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2)

Planning

weeks	topics	lectures	seminars
1-2	Methodology of teaching two, three, four digit numbers, number sequencing as stated in the Mathematics core curriculum	2	8
3-4	Teaching addition and subtraction	2	8
5-6	Teaching multiplication and division of	2	8
7-8	Teaching simple fractions	2	8
9-10	Teaching 2-digit numbers	2	8
11-12	Ratio, equal ratio, scaling	2	8
13-14	Teaching percentage	2	8
15-16	Teaching solving proportional ratio problems	2	8
Total		16	64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	To do a research of two, three, four digit numbers, number sequencing, and addition, subtraction, multiplication, and division given in the Mathematics textbooks for grades I-V (10%)

			• To do a research of simple fractions and their operations on them given in the Mathematics textbooks for grades II-V (10%) • To do a research of positive and negative numbers, ratio, proportion, percentage given in the Mathematics textbooks for grades III-V (10%)
3	Independent assignments	50%	Task 1: developing teaching/learning aid – 10% Task 2: developing a lesson curriculum – 20% Task 3: mini lesson, discuss the outcomes and write a report (20%)

GEOMETRY AND MEASUREMENT, METHODOLOGY (T.MA403)

One. SOURCE STANDARDS

1. Мэдлэг

- 1.1. Хэмжээг хэмжих стандарт ба стандарт бус нэгжүүдийг төрлөөр нь ангилж ялгах, тогтоох [PLO 1.1.4, 1.1.5]
- 1.2. Хэрчим, тахир шугам, цацраг, шулуун, өнцөг, тэгш өнцөгт, гурвалжин, тойрог, дугуй, куб, параллелепипед мэт хялбар дүрсүүдийг ялган таних тус бүрийн тодорхойлолтыг гаргах [PLO 1.1.4, 1.1.5]
- 1.3. Өгсөн дүрсүүдийг тэгш хэмтэйгээр хувиргах, параллелиар шилжүүлэх, тодорхой төв, чиглэлтэйгээр эргүүлэх [PLO 1.1.4, 1.1.5]

2. Чадвар

- 2.1. Хэмжих нэгж хоорондын харилцан шилжилтийг ихээс бага нэгж рүү багаас их нэгж рүү гэх мэт алдаагүй шилжүүлж тооцоолох, нэртэй тооны үйлдлүүдийг гүйцэтгэн хялбарчлах [PLO 2.4.1, 2.4.7]
- 2.2. Хялбар дүрсийн хэмжээг (урт, талбай, эзлэхүүн, өнцгийн хэмжээ) холбогдох нэр томъёо, зураг, тэмдэглэгээгээр оновчтой илэрхийлэх, тайлбарлах, тооцоолох [PLO 2.4.1, 2.4.7]
- 2.3. Тэгш хэм, параллель зөөлт, эргүүлэлтийн чанар болон хувиргалтуудыг ашиглан бодлого бодох, тэгш хэм, параллель зөөлт, эргүүлэлтийн чанаруудыг ашиглан зураг дизаин гаргах, бүтээлүүд хийх [PLO 2.4.1, 2.4.7]

3. Хандлага

- 3.1. Хэмжилт тооцооны үндсэн дээр дүгнэлт хийх, мэдээллийг үнэн болохыг нотлох, эдийн засгийн хувьд эерэг үзүүлэлттэй байх шийдвэрийг гаргах [PLO 3.1.3, 3.2.]
- 3.2. Амьдрал ахуйн тодорхой асуудлуудыг геометрээр загварчлах [PLO 3.1.3, 3.2.3]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Geometry and Measurement, Methodology T.MA402)
Semester:	Year 3, spring
Time allocation:	1:2:0(3)
Teaching staff:	B.Enkhtsetseg, D.Amartuvshin, A.Gantuul, B.Khadbaatar
E-mails:	Enkhtsetseg@msue.edu.mn , Amartuvshin@msue.edu.mn gantuul@msue.edu.mn , khadbaatar.b@msue.edu.mn
Phone(s):	99165432, 95018488, 88025377
Office:	Room 5-306, 308
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Baldulmaa, B et al. (2013). Theory and Methodology of Primary Mathematics, UB
2. Batbold.D. Ganbold (2016). Issues on Theory and Didactics of Primary Mathematics
3. Magsar, R (2012). Mathematical Theories of Primary Education
4. Magsar, R (2013). Primary Mathematics Problems, UB
5. Norov, S. (2014). Tests on Theory of Primary Mathematics. Ulaanbaatar
6. Enkhtsetseg, D. (2006). Primary Mathematics, Probability and Statistics, UB

Additional resources:

1. Primary education core curriculum (2014), renewed version (2019), UB

2. Adyasuren, B. (1998). Arithmetics Problems, UB
3. Baatar, J. (2006). Recommendations on Developing Problem-solving Competences
4. Damdinsuren, B et al. (1997). Pedagogical and psychological basis of teaching primary Mathematics, UB
5. Doyod, U. (1991). Solving arithmetic's problems by structures, UB
6. Magsar, P., Amartuvshin, D. (2014). 500 mathematical problems for primary teachers, UB
7. Norov, S. (2014). Examinations for assessing mathematical theoretical knowledge, UB
8. Norov, S. (2014). Methods for Solving Thinking Development Tasks, UB
9. Enkhtsetseg, D., Khadbaatar, B. (2020). Geometry and Methods for Teaching Measurement

Aim: supporting students knowledge creating and skills development processes of main concepts of geometry and measurement

Content: teaching methods for geometric concepts that are indicated in the Primary Mathematics revised core curriculum of 2019 (use of various testing materials of advanced level, Olympics and TIMSS)

Methodology: general development and cognitive develop methodologies such as problem raising and solving, simplifying, cooperative and flipped learning, e-learning are extensively employed

Correlation of the content and CLOs

Units	CLOs
Methodology of teaching geometric concepts	CLO [1.1.4], [1.1.5],[2.4.1], [2.4.7],[3.1.3], [3.2.3]
Methodology of teaching measurement concepts	CLO [1.1.4], [1.1.5],[2.4.1], [2.4.7],[3.1.3], [3.2.3]

Planning

weeks	topics	lectures	seminars
1-2	The content of primary Mathematics core-curriculum and textbooks /Geometry and Measurement Units/	2	4
3-4	-points, lines, rays and curved lines -shapes and objects -circles and round shapes -angles, their classification and qualities -symmetrical shapes	2	4
5-6	Constructing simple geometric shapes	2	4
7-8	-object location and movement /working with plans, route maps, geographic maps/ -Converting and movement of shapes	2	4
9-10	-teaching length measurement and perimeter -Units of Si and non-Si systems	2	4
11-12	Teaching shape area and perimeter	2	4
13-14	Teaching volume, capacity, mass and time	2	4
15-16	Open problems for Geometry and Measurement	2	4
Total time		16	32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course , participation and performance – 20%

2	Formative tests	30%	Test I. Constructing simple geometric shapes and objects considering their sizes and features (15 points) Test II. Converting units of measurement (15 points)
3	Independent assignments	50%	Task 1 to be performed in 8 th week

METHODOLOGY OF NUMERICAL DATA OPERATIONS (T.MA404)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Зүй тогтлыг илрүүлэн тооцох, Боломж, түүний тоог олох [PLO 1.1.4, 1.1.5]
- 1.2. Өгөгдөл цуглуулах, бүртгэх, ангилах, боловсруулах математик статистикийн онолын мэдлэгийг эзэмших [PLO 1.1.4, 1.1.5]
- 1.3. Ажиглалт, судалгаагаар өгөгдөл цуглуулж математик статистикийн Вариаци, вариацийн эгнээ, медиан, моод, далайц, арифметик дунжийг олоход программ ашиглаж сурах [PLO 1.1.4, 1.1.5]

2. Чадвар

- 2.1. Зүй тогтлыг илрүүлэн тооцох арга зүй Боломж, түүний тоог олох арга зүй (Үсэгт таавар, үг бүтээх таавар, юүлэлт ба жинлэлтийн бодлого бодох арга зүй..) эзэмших [PLO 2.4.1, 2.4.7]
- 2.2. Өгөгдөл цуглуулах, бүртгэх, боловсруулах Өгөгдөл болон мэдээллийг дүрсээр илэрхийлэх, өгөгдсөн шинжээр ангилах арга зүй (Пиктограм, Веннийн диаграмм, Каролийн диаграмм) Өгөгдлийн боловсруулалтыг дааграммаар илэрхийлэх. Диаграммийн төрлүүд (баганан, хэрчмэн, шугаман, дугуй диаграмм) эзэмших, статистикийн элементүүд (Вариаци, вариацийн эгнээ, медиан, моод, далайц, арифметик дундаж) [PLO 2.4.1, 2.4.7]
- 2.3. Аливаа үзэгдэл юмс, үйл явдал, өөрчлөлтийн учир шалтгаан, мөн чанар, холбоо хамаарал, үр дагавар, зүй тогтлыг илрүүлэхдээ ажиглалт, туршилтын үр дүнг бүртгэх, боловсруулах, статистик тооцоолол хийж задлан шинжлэн дүгнэлт гаргах [PLO 2.4.1, 2.4.7]

3. Хандлага

- 3.1. Тодорхойгүй байдал, санамсаргүй үйл явцад дасан зохицдог байх [PLO 3.1.3, 3.2.3]
- 3.2. Аливаа асуудлыг олон талаас нь нээлттэйгээр авч үзэх хандлагатай болох [PLO 3.1.3, 3.2.3]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Methodology of Numerical Data Operations T.MA404)

Semester:

Year 3, spring

Time allocation:

1:2:0:0 (3)

Teaching staff:

B.Enkhtsetseg, D.Amartuvshin, A.Gantuul, B.Khadbaatar, D.Khishigjargal

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gantuul@msue.edu.mn, khadbaatar.b@msue.edu.mn,
khishigjargal@msue.edu.mn

Phone(s):

99165432, 95018488, 88025377

Office:

Room 5-305

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Baldulmaa, B et al. (2013). Theory and Methodology of Primary Mathematics, UB

2. Batbold.D. (2014). Issues on Theory and Didactics of Primary Mathematics
3. Magsar, R (2012). Mathematical Theories of Primary Education
4. Magsar, R (2013). Primary Mathematics Problems, UB
5. Norov, S. (2014). Tests on Theory of Primary Mathematics. Ulaanbaatar
6. Enkhtsetseg, D. (2006). Primary Mathematics, Probability and Statistics, UB

Additional resources:

1. Albert, L. T. (2011). “Mathematics for elementary teachers”.
2. Norov, S. (2014). Assessment tasks for theoretical knowledge of primary Mathematics, UB
3. Pyshkalo. A.M.(1986). Theoretical Basis of Primary Mathematics. Moscow
4. Nyamjav,Ts. (2010). Elements of Theory of Sets. Ulaanbaatar.
5. Nyamjav,Ts. (2010). Logic Elements of Mathematics.Ulaanbaatar.
6. Stoilova, L. (2005). The third edition

Aim: understanding concepts, finding possibilities, classifying data and information using Vienn and Carol diagrams, pictograms, collecting, registering, processing data and illustrating them by bars linear, and pie charts; identifying elements of statistics such as variables, variable mode, range, median and arithmetic mean, and materials development on data handling specified in the Primary core curriculum and primary textbooks

Content: teaching methods for geometric concepts that are indicated in the Primary Mathematics revised core curriculum of 2019 (use of various testing materials of advanced level, Olympics and TIMSS)

Methodology: general development and cognitive develop methodologies such as problem raising and solving, simplifying, cooperative and flipped learning, and e-learning methods are extensively employed

Correlation of the content and CLOs

Content	CLOs
Unit1	CLO [1.1.4], [1.1.5],[2.4.1], [2.4.7],[3.1.3], [3.2.3]
Unit 2	CLO [1.1.4], [1.1.5],[2.4.1], [2.4.7],[3.1.3], [3.2.3]

Planning

weeks	units	lectures	seminars
1-2	data handling content specified in the Primary core curriculum and primary textbooks	2	4
3-4	classifying objects by sizes, colours and shapes using Vienn and Carrol diagrams	2	4
5-6	collecting, registering, illustrating and explaining data, making conclusions	2	4
7-8	possibilities, methods for their calculations	2	4
9-10	combinatorics problems, methods for solving them	2	4
11-12	open problems closed problems converting closed problems into open problems	2	4
13-14	collecting data by observations and experiments elements of statistics /variables, variable mode, range, median and arithmetic mean/	2	4
15-16	solving problems used in the primary grade olympics	2	4
Total hours		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance – 20%
2	Formative tests	30%	Test I. Samples with and without return C2- 15% Test II. Statistical processing 15%
3	Independent assignments	50%	1. Solving problems related to finding patterns and counting possibilities (25%), 2. Developing a research instrument, collect data, process data and report outcomes (25%)

METHODOLOGY OF SOLVING MATHEMATICAL PROBLEMS (T.MA406)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1.Математикийн өгүүлбэртэй бодлого, түүний бүтэц, ангилал, гүйцэтгэх үүргийг мэдэж, бодох ерөнхий арга барилыг эзэмших [PLO 3.2.2]
- 1.2.Өгүүлбэртэй бодлого бодоход суралцахыг дэмжих арга зүйг бусад хичээлийн арга зүйтэй харьцуулж, ялгах [PLO 2.4.5, 3.1.3]

2. Чадвар

- 2.1.Өгүүлбэртэй бодлогыг бодох чадвараа сайжруулах [PLO 3.2.2]
- 2.2.Өгүүлбэртэй бодлого бодоход суралцахыг үйл ажиллагаагаар дэмжих, мэдлэг бүтээгдэх үйл явцыг төлөвлөх, зохион байгуулах, үнэлэх [PLO 2.4.7]

3. Хандлага

- 3.1. Өгүүлбэртэй бодлого бодох, арга зүй хичээл дээр суралцагч өөрийн үйл ажиллагааг удирдан, зохицуулахад чиглүүлэн дэмжих хандлагатай болох [PLO 1.1.4]
- 3.2.Өгүүлбэртэй бодлого бодох, арга зүй хичээлээр суралцагчдын ялгаатай байдлыг хүлээн зөвшөөрөх [PLO 1.1.6]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code: Methodology of Solving Mathematical Problems (T.MA406)

Semester: Year 4, fall

Time allocation: 0:4:0(2)

Teaching staff: D.Amartuvshin, D.Khishigjargal A.Gantuul, B.Enkhtsetseg, B.Khadbaatar,

E-mails: Enkhtsetseg@msue.edu.mn, Amartuvshin@msue.edu.mn, gantuul@msue.edu.mn, khadbaatar.b@msue.edu.mn, khishigjargal@msue.edu.mn

Phone(s): 99165432, 95018488, 88025377

Office: Room 5-308, 306, 311

Working hours: Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. D.Amartuvshin, R.Magsar, B.Hadbaatar (2022) Mathematical problems, methodology, UB
2. R.Magsar, D.Amartuvshin (2016). 500 Mathematical problems for primary teachers (2nd edition)

Additional resources:

1. D.Amartuvshin (2016). Supporting learning of primary students for solving mathematical problems, UB, Arvai Printing

Aim: help acquire a variety of methods and strategies to solve mathematical problems, become able to effectively use them to develop primary learners' knowledge and skills of solving problems, self-regulation skills, creativity and critical thinking

Content: a variety of methods and strategies to solve mathematical problems, using them appropriately for learners of grades 1-5, application of these solutions in everyday issues, strategies for development of self-regulation of one's learning

Methodology: general development and cognitive develop methodologies such as problem raising and solving, simplifying, cooperative and flipped learning, and e-learning methods are extensively employed

Correlation of the content and CLOs

Content	CLOs
Mathematical problems, methods and strategies for their solving	CLO 1.1, 2.1, 3.1, 3.2
Methods for supporting primary students in solving complex problems	CLO 1.2, 2.1, 3.1
Active learning methods for supporting primary students in solving problems	CLO 2.2, 3.2

Planning

weeks	topics	seminars
1-4	Mathematical problems, methods and strategies for their solving	16
5-10	Methods for supporting primary students in solving combined problems	24
11-16	Active learning methods for supporting primary students in solving problems	24
total		64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test 1. Solving Maths problems (15%) Test 2. Methodology of supporting primary learners' Maths problems knowledge and skills (15%)
3	Independent assignments	50%	Task 1: develop and implement and a lesson curriculum – 25% Task 2: develop a checklist- 25%

HUMAN AND NATURE (T.SC401)

One. COURSE COURSES

1. Мэдлэг

- 1.1. Эх орны тухай танин мэдэхүйн ерөнхий ойлголт, уур амьсгал, цаг агаар, газарзүйн зураг, план зураг, масштаб, эх дэлхий, нар, сар, орчлон ертөнцийн тухай танин мэдэх, харьцуулах, шинжлэх ухааны үндэстэй тайлбарлах [PLO 1.3.1, 2.4.4, 2.5.3, 3.2.4]
- 1.2. Байгалийн юмс үзэгдлийг танин мэдэх, шинжлэн судлах, эргэцүүлэх [PLO 1.3.1, 2.4.4, 2.5.3, 3.2.4]
- 1.3. Амьд ба амьгүй байгаль түүний холбоо хамаарал, амьд бие түүний ангилал, үндсэн шинж, амьд бие ба амьдралын орчин, амьдралын эргэлтийг судалж танин мэдэх, нэгтгэн дүгнэх [PLO 1.3.1, 2.4.4, 2.5.3, 3.2.4]

2. Чадвар

- 2.1. Эх орны газар нутаг, уур амьсгал, цаг агаарыг дэлхийн бусад улс орнуудтай харьцуулах, газар зүйн зураг, план зураг дээр ажиллах, масштабын бодлого бодох, ангийн план зураг зурах [PLO 1.3.1, 2.4.7, 3.2.4]
- 2.2. Байгалийн юмс, үзэгдэлийн мөн чанар, учир шалтгаан, холбоо хамаарлыг судлах, загварчлах, туршилтын үр дүнг үнэлж, дүгнэх, шинэ туршлага бий болгох [PLO 1.3.1, 2.4.7, 3.2.4]
- 2.3. Амьд ба амьгүй байгалийн харилцан хамаарлыг ажиглалт, туршилтын аргаар шинжлэх, амьтан ургамлын идэш тэжээлийн хэлхээг ажиглах, тайлбарлах, асуудал дэвшүүлж, шийдвэрлэх. [PLO 1.3.1, 2.4.7, 3.2.4]

3. Хандлага

- 3.1. Эх орон, байгаль дэлхийгээ хайрлан хамгаалах хандлага төлөвшүүлэх, үзэл бодлоо хэлэлцүүлэх [PLO 1.1.6, 1.3.1, 3.2.4]
- 3.2. Байгалийн юмс, үзэгдэлд шинжлэх ухаанчаар хандах, эргэцүүлэх [PLO 1.1.6, 1.3.1, 3.2.4]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Human and Nature T.ML 401

Semester:

Year 3, fall

Time allocation:

1:4:0:0(5)

Teaching staff:

B.Bayarchimeg Sh.Daurenbek, S.Batkhuuяag

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Batkhuuяag@msue.edu.mn

Phone(s):

(976)-70112429

Office:

Room 5-308, 312

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Daurenbek, Sh., B.Bayarchimeg, B., S.Batkhuuяag (2022). Foundation of Primary Natural Sciences, UB, Uсeg
2. Bayarchimeg B., et al. (2014). Natural Science. Ulaanbaatar, Soyombo

Additional reading:

1. Bayarchimeg B., et al. (2013). Simple experiments of Human and Nature subject. Ulaanbaatar, Admon
2. Batchuluun, E et al. (2020) "Human and Environment III, Ulaanbaatar, Admon Altansetseg D., et al., (2020). Human and Nature IV, Ulaanbaatar, Admon
3. Altansetseg D., et al., (2020). Human and Nature V, Ulaanbaatar, Admon
4. Khishigbayar, B., Enkhtogtokh, A. (2019) "Primary Education Core Curriculum, Ulaanbaatar, Admon
5. Batchuluun E., (2013). Earth Science. Ulaanbaatar.
6. Temuulen (2013). Biology. Ulaanbaatar. Altangerel N., (2013). Physics - 1, 2. Ulaanbaatar.
7. Dorjsuren B., et al. (2012). Physics Soyombo Encyclopedia. Ulaanbaatar.
8. Bayantur M., et al. (2012). Geography Soyombo Encyclopedia. Ulaanbaatar
9. Suran D., (2012). Biology Soyombo Encyclopedia.
10. Mijiddorj D., (2012). Chemistry Soyombo Encyclopedia. Ulaanbaatar

Methodology

Throughout this course students will do observations, experiments, use scientific enquiry strategies (predicting, planning, performing, information processing, summarizing), learn teaching human and nature subject, general didactic and specific teaching skills, planning and organizing a lesson according to students' cognitive characteristics, selecting and using teaching and learning materials effectively, assessing students, supporting their development, and providing methodology for knowledge construction.

Course aim: provide opportunities for acquisition theoretical knowledge and practical skills for conducting observations, experiments and scientific inquiries

Methodology: Problem-solving and scientific inquiries based on active participation and teamwork

Correlation of the content and CLOs

Content	CLOs
Motherland and universe	CLO 1.1, 2.1, 3.1
Natural phenomena	CLO 1.2, 2.2, 3.2
Living and nonliving nature	CLO 1.3, 2.3

Planning

weeks	topics	lectures	seminar
1-2	The Universe	2	8
3-4	Geographical maps	2	6
4-6	Structure of Atmosphere	2	8
6	State of substances (reversible and irreversible changes)	2	4
7-9	Energy, its transformation and use	2	12
10-11	Electricity and magnetism, their use	2	6
11-13	Living organisms and their classification	2	10
14-16	Life cycle of living organisms	2	10
Total contact time		16	64

Assessment

№	Assessment types	%	Content
1	Attendance,	20%	Full attendance of the course, participation and performance

	participation		
2	Formative tests	30%	Test 1. The Universe (10%) Test 2. Natural phenomena and objects (10%) Test 3. Living and Non-living organisms (10%)
3	Independent assignments	50%	Task 1: selected topic 25% Task 2: developing simple instruments and do an experiment 25%

METHODOLOGY OF TEACHING NATURAL SCIENCES (T.SC402)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бага боловсролын байгалийн ухааны сургалтын онцлог, мөн чанарыг ойлгох [PLO 1.3.1, 3.2.3]
- 1.2. Бага боловсролын байгалийн ухааны хичээл дээр мэдлэг бүтээх арга зүй судлах, эргэцүүлэх [PLO 2.1.2, 3.2.3]
- 1.3. Бага боловсролын байгалийн ухааны хичээлийн агуулга, суралцах үйл ажиллагаа, суралцагчдын онцлогийг мэдэж, суралцах үйлийг дэмжих [PLO 2.1.1, 3.2.3]
- 1.4. Бага боловсролын хүн ба орчин, хүн ба байгаль хичээлийн агуулга, арга зүйг эргэцүүлэх, шинжлэх [PLO 1.1.6, 2.5.3, 3.2.3]

2. Чадвар

- 2.1. Бага боловсролын байгалийн ухааны хичээлийн хөтөлбөр боловсруулж, шинжлэн дүгнэх [PLO 1.1.6, 2.5.3, 3.2.3]
- 2.2. Бага боловсролын байгалийн ухааны сургалтыг суралцахуй багшлахуй, боловсролын сэтгэл судлалын онолын үндэстэй зохион байгуулах, хэлэлцэх [PLO 2.5.1, 3.2.3]
- 2.3. Бага боловсролын байгалийн ухааны хичээлийн хэрэглэгдэхүүнийг суралцагчдын суралцах онцлогийг харгалзан бэлтгэх, боловсруулах [PLO 2.4.6, 2.5.4, 3.2.3]
- 2.4. Бага боловсролын байгалийн ухааны хичээлд олон хувилбарт үнэлгээний даалгавар боловсруулах чадвартай болох [PLO 2.5.2, 3.2.3]

3. Хандлага

- 3.1. Бага боловсролын байгалийн ухааны хичээлийг зохион байгуулахдаа бүтээлчээр хандах [PLO 1.1.6, 3.1.3, 3.2.3]
- 3.2. Өөрийн мэдлэг, чадвар, арга зүйгээ тасралтгүй дээшлүүлэх хэрэгцээг ухамсарлах [PLO 2.1.2, 3.2.3]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Methodology of Teaching Natural Sciences T.ML 402

Semester:

Year 3, spring

Time allocation:

0:6:0:0(5)

Teaching staff:

B.Bayarchimeg Sh.Daurenbek, S.Batkhuuag

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Batkhuuag@msue.edu.mn

Phone(s):

(976)-70112429

Office: Room 5-308, 312
Working hours: Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Bayarchimeg B., et al. (2014). Natural Science. Ulaanbaatar, Soyombo
2. B.Bayarchimeg (2017, 2018). Content, methodology and assessment of the Primary Natural Sciences. UB: Admon
3. Daurenbek, Sh., B.Bayarchimeg, B., S.Batkhuuyag (2022). Foundation of Primary Natural Sciences, UB, Useg
4. Sodov, Ts. (2018). Teaching Natural Sciences. UB: SodPress

Additional reading:

1. Batchuluun, E et al. (2020). Human and Environment I, II, III, Ulaanbaatar, Admon
2. Altantsetseg D., et al., (2020). Human and Nature IV, V. Ulaanbaatar, Admon
3. Khishigbayar, B., Enkhtogtokh, A. (2019) "Primary Education Core Curriculum, Ulaanbaatar, Admon
4. Batchuluun E., (2013). Earth Science. Ulaanbaatar.
5. Temuulen (2013). Biology. Ulaanbaatar.
6. Altangerel N., (2013). Physics - 1, 2. Ulaanbaatar.
7. Dorjsuren B., et al. (2012). Physics Soyombo Encyclopedia. Ulaanbaatar.
8. Bayantur M., et al. (2012). Geography Soyombo Encyclopedia. Ulaanbaatar
9. Suran D., (2012). Biology Soyombo Encyclopedia.
10. Mijiddorj D., (2012). Chemistry Soyombo Encyclopedia. Ulaanbaatar

Aim: support students learning of Natural Sciences to become able to teach human and environment, human and nature subjects aligned to primary graders' learning needs, knowledge, skills and attitudes, and their cognitive characteristics, gain organizational, creative and research skills and experiences

Content: Content, methodology, resources and assessment for teaching Natural Sciences at primary grades: motherland, the Universe, natural phenomena, living and non-living nature

Methodology: key methodologies of teaching Human and Nature, Human and Environment subject in primary grades as specified in the national core curriculum. Namely, they are

- Enquiry methods, use of required tools, equipment, and aids for teaching, concepts and principles, trends and main characteristics for constructing knowledge
- Evaluation one' own knowledge based on evidences, report outcome of activities, identifying misunderstanding and errors, and correction techniques
- Methodology of expanding, generalization and detailed specification of the content, trying out designing a lesson plan, curriculum

Correlation of the content and CLOs

Content	CLOs
Foundations of Primary Education	CLO 1.1., 1.3, 1.4, 3.1
Motherland and universe: Content, methodology and assessment	CLO 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2
Natural phenomena: Content, methodology and assessment	CLO 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2
Living and nonliving nature: Content, methodology and assessment	CLO 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2

Planning

weeks	topics	seminars
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1-6	Foundations of Primary Education	34
6-10	Motherland and the Universe: Content, methodology, resources and assessment	22
10-14	Natural phenomena: Content, methodology, resources and assessment	24
14-16	Living and nonliving nature: Content, methodology, resources and assessment	16
Total		96

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test 1. Unit on foundation of primary natural sciences (15 %) Test 2. Content of units I, III, IV (15%)
3	Independent assignments	50%	Task 1: developing a unit plan 25% Task 2: teaching mini-lesson - 25%

HEALTH, METHODOLOGY (T.SC403)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Эрүүл ахуй ба орчин, хооллолт ба хөдөлгөөний тухай танин мэдэх, харьцуулах, шинжлэх ухааны үндэстэй тайлбарлах [PLO 1.1.6, 1.3.2, 3.2.4]
- 1.2. Сэтгэцийн, бэлгийн, нөхөн үржихүйн эрүүл мэндийн талаар шинжлэн судлах, эргэцүүлэх [PLO 1.1.6, 1.3.2, 3.2.4]
- 1.3. Аюулгүй байдал, анхны тусламжийн талаар судалж танин мэдэх, тайлбарлах, аюулгүй байдлыг тодорхойлох [PLO 1.1.6, 1.3.2, 3.2.4, 3.4.3]

2. Чадвар

- 2.1. Эрүүл мэндээ хамгаалах, эрсдэлээс урьдчилан сэргийлэх [PLO 1.3.2, 3.2.4 3.4.3]
- 2.2. Эрүүл зан үйлийг хэвшүүлэх, аюулгүй байдлаа хангах, бусдад анхны тусламж үзүүлэх [PLO 1.3.2, 3.2.4]
- 2.3. Эрүүл мэндийн хичээлийг оновчтой зохион байгуулах, агуулгын хувьд хамгийн тохиромжтой арга зүйг сонгох [PLO 1.3.2, 3.2.4]

3. Хандлага

- 3.1. Эрүүл мэндээ хайрлан хамгаалах хандлага төлөвшүүлэх [PLO 1.3.2]
- 3.2. Эрүүл зан үйлийг эрхэмлэх [PLO 1.3.2]
- 3.3. Эрүүл аж төрөх зөв дадал, хэвшилтэй болох хандлага төлөвшүүлэх [PLO 3.2.4]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Health, Methodology T.SC 403
Semester:	Year1, spring
Time allocation:	0:2:0:0 (2).
Teaching staff:	B.Bayarchimeg Sh.Daurenbeek, S.Batkhuuyag
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Phone(s):	(976)-70112429
Office:	Room 5-308, 312
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Altantsetseg, D et al. (2020). Recommendations for teaching health curriculum at primary grades. Teacher's Book, grades IV-V, UB. <https://www.meds.gov.mn/post/67588>
2. Altantsetseg, D et al. (2018). Primary core curriculum and a learning guide on Health, UB
3. Core curriculum of Primary Education (revised version). (2019). Health, UB <https://cdn.greensoft.mn/uploads/users/2649/files/Curriculum/EBS/Bagaa.pdf>
4. Bayarmaa, G et al. (2009). Curriculum on Health Education, UB.

Additional reading:

1. Bayarmaa, G et al. (2020). Human and Environment I, UB
2. Batchuluun Yo et al. (2020). Human and Environment II, UB
3. Batchuluun Yo et al. (2020). Human and Environment I, UB

4. Munguntulga, E et al. (2020). Health IV, UB
5. Altantsetseg, D et al. (2020). Health V, UB
6. Altantsetseg, D et al. (2005). Sexual life, UB
7. Altantulga, E. (2005, 2008). A Handbook on the First Aids, UB
8. Our school supports a healthy life. (2010). Child to child trust. International organization The World Vision, UB
9. Dondog, E., Munguntulga, E. (2013). Infectious diseases, UB
10. Give up bad habits. (2010). Handbook, UB
11. Health. (2005). WHO, UB

Aim: provide opportunities for students to learn how to manage lessons grounded in concepts and principles of modern methodology based on active participation of primary learners

Content: Content and methodology of primary health education

Methodology: practical course that is based on the active participation, employs effective methods that support creativity

Correlation of the content and CLOs

Topics	CLOs
Hygiene and environment, food and exercises	CLO 1.1, 2.1, 2.3, 3.1, 3.2, 3.3
Mental, sexual and reproductive health	CLO 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
Safety and first aids	CLO 1.3, 2.2, 2.3, 3.1, 3.3

Planning

weeks	Units	seminars
1-2	Curriculum and textbooks for primary health education	4
3-4	Specific features and methodology of health lessons	4
5-6	Personal hygiene and environmental health: theory and methodology	4
7-8	Food and exercises: theory and methodology	4
9-10	Mental health: theory and methodology	4
11-12	Sexual and reproductive health: theory and methodology	4
13-14	Bad habits : theory and methodology	4
15-16	Safety and the first aids: theory and methodology	4
Total hours		32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test 1. By the content of the course (30%)
3	Independent assignments	50%	Task 1: selected TV lesson 50%

CIVIC EDUCATION, METHODOLOGY (T.SS401)

One. COURSE STANDARDS

- 1.1 Иргэний болон ёс суртахуун, үнэт зүйлийн боловсролын онолын үндсийг судлах, тодорхойлох [PLO 3.2.4]
- 1.2 Монгол өв соёл, монголчуудын ёс суртахууны уламжлалт мэдлэг ухааныг тодорхойлох, таних, эрэмбэлэх, [PLO 1.2.2, 3.2.4]
- 1.3 Бага ангийн сурагчдад эзэмшүүлэх иргэний болон ёс суртахууны боловсролын онол, арга зүйн үндсийг нэрлэх, тайлбарлах [PLO 2.3.7, 3.2.4, 3.4.1]

Чадвар

- 2.1 Иргэний болон ёс суртахууны боловсролын онол, үзэл баримтлалыг харьцуулах, задлан шинжлэх, оюун дүгнэлт хийх [PLO, 3.2.4]
- 2.2 Иргэний болон ёс суртахууны боловсролын хичээлийн хөтөлбөр боловсруулах, хэрэгжүүлэх, үнэлэх, хичээлийн судалгаа хийх, тайлагнах [PLO 3.1.2, 3.2.4, 3.4.2]
- 2.3 Бага ангийн сурагчдад ёс суртахуун, иргэний боловсролын гол зарчим үнэт зүйлийг хэрэгжүүлэх хүсэл эрмэлзлийг бий болгох арга ухаанд суралцах, тайлбарлах, оюун дүгнэлт хийх [PLO 3.2.4, 3.4.1, 3.4.3]

Хандлага

- 3.1 Ардчилсан нийгмийн үнэт зүйл, ёс суртахууны хэм хэмжээг баримтлах, суралцахууд суралцах, монгол өв соёл, зан заншил үнэт зүйлсийн баримжаа бүхий иргэн болж төлөвших, нийгмийн хөгжилд хувь нэмрээ оруулах хүсэл эрмэлзэлтэй байх [PLO 3.2.4]
- 3.2 Бага ангийн сурагчдыг иргэний болон ёс суртахууны боловсролтой иргэн болж төлөвшихөд үлгэр дуурайл үзүүлэх, дэмжих, чиглүүлэх бүтээлч хандлагатай багш болох [PLO 3.2.4]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Civic Education T.SS 401
Semester:	Year 4, fall
Time allocation:	:1:0:0(3)
Teaching staff:	A.Oyuntungalag Ts.Delgersaikhan N.Uuriingtuya L.Sanchir
E-mails:	oyuntungalaga@yahoo.com , delgersaikhan@msue.edu.mn nuuriintuya@gmail.com , Lsanchira@gmail.com
Phone(s):	(976)-70112429
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Oyuntungalag, A., Ariuntstesteg, G. (2019). Ethics of Civic Education, Methodology, UB.
2. Purev O., (2007, 2013). Some Issues on Theory and Methodology of Humanizing Mongolian Education and Teaching. Book I. Ulaanbaatar.
3. Open Society Forum. (2011). Evaluation of Civic Education of Secondary Schools, UB

Additional reading:

1. Avarzed, U. (2007). Mongolian Nomadism and Pastoralism, UB
2. Avdai, Ch. (2003). Traditional Technology of Mongolian Nomads, UB
3. Curriculum on Democracy Education. (2014). Улаанбаатар
4. Badamkhatan, S. (1990-1996). Ethnographic Study of Mongolian, volumes I-IY, UB
5. Batnasan, G. (1989). Mongolian National Costumes, UB
6. Battogtokh, D. (2009). Teachings and Upbringing of Boys, UB
7. Byambasuren, B. (2004). Mongolian State customs and ceremonies, UB
8. Gongorjav, G. (2008). Mongolian Philosophy and Traditions of Knowledge, UB
9. Delgersaikhan, Ts., et al. (2017). Content and Methodology of Primary Social Sciences, UB
10. Zonhoba. (2006). Degree of Bodhisattva. UB
11. Choimaa Sh., (2011). Contributing to Students' Development by Mongolian Customs and traditions
12. Choimaa Sh. (2007). Purifying a soul, UB
13. Yumendelger, S. (2018). Handbook on Gender in Education, UB
14. National Programme on Ensuring Human Right. (2003).

Aim: provide a wide range of opportunities for students to acquire and facilitate creating knowledge, skills, attitudes for teaching Primary Civic education

Content: Traditional and contemporary concepts of Civic Education, modern world trends, content, planning and methodology of “Mongolian Customs and Upbringing” curriculum within the Ethics in Civic Education programme, Learning environment, instructional materials and assessment

Methodology: instruction design offers participatory and active learning as well as supporting independent studies for students' professional and personal development

Correlation of the content and CLOs

Topics	CLOs
Traditional and contemporary concepts of Civic Education, modern world trends	CLO 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1
The content, planning and methodology of “Mongolian Customs and Upbringing” curriculum within the Ethics in Civic Education programme	CLO 1.2, 1.3, 2.1, 2.3, 3.1, 3.2
Learning environment, instructional materials and assessment of Ethical Civic Education	CLO 1.3, 2.1, 2.2, 2.3, 3.1, 3.2

Planning

weeks	topics	lectures	seminar
1-4	Traditional and contemporary concepts of Civic Education, modern world trends	4	8
5-12	The content, planning and methodology of the unit “Mongolian Customs and Upbringing” within the Ethics in Civic Education programme	8	16
13-16	Learning environment, instructional materials and assessment of Ethics in Civic Education	4	8
Total		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Independent	50%	Task 1. Choose one of the topics of Unit II, teamwork 20

	assignments		points • Task 2. Choose of the topics of the unit on content, planning and methodology of “Mongolian Customs and Upbringing”, individual work, 15 points • Task 3. Developing and trying out Counseling Guidelines for solving of a particular issue 15 points Note: the assessment will be comprised of self-evaluation, instructor’s evaluation and as required external evaluation by detailed criteria
	Formative tests	30%	Test 1. Levelled task /units -1, 2/ Test 2. Levelled task /unit - 3/ Note: two tests can be combined as one

HUMAN AND SOCIETY (T.SS 402)

One. COURSE STANDARDS

Мэдлэг

- 1.1 Нийгмийн ухааны онол болон үнэт зүйлийн ойлголтыг судлах, нэрлэх [PLO 3.2.4]
- 1.2 Бага ангид заах нийгмийн ухааны хичээлийн хөтөлбөрийн бүтэц, онцлогийг танин мэдэх, тодорхойлох [PLO 2.4.2, 3.2.4]
- 1.3 Бага ангийн сурагчдад нийгмийн ухааны боловсрол олгох онол, арга зүйн үндсийг жагсаах, нэгтгэн дүгнэх [PLO 2.3.7, 3.2.4, 3.4.1]

Чадвар

- 2.1 Бага боловсролын нийгмийн ухааны онол, үзэл баримтлалыг харьцуулах, тайлбарлах, шинжлэх [PLO 1.2.2, 3.2.4]
- 2.2 Нийгмийн ухааны хичээлийн хөтөлбөр боловсруулах, хэрэгжүүлэх, үнэлэх, дүн шинжилгээ хийх [PLO 3.1.2, 3.2.4, 3.4.2]
- 2.3 Бага ангийн сурагчдын иргэнших, нийгэмших, дасан зохицох үйл явцыг дэмжихүйц хүсэл эрмэлзлэл илэрхийлэх, хүний эрхийн боловсролыг тайлбарлах, асуудлыг эрэмбэлэх, шийдвэрлэх үндэслэл дэвшүүлэх, нотлон бичих [PLO 3.2.4, 3.4.1, 3.4.3]

Хандлага

- 2.1 Хүн төрөлхтний болон монголын түүх, соёл, өв уламжлалыг дээдлэж буйгаа илэрхийлэх, нийгмийн үнэт зүйлийг эрхэмлэн сахих шударга иргэн байхаа нотлон бичих, суралцахуйдаа суралцах, сайн сайхан нийгмийг бүтээлцэх хүсэл эрмэлзэлтэй байх [PLO 1.1.3, 3.2.4]
- 2.2 Багш мэргэжлийн тасралтгүй хөгжлийг хангах, өөрийн үзэл бодол, байр сууриа илэрхийлэх, бусадтай зөв боловсон харилцах, бусдыг ойлгох, хүлээн зөвшөөрөх, бие даан ажиллаж амьдрах эерэг хандлагатай болох [PLO 3.2.4]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Human and Society T.SS 402

Semester:

Year 4, spring

Time allocation:

2:1:0:0(3)

Teaching staff:

A.Oyuntungalag Ts.Delgersaikhan N.Uuriingtuya L.Sanchir

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Phone(s):

(976)-70112429

Office:

Room 5-207

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Oyuntungalag, A., Ariuntstesteg, G. (2019). Ethics of Civic Education, Methodology, UB.
2. Delgersaikhan, Ts., at al. (2017). Content and Methodology of Primary Social Sciences, UB

Additional reading:

1. Curriculum on Democracy Education. (2014). Улаанбаатар
2. Core curriculum for Primary Education. (2019). UB
3. Learning planning for primary education curriculum (2019). UB

4. Purev O., (2007, 2013). Some Issues on Theory and Methodology of Humanizing Mongolian Education and Teaching. Book I. Ulaanbaatar.
5. Open Society Forum. (2011). Evaluation of Civic Education of Secondary Schools, UB
6. J. Ulziisaikhan. (2001). Some Issues of Traditional Pedagogy, UB
7. Г.Эрдэнэ-Очир. (1998). “Ардын сурган хүмүүжүүлэх зүй”. Улаанбаатар
8. Х.Самдилдэндэв. (1995). “Монгол ардын сурган хүмүүжүүлэх зүйн туршлага ” Улаанбаатар
9. Zonhoba. (2006). Degree of Bodhisattva. UB
10. Choimaa Sh., (2011). Contributing to Students’ Development by Mongolian Customs and traditions
11. Choimaa Sh. (2007). Purifying a soul, UB
12. Ichinhorloo, Sh. (2012). Teaching Theories and their Application/general methodology/, UB
13. ADB. (2017). “Gender in Education Handbook, UB
14. Project report. (2017). Gender Issues in primary and secondary education, UB
15. MOECS, ADB. (2017). Gender in Higher Education, UB
16. National Programme XXI Century Mongolia Sustainable Development

Prerequisite: S.GS109

Aim: provide a wide range of opportunities for students to acquire and facilitate creating knowledge, skills, attitudes for teaching Primary Social Sciences

Content: Traditional and contemporary concepts of Social Sciences, modern world trends, content, planning and methodology of Human and Environment and Human and Society curriculum

Methodology: instruction design offers participatory and active learning as well as supporting independent studies for students’ professional and personal development

Correlation of the content and CLOs

№	Content	CLOs
1	Concepts, changes and improvement of Primary Social Sciences	CLO 1.1, 1.3, 2.1
2	The content, planning and methodology of Human and Environment and Human and Society subjects	CLO 1.2, 1.3, 2.1, 2.2, 2.3, 3.2
3	Learning environment, instructional materials and assessment of Primary Social Sciences	CLO 1.1, 1.3, 3.1, 3.2

Planning

weeks	topics	lectures	seminar
1-4	Concepts, changes and improvement of Primary Social Sciences	4	8
5-12	The content, planning and methodology of Human and Environment and Human and Society subjects	8	16
13-16	Learning environment, instructional materials and assessment of Primary Social Sciences	4	8
Total		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance: • Development of unit/lesson plan and mini teaching by the groups of 4-5 -10 points • Participation of discussions, reporting and debates - 10 points

2	Independent assignments	50%	- Using guiding questions in the list of required readings and performing one of types of tasks given below individually /15 points/: - Write a report followed by a discussion - Writing an essay - Taking notes and use for writing a reflection and/or mapping etc., - Developing and trying out Counseling Guidelines for solving a particular issue 15 points: - Study of effective management practices for teaching Human and Society, make planning and trying out - Develop a project on the content of Human and Society and trying it out - Develop and test guidelines for an activity to solve social problems for the public within the course content Note: the assessment will be comprised of self-evaluation, instructor's evaluation and as required external evaluation by detailed criteria
a)	Formative tests	30%	Test 1. Levelled task /units -1, 2/ Test 2. Levelled task /unit - 3/ Note: two tests can be combined as one

EXTRACURRICULAR ACTIVITIES, METHODOLOGY (T.PE417)

One. COURSE STANDARDS

1.Мэдлэг

- 1.1.ХГҮА-ны уламжлал, шинэчлэл, мөн чанар, түүний агуулга, арга, хэлбэрт гарч буй өөрчлөлт, сурагчдын дунд хичээлээс гадуур явуулах ажлын онцлог, ач холбогдлыг тайлбарлах [PLO 2.3.7, 2.3.5 3.1.3]
- 1.2.Олон улсын ХГҮА-ний төрлүүд агуулга, хэлбэр, хэрэгжүүлэх арга зүй, мөн чанарт харьцуулалт хийх [PLO 2.5.1, 2.4.4, 3.3.2]

2.Чадвар

- 2.1.ХГСА-н төрөл, сэдэв, чиглэл, зорилго, зорилт, зорилтуудын хүрээнд өгөх үндсэн агуулгуудтай хүүхдийг хөгжүүлэх чадварыг уялдуулан сонгож хэрэгжүүлэх [PLO 2.1.2, 2.2.6, 3.3.1]
- 2.2.Боловсролын шинэчлэлийн үзэл санаа, 21-р зууны Монгол сурагчийн компитенцийн нэгэн загварт дүн шинжилгээ хийж, сонгосон ХГҮА-гаа хувь хүн, сургууль, нийгмийн хэрэгцээ шаардлагад тулгуурлан төлөвлөх, зохион байгуулах [PLO 2.1.3, 2.2.3, 2.3.7, 2.5.3, 3.3.2]

3. Хандлага

- 3.1.Сурагч нэг бүрийг хамт олны үйл ажиллагааны явцад өөртөө итгэлтэй, өөрийгөө удирдах, хөгжүүлэх, бусдыг манлайлах чадвартай, хөгжилтэй, эвсэг, ажилсаг хамт олныг бүрдүүлэхэд хувь нэмрээ оруулдаг бүтээлч, санаачилгатай, оролцоот иргэн болж төлөвших, хүүхдийг төлөвшүүлэх явцыг чин сэтгэлээсээ дэмждэг, сайжруулах арга замыг эрэлхийлэх [PLO 2.3.2, 3.1.3, 3.4.3]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Extracurricular activities T.PE 417
Semester:	Year 4, spring
Time allocation:	0:2:0:0(2)
Teaching staff:	N. Tsogzolmaa
E-mails:	tsogzolmaa.n@msue.edu.mn
Phone(s):	(976)-70112429
Office:	Room 5-313
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Tsogzolmaa, N., et al (2017). Learning-Support Activities, UB
2. Tsogzolmaa N. (2022). Methodology of Learning-Support Activities, UB

Additional Readings:

1. Tsogzolmaa, N. (2010). Extracurricular activities as an influential factor for student-teachers' development, UB
2. Primary Education Core Curriculum. (2014). Extracurricular Activities, UB
3. Report on implementation, counselling and monitoring of primary core curriculum in supporting learning of learners. (2015)
4. MNUE, SPTE. (2013). Psychology of Young Learners, UB, BCI

5. Japan Society for Educational Technology. 日本教育工 学会論文誌 36 (4), 407–418. 2013. 教職志望学生 の フ レ ン ド シ ッ プ 参加 経 験 と 授 業 ・ 教 師 ・ 子 ど も イ メ ー ジ 及 び 教 育 実 習 前 後 の 変 容 と の 関 係. (Jpn. ノ、Educ TechnoL)

Aim: ensure development of student-teachers to manage extracurricular activities support the student's development, maturity, and socialization based on the student's needs, interests, and characteristics.

Content: study teachers' everyday practical activities and try out various activities to gain knowledge and experiences

Methodology: any of modern methodologies, including innovative ICT technologies: open, flexible, and creative methods on needs and interests of learners

Correlation of the content and CLOs

No	Content	CLOs
1	History, traditions, current state and specific features of extracurricular activities	[CLO 1.1,1.2,]
2	Planning of extracurricular activities	[CLO 2.1, 2.2, 3.1]
3	Management of extracurricular activities	[CLO 1.1,1.2, 2.1, 2.2, 3.1]

Planning

weeks	topics	seminars
1-2	Traditions and innovations of extracurricular activities	4
3-4	The essence and importance of extracurricular activities	4
5-6	Methodology of extracurricular activities	4
7-8	Correlations of extracurricular activities with other subjects	4
9-10	The public / social activities	4
11-13	Planning and implementation of extracurricular activity on “...”	6
14-16	Report the outcomes of the activity on “...”	6
Total		32

Assessment

No	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test 15% Self-evaluation of a particular activity 15%
3	Independent assignments	50%	Study of the content of extracurricular activities in the primary education core curriculum

THE METHODOLOGY OF TEACHING ARTS, (T.AR410)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Дүрслэх урлагийн онол, урлагийн чиг хандлага, нэр томъёог өөрийн орны болон олон улсын зураачдын уран зураг, хүүхдийн зурсан зургийн бүтээлийн жишээнээс ялган таньж ойлгох [PLO 1.1.1, 2.1.1, 3.2.5]
- 1.2. Дүрслэх урлагийн зохиомж, өнгө будгийн шинж чанар, уламжлалт зураг, зурж будах аргуудыг өөрийн бодол төсөөллөөр тайлбарлах [PLO 1.1.1, 3.2.5]

2. Чадвар

- 2.1. Дүрслэх урлагийн төрөл зүйлийн ялгаатай байдлыг оношлох, дүн шинжилгээ хийж хүүхдийн зурсан зураг бүтээлийн жишээгээр үзүүлэх [PLO 1.1.1, 2.1.1, 2.4.1, 3.2.5]
- 2.2. Дүрслэх урлагийн бүтээлийн ялгаатай байдал онцлогийг тооцож, суралцахуй болоод багшлахуйд хэрэгжүүлэх боломж арга замыг эрэлхийлж, өөрийн бодол төсөөллөөр харьцуулан тодорхойлох, баяжуулах, дүрслэн харуулах [PLO 2.1.1, 2.4.1, 3.2.5]
- 2.3. Бага боловсролын дүрслэх урлагийн сургалтын арга зүй, хэрэглэгдэхүүн, зохиомжлох, зурж будах аргуудыг оновчтой сонгож, ашиглах [PLO 1.1.1, 2.1.1, 2.4.1, 3.2.5]
- 2.4. Монголын уламжлалт зураг дүрслэл, хээ угалз, дагнаас, өнгийн нэршил, бэлгэдлийг тайлбарлах, зураг дүрслэлдээ ашиглах, онцлог ялгааг баяжуулах [PLO 1.1.1, 2.1.1, 2.4.1, 3.2.5]

3. Хандлага

- 3.1. Өөрийн зураг дүрслэл, өнгийн мэдрэмж, идэвх санаачилга, бүтээлчээр суралцах хандлагад ахиц гаргах [PLO 2.1.1, 2.4.1, 3.2.5]
- 3.2. Хүүхдийн дүрслэн урлах үйлийг хөгжүүлэх шинэ арга зүйг боловсруулах арга замыг эрэлхийлэх [PLO 2.1.1, 2.4.1, 3.2.5]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching the Arts T.PE 410
Semester:	Year 4, spring
Time allocation:	1:2:0:2 (5)
Teaching staff:	N. Khuderchuluun
E-mails:	khuderchuluu@msue.edu.mn
Phone(s):	(+976) 96675004
Office:	Room 5-112
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Bayarmagnai, Z., et al. (2018) Methodology of the Fine Arts, UB

Additional reading:

1. Tseden-Ish D. (2017). Theory and Methodology of Teaching the Fine Arts, UB
2. Erdenetsog Ts., et al. (2015). Foundation of Fine Arts. ULaanbaatar
3. Tseden-Ish D. (2011). Fine Arts Teacher's Book. Ulaanbaatar
4. Batchuluun S. (2010). Fine Arts Education. Ulaanbaatar
5. Erdenetsog Ts. (2006) Colour Harmony of the XX Century of Mongolian Fine Arts, UB
6. Enkhdavaa, D. (2002) Composition, UB

Aim: support students' learning about the aesthetic concept of fine art types and categories, and trends/schools, art of drawing points, spots, lines, shapes, expressing colors, light, shadows, and movements in picture, as well as develop understanding and apply the methods of expressing unified ideas and compositions

Content: Review of the Fine Arts Education, types of compositions, methods and tools, crafting and drawing processes, traditional crafting

Methodology: creative inquiries, learning from each other, making prediction, analyzing, concluding

Correlation of the content and CLOs

№	Content	CLOs
1	Content and methodology of Primary Fine Arts Education	CLO:1.1, 2.1, 2.2, 2.3, 3.1, 3.2
2	Types, tools and methods of composition	CLO:1.2, 2.3, 3.1, 3.2
3	Process of crafting and drawing	CLO:1.2, 2.2, 2.3, 3.1, 3.2
4	Traditional crafting	CLO:1.2, 2.1, 2.4, 3.1, 3.2

Planning

weeks	topics	lectures	seminars	practicals
1-12	Content and methodology of Primary Fine Arts Education	4	26	2
2-8	Types, tools and methods of composition	8	0	14
9-16	Process of crafting and drawing	0	6	8
7-16	Traditional crafting	4	0	8
Нийт цаг		16	32	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	Designing flash cards Хичээлийн агуулгаар үзүүлэн тараах материал боловсруулах (Практик хичээлийн дасгал даалгварын гүйцэтгэлээр 30%)
3	Independent assignments	50%	- Interpreting /reading/ painting 16% - Making composition of flat and solid objects 17% - Drawing/sketching on given topic 17%

METHODOLOGY OF TEACHING TECHNOLOGY (T.AR411)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1 Технологийн хичээлийн агуулга, онол арга зүйн үндэс ухагдахууныг тайлбарладаг, хүүхдийн хөгжлийг дэмжих дасгал даалгавар, бүтээлч ажлуудтай танилцаж, шинэлэг санаа дэвшүүлэх зохиомжийн хэрэгслүүдийг нэрлэдэг, ялган таних [PLO 3.2.5, 3.3.2]
- 1.2 Материалын шинж чанар, түүнийг боловсруулах арга ажиллагаатай танилцаж, тэдгээрийг хэлбэржүүлэх, зохиомжлох, боловсруулах аргуудыг сонгон урлах арга ажиллагаа, жишээн дээр тайлбарлах, тодруулах. Урлах арга ажиллагааны үе шат, тавигдах шаардлага, зарчмыг тодорхойлох [PLO 1.1.5, 3.2.5]
- 1.3 Урлан бүтээх төрөл бүрийн арга техник, технологийн үйл ажиллагааны үе шат, онцлогт тохируулан зохиомжлох мэдлэгээ бүтээлдээ ашиглах, шинэлэг арга ажиллагаа, санал дэвшүүлэх [PLO 3.2.5]

2. Чадвар

- 2.1 Технологийн хичээлийн хөтөлбөрийг зохион бүтээх болон бүтээлч сэтгэлгээний аргуудыг сэдэв сонгон боловсруулах, жижиг эдлэлийн загвар зохиох, шинэ хувилбараар зохиомжлох, загварчлах, хүүхдийг хөгжүүлэх дасгал даалгавар, боловсруулж хэрэгжүүлэх [PLO 3.3.2, 2.5.4]
- 2.2 Аливаа бүтээл, эдлэл хийхдээ багаж хэрэгсэл, материалын шинж чанар, загвар зохиомжийг харгалзан зөв сонгох [PLO 2.5.4]
- 2.3 Цаас картон болон бусад материалын бат бөх чанарыг сайжруулах арга ажиллагааг гүйцэтгэх, хэлбэр дүрсийг өөрчлөх, загварчлах арга замуудыг туршин зохин бүтээх, асуудлыг шийдвэрлэх [PLO 3.2.5]
- 2.4 Урлан бүтээхдээ зохиомжийн арга хэрэгслүүдийг ашиглан өнгө зохицол, хэлбэр дүрс, хэмжээ харьцааг зөв шийдэж, технологийн дагуу цэвэр үзэмжтэй гүйцэтгэх [PLO 3.2.5, 1.1.2]

3. Хандлага

- 3.1 Цаг үе, өөрчлөлтийг соргоогоор мэдэрч, шинэ санаа, шинэлэг арга технологийг дэмжих, бүтээлч шинжээ хөгжүүлэх хандлага төлөвших [PLO 1.1.1]
- 3.2 Бүтээх урлах хүсэл эрэмэлзэлтэй, өв соёл, урлагийн үнэт зүйлийг эрхэмлэх [PLO 3.2.5]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 40%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching Technology T.AR411
Semester:	Year 3, fall, spring
Time allocation:	1:2:0:2(5)
Teaching staff:	B. Jargal, A.Nergui
E-mails:	nergui.a@msue.edu.mn , jargal.b@msue.edu.mn
Phone(s):	(976)- 99250546, (976)-99001941
Office:	Room 5-206, 216
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	
1.	Bayarmagnai, Z., et al. (2021) Methodology of Teaching Technology, UB

Additional reading:

1. Altantsetseg P. (2000). 50 Techniques of Active Learning. Ulaanbaatar
2. Batchuluun, S. et al. (2013.) Fine Art Education, UB
3. Batkhuyag, S. (2020.) Educational Philosophy: contemporary concepts, UB
4. Bayarmagnai, Z., et al. (2018) Methodology of Teaching Technology, UB
5. Bayarmagnai, Z., et al. (2013) Methodology of Developing Composing Skills of Learners, UB
6. Institute of Education (2019) Learning Framework for Implementing Primary Education Curricula. Fine Arts and Technology, grades I-V
7. Jargal B. (2016). Art of Patch Work. Ulaanbaatar.
8. Ichinkhorloo Sh. (2013). Teaching Theories and their application, Ulaanbaatar
9. Ichinkhorloo Sh. (2014). Teaching Methods. Ulaanbaatar
10. Ichinkhorloo Sh. (2014). Child's Development. Ulaanbaatar
11. Ichinkhorloo Sh. (2018). Introduction to Educational Sociology. Ulaanbaatar
12. Mayumi Sh. (2012) Primary Fine Arts, technology. Ulaanbaatar.
13. Munkhbayar, D., et al. (2003). Design Project-5. UB
14. Mendee G. (2001). Creative Thinking. Ulaanbaatar.
15. Narankhuu, S. (1989). Model Designing. UB
16. Nergui, A. (2016) Paper Folding Craft, UB
17. Nergui, A., Jargal, B. (2012) Journey in the World of Paper. UB
18. Norjinhorloo, N. (2000) Embroidery, UB
19. Unurmaa, O. (1997) Embroidery, UB
20. Udval, G. (2013) Paper Crafts, UB
21. Khukhuu D. (2007). Teacher's Book. Primary Education Technology. Ulaanbaatar.
22. Khukhuu D. (1999). Theory and methodology of using learner-centeredness in primary grades. Ulaanbaatar.
23. Chuluunaa, G., et al. (2015). Design and Technology Teacher's Book, grades *VI-VII*, UB
24. Tseden-Ish D. (2015). Fine Arts, Technology Textbook. Grades 1-5. Ulaanbaatar.
25. Tseden-Ish D. (2011). Fine Arts Teacher's Book. Ulaanbaatar.
26. Tserenhand, M. (1994) Embroidery, UB
27. Эни Кокс. (2010) *Вязание шелковыми лентами*.
28. Gardner, H. (1989) *To Open Minds. American Education*. New York; Basic Books

Aim: support acquisition of knowledge, skills and attitudes to effectively plan, develop, improve and manage teaching primary level technology, and help become able to facilitate learning of young learners

Content: Select appropriate tools and instruments to perform particular creative tasks, and align these processes with concepts and requirements of technology teaching

Methodology: using types of activities such as presentations, interviews, reflections, case analyses, mapping of ideas for evaluation and reporting, as well as creative tasks to be performed individually and collaboratively with others, know how to plan and organize creative activities by methodological structure (design-create-use)

Correlation of the content and CLOs

Units	CLOs
Theory and Methodology of Teaching Primary Technology	CLO [1.1, 2.1]
Processing Technology, methodology of teaching	CLO [1.2, 2.2, 2.3, 3.1]
Crafting and designing technology, teaching methodology	CLO [1.3, 2.4, 3.2]

Planning

weeks	Content	lectures	seminars	practice
1-2	Methodology of Teaching Primary Technology	2	6	6

3-4	Use of teaching methods in Technology subject	2	4	4
5-6	Supporting learners' development in Technology classes	2	4	4
7-8	Characteristics of materials, choosing and using tools and instruments	2	4	4
9-10	Origin, development and use of paper	2	4	4
11-12	Types and uses of hand sewing	2	4	4
13-14	Creative crafting technology-1	2	4	4
15-16	Creative crafting technology-2	2	2	2
Total hours		16	32	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance
2	Formative tests	40%	1. Seminar tasks -15% 2. Practice tasks -15% Theoretical tests -10%
3	Independent assignments	50%	Three assignments 50%

METHODOLOGY OF TEACHING MUSIC (T.PE407)

One. COURSE STANDARDS

1.Мэдлэг

- 1.1.Боловсролын онол, арга зүйн мэдлэгээ багшлахуйн үйл ажиллагаанд хэрэглэх, сургалтын шинэ арга зүйг турших [PLO 2.3.2, 2.3.4]
- 1.2.Ноотны анхан шатны мэдлэгийг хэрэглэх, нэр томъёог таниулах [PLO 2.3.2, 2.3.6]

2.Чадвар

- 2.1.Ноотны хэмнэл, хэмжээ, хөгжмийн илэрхийллийг бүтээлд ашиглах [PLO 2.3.6, 2.4.2]
- 2.2.Бага ангийн сурагчдын заавал сурах дуу, бүжиг, жүжигчилсэн тоглолт, яруу уран хэллэгийг заан сургах, хичээлээс гадуурх үйл ажиллагаа, урлаг, уран сайхны бүтээлч даалгаврыг зохион байгуулах [PLO 2.3.3, 2.4.2, 3.3.1, 3.2.5]
- 2.1.Даралтат болон энгийн хөгжмийн зэмсгээр хүүхдийн дуу тоглох [PLO 2.3.6, 2.4.2]
- 2.3.Хичээлээ төлөвлөх, сургалтын аргыг оновчтой сонгон хэрэглэх, үр дүнг боловсруулах, сайжруулах, сайн туршлагыг нэвтрүүлэх [PLO 2.3.3, 2.4.2, 3.3.1, 3.2.5]

3.Хандлага

- 3.1.Бие даан давтах өөрийгөө хөгжүүлэх, тасралтгүй суралцах чадвартай, хариуцлагаа ухамсарладаг, мэргэжлийн ёс зүйн хэм хэмжээг мөрддөг, нөхцөл байдалд зохицон ажилладаг байх [PLO1.2.2, 2.1.3, 2.2.5]
- 3.2.Асуудал дэвшүүлэх, шийдвэрлэх арга замыг боловсруулах, хэрэгжүүлэх, дүгнэлт гаргах
- 3.3.Нийгэм, хүмүүнлэгийн ухааны мэдлэг эзэмшиж, соёлын үзэгдэл, үйл явцад оролцох, үнэлэх [PLO 2.1.3, 2.2.5]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 40%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching Music T.PE407
Semester:	Year 4, spring
Time allocation:	0:2:0:2(3)
Teaching staff:	L. Bayaraa, O Shinebayar
E-mails:	bayaraa.l@msue.edu.mn , bayaraa.l@msue.edu.mn
Phone(s):	(976)-99281315
Office:	Room 5-219
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Battogoo, Sh, (2019). Theory of Music, UB
2. Batbold, S. (1998). Thanks to primary teachers! UB
3. Batbold, S. (2021). The best Mongolian children songs, UB
4. Gantsetseg, G. (2013). Music education, UB
5. Jantsannorov, N. (1998). Thesaurus of Musical Terms, UB
6. Oyunbileg, Cg., et al. (2011). Music I-IV, UB
7. Batsukh, Ch. (2017). Music education for children, UB
8. Hoffer, C. (2016). *Introduction to Music Education" level 1-6*. chicago.
9. Campbell, P. S. (2006). *Music in childhood*.

Additional reading:

1. National Core Curriculum of Primary Education. (2019), UB
2. Recommendations for Implementing National Core Curriculum of Primary Education. (2014), UB
3. Oyunbileg, Ch., Methodology of Teaching Music, handbook I-V, UB
4. Tseveensuren, B. Methodology of playing a piano, UB
5. John Thompson “Modern course for the piano”

Course aim: develop basic knowledge of music theory, learn to play children’s songs on simple and keyboard (synthesizers) instruments, and know and use strategies for developing primary learners’ aesthetic sense through music

Content: Study of Music standard, academic programme, curriculum framework, and core curriculum of primary education learning environment, and developing knowledge and skills for of managing music education

Methodology:

Based on participatory and active learning approaches and principles provide students with adequate support, favorable atmosphere and motivational strategies, develop their singing and playing musical instruments aimed at teaching children of 7-11

Correlation of the content and CLOs

Хичээлийн төлөвлөлт	Хичээлээр эзэмших мэдлэг, ур чадварууд
Acquire methodology and theoretical knowledge of music	[CLO 1.1, 1.2]
Teaching music listening skill, rhythmical movements, and songs to young learners	[CLO 2.1., 2.2., 2.3, 2.4, 3.1, 3.2]
Learning skills for playing simple and keyboard (synthesizers) instruments	[CLO 2.1., 2.2., 2.3, 2.4,3.3]

Planning

weeks	topics	seminars	practice
1-7	Acquire methodology and theoretical knowledge of music	14	14
8-13	Teaching music listening skill, rhythmical movements, and songs to young learners	12	12
14-16	Learning skills for playing simple and keyboard (synthesizers) instruments	6	6
Total hours		32	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance
2	Formative tests	45%	- Playing 4 children songs stated in seminars 1-6 -15% - Analysing unit planning for grades 1-5 within the content of seminars 7-13 - 15% - Playing musical notes by simple and keyboard instruments within the content of seminars 14-16 and practice 10 -15%
3	Independent assignments	30%	- Develop writing tasks on music theories -15% - Play pieces of music by given notes -15%

METHODOLOGY OF TEACHING PE (T.PT405)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Биеийн тамирын шинжлэх ухааны үндсэн ухагдахуунуудын утга учир, мөн чанарыг ухаарч ойлгон, тайлбарлах [PLO1.3.2, 3.2.6]
- 1.2. Биеийн тамир, спортын үр нөлөө, нийгмийн амьдралд гүйцэтгэх үүргийг тодорхойлох, дүгнэх, спортын төрлүүдийг ангилах, жишээ баримтаар батлах [PLO1.3.2, 3.1.1]
- 1.3. Монголын биеийн тамир, спортын хөгжлийг тоймлох, дүн шинжилгээ хийх, тайлбарлах, [PLO 3.2.6]

2. Чадвар

- 2.1. Сургуулийн бага насны хүүхдийн бие бялдрын өсөлт, хөгжлийг хэмжих, үнэлэх, биеийн галбирыг ажиглах, тэмдэглэл хөтлөх, тодорхойлох [PLO 1.2.1, 3.2.6]
- 2.2. Сургуулийн бага насны хүүхдийн бие бялдрын өсөлт, хөгжлийн үзүүлэлтийг харьцуулах, онцлог, ялгааг тодорхойлох, мэдээлэл харилцааны технологи ашиглан, илтгэл бэлтгэх [PLO2.1.3, 2.2.3, 3.3.2, 3.2.6]
- 2.3. Сургуулийн бага насны хүүхдийн бие бялдрын өсөлт, хөгжилт болон хүүхдийн биеийн галбир алдагдах шалтгааныг илрүүлэх, хэлэлцэх [PLO 1.3.2, 2.5.4, 3.2.6, 3.4.2]
- 2.4. Сургуулийн бага насны хүүхдийн бие махбодыг чийрэгжүүлэхэд нар, ус, агаар зэрэг байгалийн хүчин зүйлсийг зохистой ашиглах, бусдад зөвлөгөө өгөх, зөвлөмж боловсруулах [PLO 2.1.3, 2.4.1, 2.5.4]

3. Хандлага

- 3.1. Биеийн тамираар хичээллэх үед мөрдөх эрүүл ахуйн шаардлагыг ойлгох, баримтлах, хувийн ба нийгмийн эрүүл ахуйн хэм хэмжээг мөрдөх, тайлбарлах, бусдад зөвлөгөө өгөх [PLO1.3.2, 3.2.6, 3.4.2,]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Teaching PE T.PT405
Semester:	Year 3, spring
Time allocation:	0:2:0:2(3)
Teaching staff:	D.Purevdorj
E-mails:	puujee@msue.edu.mn
Phone(s):	(976)- 70112429
Office:	Room 5-311
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Altantsetseg, L. (2009). Theory and Methodology of Physical Development, UB
2. Urtnasan, L. (2015). Methodology of Teaching PE, UB, MNUE Printing

Additional resources:

1. Gungaa, B. (2001). Theory and Methodology of Development of Physical Qualities, UB
2. Bayarlakh, D. (2009). Exercises for General Physical Development, UB
3. Tserendorj Ga. (1985). Organizational Structure of Physical Education and Sports. Ulaanbaatar.

4. Urtnasan, L. (2010, 2011). Theoretical basis of Physical Development, Programme Guide, UB.
5. Lkhagvasuren G. (1995). Theory and Methodology of Physical Training. Ulaanbaatar.
6. Stabbs, R. (2014). Sports Book, UB
7. Tungalag, J. (2009). Active exercises – active life, UB, Munkhiin Useg
8. Uranchimeg, S. (2015). Sports, UB

Aim: acquire effective teaching techniques for organizing primary school physical education subject aligned with children's emotional, social, physical and cognitive development characteristics.

Content: children's movement techniques, strategies for developing children's physical capacities, using them effectively within primary school physical education, and organizational structure of primary physical education system aligned with children's emotions, socialization and cognitive features.

Methodology: student-centered methodology for developing students' motivation, and supporting their independent study and creativity; active participation and experiential learning providing each student with opportunities for enquiries, research, processing data, transferring outcomes to new situations, and reporting

Correlation of the content and CLOs

Topics	CLOs
Main concepts and development of PE and Sports	CLO [1,1 1,2 1,3]
Physical Development of Children	CLO [2,1 2,2 2,3]
Methods for Supporting Physical Development of Children	CLO [3,1 3,2 3,3]

Planning

weeks	Topics	seminars	practice
1-6	Main concepts and development of PE and Sports	12	8
7-12	Physical Development of Children	8	12
13-16	Methods for Supporting Physical Development of Children	12	12
Total hours		32	32

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	- Tasks and activities - Tests on some topics - Seminar tasks and questions
3	Independent assignments	50%	Performing two tasks

PSYCHOLOGY OF EARLY CHILDHOOD (T.PE201)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Сургуулийн бага насны хүүхдийн сургуульд дасан зохицох чадварын бүрдлийг нэрлэх, суралцагчдын ялгаатай байдлыг таньж тодорхойлох [PLO 1.1.6, 2.1.1, 3.1.1, 3.1.2]
- 1.2. Сургуулийн бага насны хүүхдийн сэтгэл зүйн хөгжлийн зүй тогтлыг онолын үүднээс тайлбарлах [PLO 2.1.2; 3.1.1]

2. Чадвар

- 2.1. Нэгдүгээр ангийн сурагчдын сургуульд дасан зохицох чадварыг судлах арга зүйг төлөвлөх [PLO 2.5.2]
- 2.2. Сургуулийн бага насны хүүхдийн сэтгэцийн танин мэдэхүйн хөгжилд дүгнэлт хийх [PLO 2.3.5]
- 2.3. Сургуулийн бага насны хүүхдийн үе тэнгийнхэн, насанд хүрэгсдэд хандах хандлага, харилцах чадварыг үнэлэх [PLO 2.2.4, 2.3.5, 3.3.1]
- 2.4. Сургуулийн бага насны хүүхдийн зан үйлийн соёлын төлөвшлийн шалгуур боловсруулах [PLO 1.1.3]

3. Хандлага

- 3.1. Сургуулийн бага насны хүүхдийн сэтгэцийн хөгжил нь нөлөөллийн цогц тогтолцоонд хөгждөг гэдгийг чухалчилж, шинжлэх ухааны үндэслэлтэй хандах [PLO 2.1.3, 3.3.1]
- 3.2. Сургуулийн бага насны хүүхдийн хөгжлийн онцлогийг оношилж судлах, судлаачийн ёс зүйг мөрдөх, биелүүлэх [PLO 2.5.2, 2.2.6, 3.3.1]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 20%
- Summative assessment 20%

Two. COURSE INTRODUCTION

Course title, code:

Psychology of Early Childhood T.PE201

Semester:

Year 3, spring

Time allocation:

1:4:0:0 (5)

Teaching staff:

B.Myagmarjav, G.Byambatogtokh, G.Enkhjargal,
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Phone(s):

(976)- 70112429

Office:

Room 5-208

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:**Coursebooks:**

1. Child Development and Education. Teresa M.McDevitt, Jeanne Ellis

Additional reading:

1. Tseveenlkhaazal, Ya. (2013). Psychology of Child Development I & II, UB
2. Oyuntsetseg, B., Byambatogtokh, G. (2009). Some Issues of a Child Development, UB
3. Sanjjav, D. (2013). Child's age and Educational Psychology, UB
4. Oyuntsetseg, B., Enkhmaa, T. (2016) A Primary Learner's Research Methodology, UB

5. Oyuntsetseg, B., Byambatogtokh, Enkhmaa, B. (2017). Psychological Basis of Learning Skills of Primary Learners, UB
6. Myagmar, O. (2009). A Handbook of a Teacher-Researcher, UB
7. Grace Craig. (2000). Developmental Psychology, 7th edition, Saints-Petersburg
8. Davydov, B.B. (1989). Psychology of Primary Learners, Moscow

Aim: develop knowledge and skills for creating adequate social and psychological environment for primary learners considering their cognitive, social and school adaptation environment.

Content: development linkage of preschool and school ages; school adaptation specifics; social, cognitive and mental developmental stages of children aged 6-11 and its related issues.

Methodology: problem-solving, lectures – discussions; role plays for solving problems; observations and reporting outcomes; case studies; learner research, report writing

Correlation of the content and CLOs

Topics	CLOs
I. Research Methodology for development of primary learners	CLO 1.1, 2.1, 2.2, 3.1, 3.3
II. School adaptation of primary learners	CLO 1.2, 2.3, 3.1, 3.2, 3.3
III. Psychology of primary learners	CLO 1.3, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Planning

weeks	topics	lectures	Seminars
1-2	Pedagogical and psychological basis of primary learners, Research methodology	2	10
3-4	Psychological preparedness of primary schoolers	2	6
5-6	School adaptation process	2	6
7-8	Physical development factor on adaptation to school environment /movement need/	2	4
9-10	Mental development of primary learners	2	14
11-12	Social and behavioral development of primary learners	2	8
13-14	Communication skill and attitudes of primary learners	2	8
15-16	Courage and emotional development of primary learners	2	8
Total hours		16	64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance
2	Formative tests	30%	Test 1: covering lectures I-IV (test and tasks) 10% Test 2: covering lectures V-VIII (test and tasks) 10%
3	Independent assignments	50%	- Development Action research plan for primary learners 15% - Conduct research 25% - Development of a case study 10%

INTEGRATED METHODOLOGY OF PRIMARY EDUCATION (T.PE202)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бага боловсролын нэгдмэл арга зүйн онцлог, мөн чанарыг судалж мэдэх [PLO 3.1.3]
- 1.2. Нэгдмэл арга зүйн нэгэн хувилбар болох STEAM арга зүйгээр мэдлэг бүтээх үйл ажилагааг онцлогийг тодорхойлох танин мэдэхүйн зүй тогтолд тулгуурлан оновчтой төлөвлөх, зохион байгуулах, [PLO 2.2.5, 3.1.1]

2. Чадвар

- 2.1. Бага боловсролын нэгдмэл хичээлийг төлөвлөх, хөтөлбөр боловсруулах [PLO 2.1.3]
- 2.2. Бага боловсролын нэгдмэл арга зүйгээр сурах арга барилыг дэмжих [PLO 3.1.3]
- 2.3. Бага боловсролын нэгдмэл арга зүйг хэрэгжүүлэх хэрэглэгдэхүүнийг оновчтой сонгох, бэлдэх [PLO 3.1.1]

3. Хандлага

- 3.1. Бага боловсролын нэгдмэл хичээл дээр суралцагч өөрийн үйл ажиллагааг удирдан, зохицуулахад чиглүүлэн дэмжих, дээд эрэмбийн сэтгэн бодох чадварын хөгжлийг эрхэмлэх [PLO 1.1.4, 1.1.6]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 20%
- Summative assessment 20%

Two. COURSE INTRODUCTION

Course title, code:	Integrated Methodology of Primary Education T.PE202
Semester:	Year 4, spring
Time allocation:	1:4:0:0(5)
Teaching staff:	Amartubshin, D., Batkhyag, S., Khishigjargal,
E-mails:	amartuvshind@msue.edu.mn , batkhuyag@msue.edu.mn , khishigjargald@msue.edu.mn
Phone(s):	(976)- 70112429
Office:	Room 5-306, 308, 312
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Altanzagas, B., Amartubshin, D., Batkhyag, S. (2023). Integrated methodology of primary education, UB, Admon

Additional resources:

1. Paul Eggen, P & Kauchak Don, (2010). Educational psychology. New York : Pearson.
2. Small scale project, TS. (2016). Integrated content and methodology. UB
3. Felder & Rebecca., (2016). Teaching and Learning STEM: A Practical Guide. USA: Jossey-Bass.
4. MNUE project. (2017). STEAM project handbook, UB

Aim: help students develop knowledge and skills for planning and organizing integrated lessons (STEAM), and attitude to approach any issue in integration of subjects, monitoring and regulating one's learning and support their creative thinking

Content: Integrated methodology (STEAM) for primary grades, planning and use of required learning aids and resources, implementation of integrated lessons

Methodology: use of scientific inquiries, high order thinking skills, problem solving, project-based methodologies for planning, organizing, implementing and evaluating learning based on the principles of cognitivism

Correlation of the content and CLOs

topics	CLOs
Theoretical basis of integrated methodology	CLO 1.1, 1.2, 2.1, 2.2, 3.1,
Organizing primary teaching by integrated methodology	CLO 2.1, 2.2, 2.3, 3.1,

Planning

weeks	topics	lectures	seminars
1-2	Issues of Educational Psychology and Integrated Methodology; traditions and innovations	2	8
3-4	Theoretical basis of Integrated Methodology (STEAM)	2	8
5-6	STEAM education and sustainable development	2	8
7-8	Planning integrated methodology of teaching; scientific inquiry	2	8
9-10	Integrated methodology lesson plans and curriculum; instructions	2	8
11-12	Issues to be addressed while using integrated methodology	2	8
13-14	Supporting development of every child by integrated methodology	2	8
15-16	Coding alphabet	2	8
Total hours		16	64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	• Use of instructions 15% • Development of an integrated test 15%
3	Independent assignments	50%	Test 1: developing a checklist 25% Test 2: developing a unit plan 25%

GUIDED PRACTICUM (T.TP275)

One. COURSE STANDARDS:

1. Мэдлэг

- 1.1.Тухайн хичээлээр хүүхэд бүрийг хөгжүүлэх арга зүйг мэдэх, онцлогийг тодорхойлох [PLO 1.1.6; 3.1.2; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5]
- 1.2.Хүүхэд бүрийн сурч, танин мэдэх онцлогийг ажиглах, ялгах, илрүүлэх арга, зарчмыг ойлгох [PLO 1.1.1; 1.1.3; 1.3.2; 3.1.1; 3.1.3; 3.3.1]
- 1.3.Хүүхдийн суралцах, хөгжих үйл ажиллагааны төрөл, хэлбэрийг мэдэх, жагсаах, зориулалтыг нь тодорхойлох [PLO 3.1.3; 3.2.6]
- 1.4.Хичээлийн үе шат, бүтцийг тодорхойлох, хичээлд бэлтгэх, төлөвлөх үйл ажиллагааны дэс дарааллыг ялгах [PLO 1.1.6; 2.4.3]
- 1.5.Тухайн хичээлд хэрэглэж болох хэрэглэгдэхүүнийг тодруулах, шаардлагын дагуу боловсруулах, сайжруулах хэрэгцээг ойлгох [PLO 1.1.4; 2.4.6]

2. Чадвар

- 2.1.Тухайн хичээлээр хүүхэд бүрийг хөгжүүлэх арга зүйг төлөвлөх, боловсруулах, турших, сайжруулах [PLO 2.3.2; 2.3.3; 2.5.1; 2.5.2; 2.5.4; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5]
- 2.2.Хүүхдийн амжилт, ахиц дэвшлийг дэмжих, үнэлэх [PLO 1.1.2; 1.1.3; 1.1.5; 2.1.1; 2.4.7]
- 2.3.Хүүхдийн суралцах, хөгжих үйл ажиллагааг чиглүүлэх, зөвлөх [PLO 2.1.3; 3.1.1; 3.1.3; 3.3.1]
- 2.4.Хичээл төлөвлөх, тодорхой зорилго бүхий ажиглалт хийх, хэлэлцэх, хөтөлбөр, хэрэглэгдэхүүнийг сайжруулах [PLO 1.1.4; 2.1.2; 2.3.4; 2.4.3; 2.4.4; 2.4.5; 2.4.6; 2.5.2; 2.5.3; 3.1.2]

3. Хандлага

- 3.1. Багшлах ажилдаа чин сэтгэлээсээ ажил хэрэгч, хариуцлагатай, тууштай хандах итгэл үнэмшилтэй болох [PLO 2.2.1]
- 3.2. Багш бүр өөрийн онцлогт нийцсэн багшлах арга зүйтэй байх, тасралтгүй хөгжи хэрэгцээ шаардлагыг ойлгох [PLO 2.2.6; 3.5.1; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5]
- 3.3. Сургалт, сургалтыг дэмжих үйл ажиллагаа бүрийг хүүхэд хөгжүүлэх зорилготой уялдуулахыг эрмэлзэх [PLO 2.2.3; 2.2.6]
- 3.4. Бие даан өөрийгөө хөгжүүлэх бүтээлч санаачилгатай байх, өөрийн өвөрмөц онцлог бүхий арга барилтай болохыг эрмэлзэх [PLO 1.1.1]
- 3.5. Төлөвлөсөн шинэлэг арга барилаа зоригтой турших [PLO 2.2.5]
- 3.6. Багшлах ур чадварт анализ хийж эргэцүүлэх [PLO 2.4.8]

Assessment types and weights:

- Attendance and participation: 40%
- Keeping Practicum Book: 10%
- Self-Evaluation: 15%
- Portfolio: 25%
- Practicum Report and Presentation (exhibition): 10%

Two. PRACTICUM INTRODUCTION

Title and Code:	Guided Teaching Practicum, T.TP275
Semester:	Year 3, spring
Time allocation:	0:0:0:10(8)
Coordinators:	Methodology lecturers
Phones:	(976)-70112429
Office hours:	Monday-Friday, 8:40 am - 18:00 pm.
Resources:	

1. MNUE (2016, 2019). Teaching Practicum Books I, II. UB

2. Subject Methodology coursebooks and handbooks

Aim: Help the student-teachers to deepen their knowledge on everyday school activities, plan lessons, tryout some teaching, reflect and evaluate them under the guidance of mentors in order to become prepared for next practicum

Content: Planning a lesson connecting subject theories with a methodology, teaching, evaluating and improving it

Methodology: learner-centered, active learning

Correlation of the content and CLOs

Topics	CLOs
Planning a lesson connecting subject theories with a methodology, teaching, evaluating and improving it	CLO [1.1, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.3, 3.4]
Trying out various methods for subject teaching based on the concepts and best practices	CLO [1.1, 1.2, 2.1, 2.4, 3.1, 3.2, 3.4]
Create a database of methods to be used in teaching	CLO [1.4, 2.1, 2.4, 3.2, 3.4]
Learning how to do a lesson study by jointly making preparations, observations and discussions of lessons	CLO [1.4, 2.4, 3.2, 3.6]
Keeping and using actively glossary of the professional, educational and methodology terms	CLO [1.5, 3.4]
Diagnosing learners, doing summative and formative assessments, reflecting on and evaluating the results	CLO [1.2, 1.3, 2.1, 2.2, 2.3, 3.3]
Planning, organising and evaluating extra-curricular activities	CLO [1.3, 2.3, 3.3]
Planning and implementing activities to develop potentials of all learners, evaluating their outcomes	CLO [1.1, 1.2, 1.3, 2.1, 2.3, 3.3]
Planning, implementing and evaluation learning and learners support activities	CLO [1.3, 1.4, 2.1, 2.3, 3.3]
Using ICT	CLO [1.5, 2.4, 3.4]

Planning

weeks	topics	practice
I	Planning a lesson connecting subject theories with a methodology, teaching, evaluating and improving it	24
	Planning, organising and evaluating extra-curricular activities	6
II	Create a database of methods to be used in teaching	12
	Planning and implementing activities to develop potentials of all learners, evaluating their outcomes	6
	Learning how to do a lesson study by jointly making preparations, observations and discussions of lessons	6
III	Diagnosing learners, doing summative and formative assessments, reflecting on and evaluating the results	18
	Keeping and using actively glossary of the professional, educational and methodology terms	6
IV	Planning, implementing and evaluation learning and learners support activities	6
	Using ICT	6
	Writing a report and self-evaluation	6
Total hours		96

Assessment:

N ^o	Types	%	Assessors
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1	Attendance participation:	25%	Primary school mentor
		15%	MNUE coordinator
2	Keeping Practicum Book	10%	MNUE coordinator
3	Self-Evaluation	15%	Student-teacher
4	Portfolio	25%	TP Commission
5	Practicum Report and Presentation (exhibition)	10%	TP Commission
	Нийт	100%	

TEACHING PRACTICUM (T.TP285)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Тухайн мэргэжлийн багшийн сургалтын үйл ажиллагааг төлөвлөх, зохион байгуулах ажлын онцлог, мөн чанар, үе шатыг ойлгох [PLO 2.1.1, 2.4.5, 2.5.4, 3.1.2, 3.5.2]
- 1.2. Хүүхэд бүрийн нас сэтгэхүйн онцлог, танин мэдэх хэрэгцээнд суурилсан сургалтын арга, хэрэглэгдэхүүнийг төлөвлөхийн мөн чанарыг ойлгох, харьцуулах, тайлбарлах [PLO 2.1.1, 2.1.2, 2.3.4, 2.4.1, 3.1.2]
- 1.3. Анги хамт олны онцлог, анги удирдсан багшийн үүргийг ойлгох, сургалтыг дэмжих үйл ажиллагааг бүтээлчээр төлөвлөхийн учир холбогдлыг мэдэх [PLO 1.1.2, 1.1.6, 2.1.3, 2.2.6]
- 1.4. Хичээлийн судалгааны үе шат, мөн чанарыг ойлгох [PLO 1.1.5, 1.1.6, 2.3.6]
- 1.5. Хүүхэд судлах, оношлох судалгааны аргуудыг жагсаах, харьцуулах, эцэг, эхтэй харилцах, хамтран ажиллах үйл ажиллагааны онцлогийг таних [PLO 1.1.5, 1.1.6, 2.2.4, 2.4.1, 3.5.2]
- 1.6. Үнэлгээ, түүний арга хэлбэрийг мэдэх, харьцуулах, тодорхойлох [PLO 1.1.6, 2.3.4, 2.4.3, 2.4.7]

2. Чадвар

- 2.2. Сургалтын үйл ажиллагааг бие даан төлөвлөх, зохион байгуулах, хэрэгжүүлэх, үнэлгээ дүгнэлт өгөх [PLO 2.1.2, 2.5.3, 2.5.4, 3.5.1]
- 2.3. Тухайн мэргэжлийн хичээлээр хүүхэд бүрийг хөгжүүлэх арга зүйг төлөвлөх, хэрэгжүүлэх, үнэлэлт дүгнэлт өгөх [PLO 2.1.2, 2.5.3, 2.5.4, 3.1.2, 3.5.1]
- 2.4. Сургалтыг дэмжих үйл ажиллагааг бие даан төлөвлөх, хэрэгжүүлэх, үнэлгээ дүгнэлт өгөх [PLO 2.1.2, 2.5.3, 2.5.4, 3.5.1]
- 2.5. Судалгаат хичээлд хамтран бэлтгэх, ажиглалт хийх, хэлэлцэх, сайжруулах [PLO 1.1.5, 1.1.6, 2.3.6, 3.5.1]
- 2.6. Хүүхдийг оношлох, судлах, зөвлөгөө өгөх, эцэг эхтэй харилцах, хамтран ажиллах [PLO 1.1.5, 1.1.6, 2.2.4, 2.4.1, 3.5.2]
- 2.7. Үнэлгээний даалгавар боловсруулах, үр дүнд анализ хийх [PLO 1.1.6, 2.3.4, 2.4.3, 2.4.7, 3.5.2]

3. Хандлага

- 3.2. Багшлах ажилдаа чин сэтгэлээсээ ажил хэрэгч, хариуцлагатай, тууштай хандах итгэл үнэмшилтэй болох [PLO 2.2.1, 3.5.1]
- 3.3. Багшийн ёс зүйн хэм хэмжээг баримтлах [PLO 2.2.2, 3.5.1]
- 3.4. Хүүхдийн хэрэгцээ, сонирхол эрх ашгийг хүндэтгэх [PLO 2.1.1, 2.2.4, 2.2.6]
- 3.5. Өөрийн багшлах ур чадварт анализ хийж эргэцүүлэх [PLO 1.1.1, 1.1.6, 2.2.1, 3.5.1, 3.5.2]

Assessment types and weights:

- Attendance and participation: 30%
- Formative assessment: 10%
- Assignments: 10%
- Practicum Report and Presentation (exhibition): 50%

Two. PRACTICUM INTRODUCTION

Title and Code:	Guided Teaching Practicum, T.TP275
Semester:	Year 4, fall
Time allocation:	0:4:0:0(2) school-based
Coordinators:	Methodology lecturers
Phones:	(976)-70112429

Office hours:

Monday-Friday, 8:40 am - 18:00 pm.

Resources:

1. TP Books I & II, MNUE 2016
2. Subject Methodology coursebooks and handbooks

Aim: Providing opportunities for student-teachers to try out some teaching, assess the learners' achievements and learning, develop knowledge and skills required for the future independent teaching, educational research and class and extra-curricular activities

Content: Planning a lesson connecting subject theories with a methodology, teaching, evaluating and improving it, development of teaching/learning aids, and conducting research

Methodology: observations of school everyday activities, problem-solving, action research, lesson study

Correlation of the activities and learning outcomes

No	Main activities	Learning outcomes
1	Observing and discussing lessons	CLO [1.1, 1.2, 1.4, 2.4, 3.6]
2	Developing curriculum and lesson planning and implementing them	CLO [1.1, 1.2, 1.4, 2.1, 2.2, 3.1, 3.4, 3.6]
3	Doing a lesson study in collaboration with others, observing and discussing lessons	CLO [1.1, 1.4, 2.4, 3.4, 3.5, 3.6]
4	Designing assessment tasks for formative and summative assessments, give tests, analyse the results	CLO [1.6, 2.1, 2.6, 3.2, 3.4, 3.6]
5	Conduct a study of a particular issue	CLO [1.5, 2.5, 3.3]
6	Planning and implementing activities for supporting learning	CLO [1.3, 1.4, 2.3, 2.5, 3.3, 3.5]
7	Reflecting and evaluating one's own teaching activities	CLO [1.1, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 3.6]

Planning

weeks	activities	hours
1	Observing and discussing lessons	24
2-4	Developing curriculum and lesson planning and implementing them	28
	Doing a lesson study in collaboration with others, observing and discussing lessons	12
	Designing assessment tasks for formative and summative assessments, give tests, analyse the results	16
	Conduct a study of a particular issue	18
	Planning and implementing activities for supporting learning	16
5-6	Reflecting on one's own teaching	8
	Practicum Report and Presentation	6

Total hours	128
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Assessment:

Nº	Types	%	Assessors
1	Attendance and participation	30%	• Active participation and initiatives • Keeping Practicum Book • Self-Evaluation • Portfolio
2	Formative assessment	10%	Practicum activities
3	Assignments	10%	Planning and implementing activities for supporting learning
4	Practicum Report and Presentation	50%	Practicum Report and Presentation at school /25 points/ Practicum Report and Presentation at TS /25 points/
	Total	100%	

METHODOLOGY OF DEVELOPING EVERY CHILD (T.PE409)

One. COURSE STANDARDS

1. Мэдлэг:

- 1.3. XXI зууны суралцахуйн чиг хандлага, хүүхэд нэг бүрийг хөгжүүлэх онол арга зүй, үзэл баримтлалуудыг боловсролын зорилго, чиглэл бодлоготой уялдуулан тайлбарлах [PLO 2.3.3, 2.5.1, 3.3.1]
- 1.4. Суралцагчдын ялгаатай байдлуудыг харгалзан, тооцож хөтөлбөр боловсруулах, хэрэгжүүлэх, хичээлийг төлөвлөх, зохион байгуулах, хэрэгжилтийг үнэлэх, сайжруулах аргуудыг тайлбарлах [PLO 1.1.3, 2.1.1, 3.1.2]

2. Чадвар:

- 2.1. Суралцагчдын ялгаатай байдлуудыг тодорхойлох аргуудыг ашиглан, суралцагч нэг бүрийг оношлох, дүн шинжилгээ хийх [PLO 2.1.1, 3.1.1, 3.1.2]
- 2.2. Суралцагчдын ялгаатай байдлуудыг харгалзсан сургалт явуулах арга зүй, хэрэглэгдэхүүн, үнэлгээг оновчтой сонгох, хэрэглэх [PLO 2.1.2, 2.1.3, 3.1.2]
- 2.3. Ялгаатай бүлгүүдэд зориулсан хөтөлбөр боловсруулах, хэрэгжүүлэх, сургалтын таатай орчныг бүрдүүлэх, анги, бүлгийн зохион байгуулалтуудыг оновчтой хийх, хэрэглэгдэхүүн бэлтгэх, хэрэглэх талаарх тайлбар, зөвлөмжийг бүтэц, шаардлагын дагуу боловсруулах [PLO 2.3.2, 2.3.3, 2.4.1, 2.4.6, 2.3.7, 3.4.1]
- 2.4. Хүүхэд нэг бүрийн хөгжилд тохируулан эцэг эхэд зөвлөн туслах үйлчилгээ үзүүлэх арга хэмжээний удирдамж боловсруулах, дэмжих бүлгүүдийг татан оролцуулах арга хэлбэрүүдийг төлөвлөх [PLO 2.2.6, 3.4.3]

3. Хандлага:

- 3.1. Бага ангийн сурагчдын ялгаатай байдал онцлогийг тооцож, суралцахуй болоод багшлахуйд хэрэгжүүлэх боломж арга замыг эрэлхийлж, тэдгээрийг сайжруулах талаар санал дэвшүүлэх [PLO 2.4.2, 3.5.1]
- 3.2. Оюутнууд насан туршдаа өөрийн удирдлагатай, идэвх санаачилгатай, бүтээлчээр суралцах хүсэл эрмэлзэлтэй байх [PLO 3.5.1, 3.5.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Developing Every Child (T.PE408)
Semester:	Year 3,4., any
Time allocation:	0:4:0:0 (3)
Teaching staff:	Ts.Tamir
E-mails:	ts.tamir@msue.edu.mn
Phone(s):	(976)- 70112429
Office:	Room 5-117
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. MNUE, Open Society Institute. (2019). Classroom management for considering uniqueness of every child, UB
2. MNUE, Open Society Institute. (2019). Methodology for ensuring learning by considering uniqueness of every child, UB
3. Ariunjargal, L. et al. (2018). Learning and Learning styles, UB
4. Ariunjargal, L. et al. (2020). Learning and changes in learning attitudes, UB

Additional resources:

1. National Coalition of Civil Society. (2011). Education for All
2. Education for Sustainable Development Project. (2016), Gender assessment of primary and secondary education, UB
3. UNESCO, The World Report on Educational Monitoring and Analyses. "Inclusion and Education: For all means for all
4. Mongolian National Institute of Psychology and Psychometrics. 2020. Learning difficulties
5. ITPD, Mongolian Lesson Studies Association, JICA Special needs education project. (2018), Teaching methodology for supporting development of children, Research conference 5, UB
6. UNESCO, MOECS. (2015) Teacher education in inclusion, UB
7. Save the Children, Japan. Best practices: possibilities for development of young children, UB
8. Gender ratio of learning difficulties (<https://setgelsudlal.mn/childeq/>) Difference between extroverts and introverts (<https://setgelsudlal.mn/childeq/>)
9. Jadambaa, B., et al. (2006). Centrism in a child development, UB
10. Batdelger, J., et al. (2000). A research methodology of primary learners, UB
11. Tungalag, O. (2013). Research on level and typology of mental development of 6-year olds, UB
12. Odgerel, D., Oyuntungalag, N. (2020) "Understanding and identifying children with behavioral and cognitive difficulties, UB
13. A human rights-based approach to education for all (A Human Rights-Based Approach to Education © United Nations Children's Fund/ United Nations Educational, Scientific and Cultural Organization, 2007)
14. Equality and diversity policy (Manor Primary School Equality and Diversity Policy) About Manor Primary - Manor Primary
15. Linda j. Graham "Inclusive education in the 21st century" 2021.
16. Nerida spina "Using assessment data to support student learning" 2021.
17. Kathy cologon & carly lassig "Universal approaches to curriculum, pedagogy and assessment" 2021.
18. Loren swancutt, marijne medhurst, "Making adjustments to curriculum, pedagogy and assessment" 2021.
19. Linda j. Graham, marijne medhurst, haley tancredi, ilek tra spandagou & elizabeth walton "Fundamental concepts of inclusive education" 2021.
20. What is Universal Design for Learning (UDL)? <https://www.understood.org>
21. Common accommodations and modifications in school
22. Examples of Universal Design for Learning in the Classroom
23. 10 Tips to Help Get Your Child Organized
24. Learning strengths.

Aim: provide students with a variety of opportunities to acquire knowledge of how to evaluate learning styles, environment and cognitive development differences of children, and how to take into account these differences in developing and implementing curriculum

Content: 21st Century learning development trends, diagnosing and studying learner differences, considering these differences, development, implementation and evaluation of curriculum with its constituents as content, methodology and assessment

Methodology: constructing research knowledge and skills through collaborative small scale research, observations and discussions in the school setting, experiential learning, active participation, CIPP (Context, Input, Process, Product), RLBR (Reaction, Learning, Behavior, Results), RAFT (Role, Audience, Format, Topic).

Correlation of the content and CLOs

Topics	CLOs
1. XXI Century Learning	[CLO 1.1, 2.1, 2.3]

2. Main methodological concepts of developing children considering their unique qualities	[CLO 1.2, 1.3, 2.2, 2.6, 2.7, 3.1, 3.3]
3. methodology of developing children considering their unique qualities	[1.4, 1.6, 2.4]

Planning

weeks	topics	seminars
1-4	1. XXI Century Learning	16
5-8	2. Main methodological concepts of developing children considering their unique qualities	16
9-16	3. methodology of developing children considering their unique qualities	32
Total hours		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Formative tests	40%	Test 1. Test, tasks Test 2. Test and performance-based assessment
3	Independent assignments	50%	Developing self-development plan

TECHNIQUES AND SERVICES OF PSYCHOTHERAPY (T.PE408)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бага ангийн сурагчдад тулгардаг тодорхой асуудлыг шийдвэрлэхэд сэтгэл заслын энгийн арга, техникүүдээс сонгох, үндэслэлээ тайлбарлах [PLO1.1.6, 2.1.1, 3.1.2, 3.3.2]

2. Чадвар

- 2.1. Сургуулийн бага насны хүүхдийн өмнө тулгарч буй асуудлыг илрүүлэх, зөвлөхөд ярилцлагын арга, техникийг практикт хэрэглэх [PLO1.1.5, 3.3.2]
- 2.2. Сургуулийн бага насны хүүхэд, эцэг эхэд тулгарч буй асуудлыг шийдвэрлэх, үйлчилгээ үзүүлэхэд сэтгэл заслын тохирох аргуудаас сонгох, хэрэглэх [PLO1.1.2, 2.2.4, 3.4.2]
- 2.3. Сэтгэл зүйн зөвлөгөө, заслын арга техникийг ашиглан хүүхдийн хөгжлийг дэмжих хөтөлбөр боловсруулах, хэрэгжүүлэх [PLO2.1.3, 3.3.2]

3. Хандлага

- 3.1. Сэтгэл зүйн зөвлөгөө, заслын аргуудыг хэрэглэхдээ ёс зүйн шаардлагыг нэн тэргүүнд тавих, судлаачийн хариуцлагыг ойлгож цаашид багшлах үйл ажиллагаандаа тулгуурлан судалгааны зарчмуудыг мөрдөх [PLO 2.2.2]
- 3.2. Сэтгэл заслын арга техник ашиглан, өөрийн мэргэжлийн хөгжлийн үйл ажиллагаагаа эргэцүүлэх [PLO1.1.1, 3.5.1]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 20%
- Final exam 20%

Two. COURSE INTRODUCTION

Course title, code:

Techniques and Services of Psychotherapy (T.PE408)

Semester:

Year 3,4., any

Time allocation:

0:4:0:0 (3)

Teaching staff:

GByambatogtokh, B.Myagmarjav, Ch.Nyamsuren, T.Enkhmaa

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nyamsureenchuluundorj@gmail.com

Phone(s):

(976)- 70112429

Office:

Room 5-208

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Myagmar, O. (2019). Theory and Methodology of Psychotherapy, UB

Additional resources:

1. Myagmar, O. (2020). Introduction to Psychotherapy, handbook, UB
2. Bayarmaa. E. (2020). Psychodynamics Psychotherapy, UB
3. Ariuntuya, N., Gerelsuren, Kh. (2015). Basis of Psychotherapy, UB
4. Erdenechuluun, D. (2010). Methods and Techniques of Psychotherapy, UB

Aim: become able to appropriately apply methods and techniques for identifying issues encountered by young learners and solving them

Content: Psychological advices, main issues of Psychotherapy, modern trends by using fairy tales, legends, sand therapy, art therapy, traditional therapy and so on.

Methodology: therapeutic training. Experiential learning, experimental methodology, creative thinking, cases, consultancy and discussions

Correlation of the content and CLOs

Content	CLOs
Key issues of Psychotherapy	[1.1, 1.2, 1.3, 3.1, 3.2]
Types of Psychotherapy	[2.1, 2.2, 2.3, 2.4, 2.5, 3.3]

Planning

weeks	content	seminars
1	Main issues of psychotherapy	4
2	Psychological consultancy, modern theories and concepts of Psychotherapy	4
3	Correlations of psychological consultancy and Psychotherapy	4
4	Ethical principles of psychological consultancy and Psychotherapy	4
5-6	Methods of conducting interviews	8
7-8	Methods of Art therapy	8
9-10	Methods of therapy by fairy tales	8
11-12	Methods of sand therapy	8
13-14	Methods of using Psychodrama	8
15-16	Methods of traditional therapy	8
total		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Formative tests	20%	Test 1. Levelled tasks by module 1 Test 2. Levelled tasks by module 2
3	Independent assignments	50%	- The first meeting planning and execution - 20% - Developing therapeutic plan for solving the given issue - 30%
4	Final exam	20%	If required, the lecturer gives a test covering all 6 levels

METHODOLOGY FOR SUPPORTING PRIMARY TEACHING (T.PE410)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1.Бага боловсролын багшийн загвар, стандарт, бага боловсролын бодлого, эрх зүй, хэм хэмжээг тайлбарлах [PLO1.1.6, 2.2.2, 2.3.1, 3.5.1]
- 1.2.Бага ангийн багшийн чадамж, багшлах ур чадвар, багшийн стандартуудыг харьцуулан тайлбарлах [PLO1.1.6, 2.2.2, 2.3.1, 3.5.1]
- 1.3.Багшийн ёс зүйн талаарх үндсэн ухагдахуун, хэм хэмжээ, зарчмыг тайлбарлах [PLO1.1.6, 2.2.2, 2.3.1, 3.5.1]

2. Чадвар

- 2.1.Багшлах арга зүйг төллөвлөх, хэрэгжүүлэх, үнэлэх, сайжруулах арга, техникийг практикт хэрэгжүүлэх [PLO1.1.6, 2.3.4, 3.3.2]
- 2.2.Багшлах ур чадвар, эв дүйг ажиглаж судлан, өөр нөхцөлд шилжүүлэн хэрэглэх туршлага, санааг ялгаж, дахин бүтээх
- 2.3.Багшийн ёс зүйн алдааг таньж, түүнээс сэргийлэх тодорхой санал дэвшүүлж чаддаг болно [PLO1.1.6, 2.2.2, 2.3.1, 3.5.1]
- 2.4.Гарааны багшийн заавал эзэмших мэдлэг, чадвар, хандлага, үнэт зүйлсийг ялган сонгож, задлан шинжлэх [PLO1.1.6, 2.2.2, 2.3.1, 3.5.1]

3. Хандлага

- 3.1.Багшийн ёс зүйн шаардлагыг нэн тэргүүнд тавих, судлаачийн хариуцлагыг ойлгож цаашид багшлах үйл ажиллагаандаа тулгуурлан судалгааны зарчмуудыг мөрдөх [PLO 2.2.2]
- 3.2.Багшлах арга техник ашиглан, өөрийн мэргэжлийн хөгжлийн үйл ажиллагаандаа эргэцүүлэл хийх [PLO1.1.1, 3.5.1]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 20%
- Final exam 20%

Two. COURSE INTRODUCTION

Course title, code:	Methodology for Supporting Primary Teaching (T.PE410)
Semester:	Year 3,4., spring
Time allocation:	0:4:0:0 (5)
Teaching staff:	Ts. Tamir, G. Byambatogtokh
E-mails:	eegii2015@gmail.com
Phone(s):	(976)- 70112429
Office:	Room 5-208
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Tseveenlkhaazal, Ya., Enkhee, D. (2010). Pedagogy of Primary Education, UB
2. Purevdorj, Ch. (2013). Management of Teaching, UB
3. Turnbull. A, Turnbull. R, & Wehmeyer. L. M. (2010). Exceptional lives: Special education in today's schools. Sixth edition. Columbus, OH: Pearson Education.
4. Wood. C. (2007). Yardsticks: Children in the Classroom Ages 4-14. Third edition. Turners Falls, MA: Northeast Foundation for Children, Inc.

1. Additional resources:

1. Vision - 2050., (2019). Mongolia's Long-Term Development Policy
2. Thinking about the future together. New Social Convention of Education UNESCO 2022\\
<https://books.google.mn/books?id>
3. The Education Law
4. Law on Primary and Secondary Education
5. Law on Higher Education
6. Law on Primary and Secondary Education
7. Law on Primary and Secondary Education 2002 /revised in 2012/
8. Secondary School Teacher Standard 2009
9. Teacher's Code of Conduct, 2009
10. Regulation on Secondary School Teacher Assessment, 2012
11. Regulation of Qualitative Assessment of Primary and Secondary Students, 2013.
12. Enkhee, D.et al. (2010). Methodology of Working with children of risk groups

Aim: acquire knowledge and skills for providing support and assistance in developing constructing knowledge, learning, social and life skills of primary learners

Content: Teacher-21 model, identifying and comparing learning and teaching processes, primary learners formation, their specific differences and unique qualities, theoretical basis of primary education, inclusive education, supporting learners with special needs, therapeutic consultancy, individual learning plan

Methodology: teacher-student active collaboration, learner-centeredness, evidence-based assessment, problem-solving, motivation

Correlation of the content and CLOs

content	CLOs
A Primary Teacher Standard	[CLO 1.1,]
A primary teaching planning and management	[CLO 2.1, 2.2, 3.1, 3.2]
Theory and methodology of action research	[CLO 3.1, 3.2]
Professional development of primary teacher	[CLO 3.1, 3.2]

Planning

week	content	seminars
1-2	A Primary Teacher Standard	8
3-4	A primary teaching planning and management	8
5-6	Theory and methodology of conducting lesson studies	8
7-9	Theory and methodology of action research	12
9-16	Professional development of primary teacher	28
Total hours		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Formative tests	20%	Test 1. Module I content (10%) Test 2. Module II content (5%) Test 3. Module III content (5%)
3	Independent assignments	50%	• Essay on Teacher-21 20% • Lesson study 30%
4	Final exam	20%	If required, the lecturer gives a test covering all 6 levels

METHODOLOGY OF TEXT ANALYSES (T.ML312)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Эхийн тухай ойлгох, түүнийг хэлний бусад нэгжээс ялгах, эхийн талаарх онол, үзэл баримтлалыг судлан, эхийг тодорхойлох [PLO 1.1.5, 3.2.1]
- 1.2. Баримтын ба баримтын бус эхийг ялгах, эх тус бүрийн онцлогийг тодорхойлох, баримтын ба баримтын бус эхэд хамаарагдах эхүүдийг жагсаах [PLO 1.1.6, 3.2.1]
- 1.3. Албан бичгийн эхүүд, түүнийг ялгах, албан бичгийн эхүүдэд тавигдах шаардлагыг жагсаах, Бусад эхээс ялгарах онцлогуудыг мэдэх, тайлбарлах [PLO 1.1.6, 3.2.1]

2. Чадвар

- 2.1. Эхийг хэв маягаар ангилж бүлэглэх, бүтэц, зохиомж, үгийн сан, өгүүлбэр зүйн онцлогоор нь задлан тайлбарлах, улмаар төрөл бүрийн эхэд задлал хийх [PLO 1.1.5, 1.2.1, 3.2.1]
- 2.2. Баримтын ба баримтын бус эхийг боловсруулах, зураг, хүснэгт, график, диаграмм, схемийг онож хэрэглэх, мэтгэлцэх, баримтын ба баримтын бус эхийг харьцуулах, задлан шинжлэх [PLO 1.1.5, 1.2.1, 3.2.1]
- 2.3. Албан бичгийн эхийн найруулгын үгийн сангийн онцлогийг тодорхойлох, албан бичгийн эх боловсруулах, боловсруулахдаа зураг, хүснэгт, график, диаграмм, схемийг онож хэрэглэх, албан бичгийн эхүүдийг хооронд нь жиших, тэдгээрийг үнэлж дүгнэх [PLO 1.1.6, 1.2.1, 1.2.2]

3. Хандлага

- 3.1. Найруулгын алдааг засах, өөрийн бичгийн боловсруулалтдаа шүүмжлэлтэй хандах, өөрийгөө үнэлдэг болсон байх [PLO 1.2.1, 1.2.2]
- 3.2. Илтгэл, эсээг бичих, түүнийгээ танилцуулах буюу илтгэх, мэтгэлцээн зэрэг агуулгын хүрээнд эзэмшсэн чадвараа өөрийн үзэл бодлыг зөв боловсон, өөртөө итгэлтэй, ойлгомжтой илэрхийлэх чадвартай болж, бусадтай эерэг харилцааг чухалчлахад хэрэглэдэг болсон байна. [PLO 1.1.3, 1.2.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Text Analyses (T.ML312)
Semester:	Year 4, spring
Time allocation:	0:4:0:0 (3)
Teaching staff:	P.Jargalsaikhan
E-mails:	jargalsaikhan.p msue.edu.mn
Phone(s):	(976)- 70112429
Office:	Room 5-101
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.
Coursebooks:	

1. Altantsetseg, S., Munkhtsetseg, B. (2012). Discourse Study of Contemporary Mongolian Language. UB
2. Bazarragchaa, M. (1989) About Discourse of Mongolian Language
3. G.Byambatseren (2013). Language and Cognition, UB
4. Nandinbileg, G. (2016) Teaching linguistic analyses of stories, UB
5. Tsog-ochir, A. (2015). Discourse Styles of Mongolian language. Ulaanbaatar

6. Tsedenbal, Ch., Byambatseren, G, (2010) Theory and Methodology of Primary Mongolian Language, UB

Additional resources:

1. Battogtokh, H. (2007). Stylistics of Research Papers, UB
2. Mongolian Language textbooks for grades I-Y
3. Bigermaa, R. (2005) Official style
4. Galbaatar, D. (2002) Theory of Literature, terminology dictionary
5. Samples of Mongolian Literature, 108 volumes
6. MNUE, TS. (2012) Instructions for 90 language Games
7. Mendee, J. (2010) Reading and Drama
8. Sukhbaatar, Ts. (2007) Stylistics of Mongolian Language

Aim: enable students to do stylistic analyses of various texts, write for different purposes, to choose words and phrases appropriate to stylistics, to compare different stylistic models from professional, academic, and literary contexts, to apply their discourse knowledge creatively in practice

Content: reinforcing theoretical knowledge of discourse, differentiate from other linguistics units of language, stylistic analyses

Methodology: the course will be guided by principles of active, interactive, constructing knowledge and enabling learning

Correlations of the content and CLOs

Topics	CLOs
Text, text reading and comprehension	CLO1.1,1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3
Analyses of non-literary texts	CLO 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3
Analyses of literary texts	CLO1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3

Planning

weeks	topics	hours
1-6	Text, text reading and comprehension	24
7-11	Analyses of non-literary texts	20
12-16	Analyses of literary texts	20
Total		64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Formative tests	30%	Test 1. Unit content (10%) Test 2. Semantic and structural analyses of literary and non-literary texts (20 %)
3	Independent assignments	50%	• Analyses of a given text /10%/ • Analyses of a non-literary text /20 %/ • Analyses of a literary text /20 %/

SEMANTICS (T.ML306)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Утга судлалын үндсэн ойлголтыг ялган таних, үгийн утга, утгалбарыг тодорхойлох [PLO1.2.1, 3.2.1]
- 1.2. Хэлний нэгжүүдийн утгыг тодорхойлох, жагсаах, нэгжүүдийн гадаад, дотоод утгын харьцаа үүсгэх [PLO 1.2.1, 3.2.1]

2. Чадвар

- 2.1. Үгийг бүтцээр задлан ялгаллах, утгыг ажиглан хам сэдвээс үүдсэн утгын ялгааг тайлбарлах [PLO 1.2.1, 2.4.5, 3.2.1]
- 2.2. Үгийн олон утгыг эх сурвалжид тулгуурлан задлан шинжлэх, үүсмэл үгийн үүр үүсгэх, үгийн харьяа, төрөл, төсөөт утга үүсгэн өгүүлбэр эхийн түвшинд хэрэглэх, хөгжүүлэх [PLO 1.2.1, 2.4.5, 3.2.1]

3. Хандлага

- 3.1. Оюутан эх хэлний үнэт зүйлийг мэдрэх, суралцах, ярих, бичих чадвараа хөгжүүлэх эрмэлзэлтэй болох [PLO 1.2.1, 1.2.2, 3.2.1]
- 3.2. Хэлний тогтвортой нэгжийг гүнзгийрүүлэн судалснаар эх хэлээ хайрлах, хамгаалах, бахархах эрмэлзэлтэй болох [PLO 1.2.1, 1.2.2, 3.2.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Semantics (T.ML312)
Semester:	Year 3, spring/fall
Time allocation:	(0:4:0:0 (3))
Teaching staff:	S. Gandelger
E-mails:	gandelger.s@msue.edu.mn
Phone(s):	(976)-77774664
Office:	Room 5-107
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Badamdorj, D. (2001), Semantics of Mongolian Language, Volumes 1,2, UB
2. Badamdorj, D. (2016), Word Semantics of Mongolian Language, UB

Additional Reading:

1. Byambatseren, G., et al (2015), Lexicology, UB
2. Badamdorj, D. (2003). Tasks and tests on semantics, UB
3. Tumurtseren, J. (1974). Lexicology of Mongolian Language, UB
4. Battugs, Sh. (1998). Vocabulary exercises of Modern Mongolian Language, UB
5. Theory and Methodology of Mongolian Language and Literature, UB, 2010

Aim: The course enables students to get essential knowledge, skills and attitudes to acquire, study and teach Mongolian language

Content: linguistic elements such as phonemes, morphemes, words, sentences, and texts; identifying meaning of literary and non-literary texts, their linguistic analyses, clarifying meaning by looking at their origins, transform them, and use them appropriately in oral and written communication, as required by the primary core curriculum

Methodology: motivational strategies, active and participatory approaches, creating favourable environment for students to provide a variety opportunities for their development; problem raising and solving and critical thinking approaches

Correlation of the content and CLOs

Topics	CLOs
Unit-1. Subjects of Semantics, meanings of phonemes and affixes	CLO [1.2, 3.1, 3.2, 2.4]
Unit-2. Utterances, sentences, paragraphs and texts	CLO [1.2, 2.4, 3.1, 3.2]

Planning

weeks	topics	seminars
1-8	Main concepts of semantics, meanings of minor language units	
9-16	Meaning of major language units	
Total		64

Assessment

No	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Formative tests	30%	Test 1. By the content of unit 1: assessment tasks such as completions, choosing, finding meaning, making relations Test 2. By the content of unit 2: assessment tasks for analyzing structures of utterances, sentences, and texts
3	Independent assignments	50%	- Evidence based essay -30 % - Semantic and structural analyses of language units -20%

READING AND DRAMA (T.ML307)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Үр дүнтэй уншлага түүний зарчмуудыг ухаарч мэдэх [PLO 1.2.1, 3.5.1]
- 1.2. Уран уншлагад бэлтгэх, зохиол бүтээлийг ойлгох авианы зөв тод дуудлага, утга зохиолын хэлний бичгийн болон ярианы дуудлагын ялгаа мөн чанарыг ойлгох, илэрхийлэх [PLO 1.2.1, 3.2.5]

2. Чадвар

- 2.1. Зохиол бүтээлийг бүтээлчээр уншин ойлгох чадварт суралцах, сурахуй ба суралцахуйн үйлийг уран уншлага ба багшийн яриа, жүжиглэх чадвартай холбон бүтээлчээр хэрэгжүүлэх [PLO 1.2.1, 3.2.5]
- 2.2. Дүрийн дотоод сэтгэл зүй, зохиол бүтээлийн үйл явдалд тулгуурлан тайлбарлах [PLO 1.2.2, 3.2.5]
- 2.3. Нөхцөл байдалд тохируулан өөрийгөө зөв илэрхийлэх, эргэцүүлэх [PLO 1.1.2, 1.2.1, 3.2.5]

3. Хандлага

- 3.1. Суралцагчдын болон өөрийн ярианы чадварт (уран уншлагад) шүүмжлэлтэй хандах эрмэлзэлтэй болох [PLO 1.1.2, 3.2.5]
- 3.2. Ярих чадварт тулгуурлан хичээлийг сонирхолтой, үр өгөөжтэй заах хүсэл тэмүүлэлтэй болох [PLO 1.2.1, 3.2.6]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 60%
- Formative assessment 20%

Two. COURSE INTRODUCTION

Course title, code:	Reading and Drama (T.ML307)
Semester:	Any
Time allocation:	0:2:0:0 (2)
Teaching staff:	A. Amardalai, B. Nanjid
E-mails:	nanjid@msue.edu.mn , amardalai@msue.edu.mn
Phone(s):	(976)-70112429, 89114882
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Jachin, Ch., Tsend, S. (2015), Reading, UB
2. Baatarkhuu, Ts. (2006), Art of Speaking, UB
3. Zorigt, S. (2005), Drama, UB

Additional Reading:

1. Amarsanaa, Ts. (2010), The Art of Speech, UB
2. Ganchuluun, G. (2018), Stage speech and a work of acting, UB

Aim: help students develop their skills of public speech, realize importance and influence of neat and persuasive speaking

Aryunra: provides support for acquiring and developing accurate, neat and clear public speaking skills that is a part of general speaking and reading skills required in primary teaching

Methodology: learner-centered, participatory and performance-based approaches that help students to develop their reading and public speaking skills

Correlation of the content and CLOs

Topics	CLOs
Extensive reading	CLO 1.1, 2.1, 3.2
Art of speaking	CLO 1.2, 3.1, 3.2
Expressive skill	CLO 2.2, 2.3,

Planning

weeks	topics	seminars
1-4	Reading comprehension	18
5-8	Drama	16
9-16	Art of public speaking	30
total		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
3	Independent assignments	50%	• Reading performance 25% • Reading and reading comprehension progress - 10% • Drama performance (teamwork) -15%

THE WORLD CHILDREN LITERATURE (T.ML406)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Дэлхий нийтийн эрт эдүгээгийн уран зохиолын дурсгалуудаас, хүүхдийн уншлагад холбогдох зохиол бүтээлүүдийг судлах [PLO 1.1.3, 1.1.6]
- 1.2. Орчуулгын уран зохиол, хүүхдийн нас сэтгэхүйн онцлогийн харилцан хамаарлыг судлах, тайлбарлах [PLO 1.1.6, 1.2.1]

2. Чадвар

- 2.1. Гадаадын хүүхдийн зохиол бүтээлийн сэдэв агуулга, дүр дүрслэлийг задлан шинжлэх, харьцуулах, тайлбарлах [PLO 1.1.3, 1.1.6, 3.2.5]
- 2.2. Орчуулгын хүүхдийн уран зохиолыг, монголын хүүхдийн уран зохиолтой харьцуулах, тодорхойлох, онцлог ялгааг илрүүлэх [PLO 1.1.3, 1.1.6]

3. Хандлага

- 3.1. Эх хэлээ хайрлах, зохиол бүтээлээр дамжуулан түгээн дэлгэрүүлэх, бахархах хүсэл эрмэлзэлтэй болох [PLO 1.2.1, 3.2.5]
- 3.2. Эх зохиолыг сонгохдоо, судлаач-уншигчийн үүднээс хандах [PLO 1.2.1, 3.2.5]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	The World Children Literature (T.ML406)
Semester:	Any
Time allocation:	0:4:0:0:[2]
Teaching staff:	A. Amardalai, B. Nanjid
E-mails:	nanjid@msue.edu.mn , amardalai@msue.edu.mn
Phone(s):	(976)-70112429, 89114882
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Huvsgul, S. (2010), Oriental Literature, UB
2. Huvsgul, S. (2013), Western Literature, UB

Additional Reading:

1. Batjargal, D., Amarzaya, E. (2017). Thesaurus of Children Literature, UB
2. Galbaatar, D. (2012). Encyclopedia: Literature: Theory, history and critique, UB
3. Galbaatar, D. (2013). Oriental Literature of XX Century, UB
4. Oyunbadrakh, D. (2007). *Mongolian Children Literature*, UB
5. Ayurzana, G, ed. (2003). The World Literature: 85 best examples, UB
6. Tsedev, D., Oyun-Erdene, B. (2012). Soyombo Thesaurus on Literature, UB
7. Enkhbayar, S (ed.). (2021). *Literary Analyses*, UB
8. Khuu, D. (2004). The World Children Literature, UB
9. Tserensodnom, D. (2010). Mongolian legends and fairy tales, UB
10. Dashdondog, J., (ed.). (2019). The selected Children Stories, volume I, UB
11. SoyomboPrinting ed., (2006). The western and oriental best short stories, UB

12. Enkhbayar, S., Batsuuri, G. (2018). Talks about Literature, UB

Aim: support students in acquisition of systematized knowledge of the structure, genres, development stages, representatives, research and modern trends of the world children literature; analyses techniques and methods of literary works, and ability to select and use pieces of literature in their teaching

Content: Specific features, representatives (authors) and review of the western and oriental children literature (Greek and Roman literature from origin until today's development; oriental literature of India, China, and American and African literature).

Methodology: motivational strategies, active and participatory approaches, creating favourable environment for students to provide a variety opportunities for their development; problem raising and solving and critical thinking approaches

Correlation of the content and CLOs

Content	CLOs
Legends Studies and Children Literature	CLO [1.1, 1.2, 1.3, 2.3, 3.3]
Contemporary fairy tales	CLO [1.1, 1.2, 2.1, 2.3, 3.2]
Children Literature of XX Century	CLO [1.1, 2.2, 2.3, 3.1, 3.2]
Modern children literature	CLO [1.1, 1.2, 2.1, 2.3, 3.3]

Planning

weeks	topics	seminars
1	The World Children Literature and Primary Teaching	2
2-4	Legends and Children Literature	20
5-8	Contemporary fairy tales	10
9-13	Children Literature of XX Century	20
14-16	Modern children literature	12
Total		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Independent assignments	50%	Doing observations and comparison on a given topic and write a reflective essay
3	Formative	30%	Online test by levelled tasks on the World Children Literature.

THEORY OF PROBABILITY (T.MA304)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Комбинаторикийн үндсэн зарчмууд болон түүврийн тухай ойлголт, нийлбэр, үржвэрийн зарчмууд, сэлгэмэл, гүйлгэмэл, хэсэглэл, өгөгдсөн бүтэц бүхий давталттай сэлгэмэл, давталттай хэсэглэл, давталттай гүйлгэмэлийн тодорхойлолт, томьёоны гаргалгааг гаргах мэдлэг эзэмшүүлэх [PLO 1.1.5, 1.1.6]
- 1.2. Санамсаргүй үзэгдэл, түүн дээр хийгдэх үйлдлүүд, түүний мөн чанарыг судлах, Эгэл үзэгдлийн огторгуйг байгуулах мэдлэг эзэмшүүлэх [PLO 1.1.5, 1.1.6]
- 1.3. Магадлалын сонгомол тодорхойлолт. Түүний чанарууд. Геометр магадлал, гүйцэд магадлалын мөн чанарыг ухаарч, ойлгох, тодорхойлолт, томьёоны гаргалгааг мэдэх [PLO 1.1.6, 1.2.3]

2. Чадвар

- 2.1. Нийлбэр ба үржвэрийн дүрэм, сэлгэмэл, гүйлгэмэл, хэсэглэл, өгөгдсөн бүтэц бүхий давталттай сэлгэмэл, давталттай хэсэглэл, давталттай гүйлгэмэлийн бодлогуудыг ялгаж таних, комбинаторикийн боломж тооцоолох бодлогыг бодоход хэрэглэх, загвар, загварчлалыг ашиглах, сэлгэмэл, гүйлгэмэл, хэсэглэлийн ялгааг эзэмшиж, тэдгээрийн томьёог хэрэглэн бодлого бодох чадварыг хөгжүүлэх [PLO 2.5.3]
- 2.2. Санамсаргүй үзэгдэлд задлан шинжилгээ хийж, боломжийг тооцоолох, чадварыг эзэмших, үзэгдлийн магадлалыг олох чадварыг эзэмшүүлэх [PLO 2.5.3]

3. Хандлага

- 3.1. Оюутанд өөрөө оорийгөө танин мэдэх, өөрийн үйлдээ дүгнэлт хийх чадвараа улам хөгжүүлэх хандлага төлөвшүүлнэ. [PLO 1.1.6, 3.2.2]
- 3.2. Мэдлэг чадвараа практикт хэрэглэн аливаа асуудлыг шийдвэрлэхдээ өгөгдөл-мэдээлэл цуглуулах, тэдгээрийн зүй тогтолыг олох, боломжийг тооцоолох, магадлал тооцож, нөхцөл байдалд дүн шинжилгээ хийх хүсэл эрмэлзэл бүхий хандлага төлөвшүүлэх [PLO 1.1.6, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:

Theory of Probability (T.ML406)

Semester:

Any

Time allocation:

0:4:0:0(3)

Teaching staff:

D. Enkhtsetseg, B. Khadbaatar, A.Gantuul

E-mails:

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Gantuul@msue.edu.mn

Phone(s):

99165432, 88025377, 90094709

Office:

Room 5-305

Working hours:

Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Baldulmaa, B et al. (2010). Theory and Methodology of Primary Mathematics, UB
2. Enkhtsetseg, D. (2006). Primary Mathematics, Probability and Statistics, UB

Additional resources:

1. Davaadorj, Ch. (2008). Activities for developing mathematical thinking skill of secondary school learners, UB
2. Davaasuren, D. (2013). Renewing content and methodology of secondary school Probability and Statistics, UB
3. Ganbaatar, T., Lkhagvadorj, N. (2007). Methodology of developing basic mathematical knowledge by young learners, UB
4. Norov, S. (2014). Problems for developing thinking, UB
5. Shagdar, D., Damdinsuren, B. (1998). Pedagogical and psychological basis for teaching Maths to primary learners, UB
6. Mathematics optional course for grades 1-5. (2015), Olonlog, UB
7. Enkhtsetseg, D. (2010). Study on developing probability and statistics knowledge and understanding of primary learners, UB
8. <http://statistics.galaa.mn/>
9. <http://www.mathsisfun.com/>
10. <http://education.Cambridge.org/as/subject/mathematics>

Aim: Provide students with mathematical knowledge, capable of implementing primary mathematics curriculum, develop their inquiry and problem-solving skills, support them in applying theory into practice. Therefore the course provides students with theoretical knowledge of probability and statistics to solve different mathematical problems, for instance, combinatorial and statistics problems.

Content: Combinatorial problems and probability theory; principles of summation and multiplication, set partition, replacement set, permutation of sets, classical definition of probability; including geometry probability and statistical data expressed by diagrams and graphs.

Methodology: application of cognitive strategies such as problem raising and solving, critical thinking, simplification, flipped method, structural analyses, research methods, cooperative learning approach

Correlation of the content and CLOs

Units	CLOs
Basic elements of combinatorics	CLO (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2)
Theory of Probability	CLO (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2)

Planning

weeks	topics	seminars
1-8	Combinatorial problems	32
9-16	Probability problems	32
Total hours		64

Assessment

No	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Independent assignments	50%	- developing recommendations how to solve combinatorial problems (25%) - solving 50 problems on Probability (25%)
3	Formative	30%	- Oral test on methods of solving combinatorial problems for grades I-V (15%) - Written test on methods of solving simple probability problems (15%)

STATISTICS (T.MA305)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Статистикийн элементүүд тооцон гаргах талаар мэдлэг эзэмших [PLO 1.1.5]
- 1.2. Судалгааны боловсруулалт хийх программ дээр ажиллах мэдлэг эзэмших [PLO 1.1.5]

2. Чадвар

- 2.1. Юмсыг тоолж бүртгэх, ажиглалтын утгуудыг бичих, зүй тогтол мөн чанар нь илэрхий байхаар бичиж тэмдэглэх, математик тооцоо хийх чадвараа хөгжүүлэх [PLO 1.1.5, 1.1.6]
- 2.2. Өгөгдлийг аль тохирох хэлбэрээр нь тэмдэглэж сурах (Пиктограмм, Веннийн диаграмм, Карроллийн диаграмм) туршилтын дүн үзэгдлийн боломжийг модны схем замын зураг, зүй тогтлын болон хөлгөн схемээр загварчлан тооцоолох [PLO 1.1.6, 1.2.3],
- 2.3. Статистик шинжилгээний аргуудыг хэрэглэж сурах (Параметрийн таамаглал болон Параметрийн бус таамаглал) [PLO 2.5.3]

3. Хандлага

- 3.1. Бүртгэл хөтөлж, боломжийг тооцоолсны үндсэн дээр таамаглал дэвшүүлэн дүгнэлтээ томъёолон бичиж, ашигтай хувилбарыг ахуй амьдралдаа хэрэгжүүлэхийг зорих [PLO 1.1.5, 3.2.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Statistics (T.MA305)
Semester:	Any
Time allocation:	0:4:0:0 (3)
Teaching staff:	D. Enkhtsetseg, B. Khadbaatar, A. Gantuul, D. Amartuvshin, D. Khishigjargal
E-mails:	Enkhtsetseg@msue.edu.mn , Khadbaatar@msue.edu.mn , Gantuul@msue.edu.mn , amartuvshind@msue.edu.mn , khishigjargal@msue.edu.mn
Phone(s):	99165432, 88025377, 90094709
Office:	Room 5-305
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Enkhtsetseg, D. (2006). Mathematics and Probability and Statistics in Primary Education, UB
2. Chimgee, D. (2006). Analyses of Social Statistics, Interpreting Outcomes, UB
3. Oyunchimeg, D. (2017). Qualitative Data Processing Using SPSS, UB
4. Jamyansharav, B. (2015). Introduction to Probability and Statistics, UB

E-resources:

- <http://taniltsuulga.ubstat.mn/une7.aspx>
- <http://www.esis.edu.mn>
- <https://www.nso.mn/content/1683#.XE2HlcHVK1s>
- <http://1212.mn/BookLibraryDownload.ashx?url>
- <http://bskhadaa.blogmn.net/page3/&thisy=&thism=&thisd=>

Aim: support and guide students in acquiring methods for statistical analyses and become able to conduct research in implementation of primary teaching

Content: collecting, recording, and processing research data, classifying and representing them by graphs, diagrams, make hypotheses, do conclusions and write reports, and use outcomes as needed

Methodology: discussions, reflections, creative thinking, inquiry and flipped learning methods

Correlation of the content and CLOs

Units	CLOs
Collecting, recording and processing research data, make conclusions	[PLO 1.1.5], [PLO 1.1.6], [PLO 1.2.3], [PLO 2.5.3],[PLO 3.2.2]
Methods of statistical analyses (Parametric and non-Parametric hypotheses)	[PLO 1.1.5], [PLO 1.1.6], [PLO 1.2.3], [PLO 2.5.3],[PLO 3.2.2]

Planning

weeks	topics	seminars
1	Elements of Statistics	4
2	Classification of research data by the characteristics and types	4
3	Representation of processing forms of data	4
4	Quantitative analyses	4
5	Methods of collecting qualitative data	4
6-7	Taking into account statistical data/indicators	8
8-9	Checking parametric hypotheses	8
10-11	Checking non-parametric hypotheses	8
12	Correlation analyses	4
13	Regression analyses	4
14	Factor analyses	4
15	Cluster analyses	4
16	Drawing conclusions	4
Total hours		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Independent assignments	50%	One independent assignment in the 13 th week
3	Formative	30%	7th week: analyzing and concluding statistical data (15 points) 14th week: methods of statistical analyses (15 points)

EXPERIMENTAL METHODOLOGY AND DISCOVERY (T.SC404)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Танин мэдэхүй, мэдрэхүйн эрхтний онцлог, физиологи үндсийн тухай танин мэдэх, тайлбарлах [PLO 1.1.6, 1.3.1, 3.1.1]
- 1.2. Хэмжилт, хэмжилтийн алдааны талаар шинжлэн судлах, эргэцүүлэх, [PLO 1.1.6, 3.2.3, 3.5.1]
- 1.3. Туршилтын багаж хэрэгсэл ашиглан сорил туршилт хийх арга зүйд суралцах, судлах [PLO 1.1.6, 1.3.1, 3.2.3]

2. Чадвар

- 2.1. Мэдрэхүйн эрхтнээр орчноо мэдрэх, мэдрэхүйн эрхтэнтэй холбоотой туршилт хийх, өөрийгөө болон суралцагчаа судлах, аливаа эрсдэлээс урьдчилан сэргийлэх [PLO 1.1.6, 1.3.1, 3.1.1]
- 2.2. Хэмжилт, хэмжилтийн алдааг илрүүлэх, сорил туршилтын аюулгүй байдлаа хангах, аюулгүй ажиллагааны дүрмийг баримтлах [PLO 1.1.6, 3.2.3]
- 2.3. Туршилтын багаж хэрэгсэл ашиглан сорил туршилт хийх, жишээгээр үзүүлэх, практикт хэрэглэх, баримт нотолгоогоор батлан харуулах [PLO 1.1.6, 3.2.3, 3.5.1]

3. Хандлага

- 3.1. Мэдрэхүйн эрхтний эрүүл мэндээ хамгаалах [PLO 1.3.1, 3.2.3, 3.5.1]
- 3.2. Хэмжилт, ажиглалт, сорил туршилтад шинжлэх ухааны үндэстэй аргачлалыг эрхэмлэх [PLO 1.1.6, 1.3.1, 3.5.1]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Experimental Methodology and Discovery (T.SC404)
Semester:	Any
Time allocation:	0:4:0:0 (3)
Teaching staff:	D. Enkhtsetseg, Sh. Daurenbek, S. Batkhuyag
E-mails:	Bayarchimeg.b@msue.edu.mn , Daurenbek@msue.edu.mn , Batkhuyag@msue.edu.mn ,
Phone(s):	976)-70112429
Office:	Room 5-309, 310
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Daurenbek, Sh., et al. (2020). Scientific experiments, UB
2. Bayarchimeg, B., et al. (2013). Simple experiments for Human and Nature, UB
3. Batkhuyag, S., et al. (2023). Mongolian-English dictionary of Primary Natural Sciences, UB

Additional reading:

1. Bayarmaa, G., et al. (2020). Human and Environment I, UB
2. Bayarmaa, G., et al. (2020). Human and Environment II, UB
3. Bayarmaa, G., et al. (2020). Human and Environment III, UB
4. Altantsetseg, D., et al. (2020). Human and Nature IV, UB
5. Altantsetseg, D., et al. (2020). Human and Nature V, UB

Aim: help students acquire and try out research methods as observation. measurement, tests and experiments in primary lessons of Natural Sciences

Content: cognition, organs of sensory feelings, methodology of conducting tests and experiments

Methodology: inquiries and experiments based on active participation of students

Correlation of the content and CLOs

Topics	CLOs
Cognition and senses	CLO 1.1, 2.1, 3.1
Measurement, measurement errors	CLO 1.2, 2.2, 3.2
Methodology of conducting observations and experiments	CLO 1.3, 2.3, 3.3

Planning

weeks	topics	Seminars
1-2	Cognition and senses	8
3-4	Cognition through senses /tasting, smelling/	8
5-6	Cognition through senses /seeing, listening, touching/	8
7-8	Measurement and measurement errors	8
9-10	Tools and instruments	8
11-12	Calipers /direct and non-direct measurement/ use of instruments, scales /electric, weighing spoons/	8
13-14	Magnifying glasses, microscope and its resolution, requirements of working with instruments, methodology of conducting observations and measurement	8
15-16	Measuring by thermometers and barometers, processing outcomes, experimental methodology	8
Total		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance (inquiries, discussions, additional reading)
2	Independent assignments	50%	Measurement and experiment on a given topic (50%)
3	Formative	30%	Test covering content of experimental methodology (30%)

HISTORY AND CULTURE OF LOCAL COMMUNITIES (SOCIETIES) (T.SS403)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Түүх, нийгмийн ухаан, орон нутаг судлалын хөгжлийн онол, нутгийн нийгэм соёлын орчны талаарх ойлголтыг судалж мэдэх [PLO 3.2.4]
- 1.2. Бага ангийн сурагчдад нийгмийн ухаан, орон нутгийн хөгжлийн талаарх боловсрол эзэмшүүлэх онол, арга зүйн үндсийг судалж, танин мэдэх [PLO 2.3.7, 3.2.4, 3.4.1]
- 1.3. Ардчилсан нийгмийн мөн чанар, үнэт зүйлс, иргэн хүний эрх үүрэг, хариуцлага, хийх ёстой зүйлүүдийн талаар мэдэх, өөрийн амьдрал үйл ажиллагаандаа мөрдөх, хэрэгжүүлэх, тодорхойлох [PLO 1.2.2, 2.2.6, 2.4.2, 3.4.1]

2. Чадвар

- 2.1. Нийгмийн ухаан, орон нутаг судлал, нутгийн хөгжлийн талаарх онол, үзэл баримтлалыг харьцуулах, тайлбарлах, шинжлэх [PLO 1.2.2, 3.2.4]
- 2.2. Орон нутаг судлалын хичээлийн хөтөлбөр боловсруулах, хэрэгжүүлэх, үнэлэх, дүн шинжилгээ хийх [PLO 3.1.2, 3.2.4, 3.4.3]
- 2.3. Бага ангийн сурагчдын иргэнших, нийгэмших үйл явцыг дэмжих, орон нутгаа хөгжүүлэхэд иргэдийн оролцоог нэмэгдүүлэх, асуудал тодорхойлох, шийдэл боловсруулах, арга зүйг хөгжүүлэх [PLO 3.2.4, 3.4.1, 3.4.4]

3. Хандлага

- 3.1. Монголын түүх, орон нутгийн нийгэм, түүх соёл, хөгжлийн онцлог, өв уламжлалаар бахархаж буйгаа илэрхийлэн бичих, аливаа соёлын онцлогийг ойлгох, хүлээн зөвшөөрөх, дасан зохицох, хүндэтгэлтэй хандах эерэг хандлагатай болох [PLO 1.1.3, 3.2.4]
- 3.2. Багш мэргэжлийн тасралтгүй хөгжлийг хангах, өөрийн үзэл бодол, байр сууриа илэрхийлэх, орон нутгийн хөгжилд хувь нэмрээ оруулахуйц идэвхтэй иргэн байх, эрх үүргээ ухамсарлан бие даан ажиллаж амьдрах хүсэл тэмүүлэл бүхий иргэн төлөвшүүлэх эрмэлзэлтэй болох [PLO 3.2.4]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Mongolian Folklore T.SS 401
Semester:	Year 4, fall
Time allocation:	2:1:0:0(3),
Teaching staff:	A.Oyuntungalag Ts.Delgersaikhan N.Uuriingtuya L.Sanchir
E-mails:	oyuntungalaga@yahoo.com , delgersaikhan@msue.edu.mn nuuriintuya@gmail.com , Lsanchira@gmail.com
Phone(s):	(976)-70112429
Office:	Room 5-207
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Oyuntungalag, A., Ariuntstesteg, G. (2020, 2021). Ethics of Civic Education, Methodology, UB.
2. Oyuntungalag, A. (2021). Human and Society, Methodology, UB.

Additional reading:

1. MOECS, Tuya, U., et al. (2019) Human and Society, grade IV textbook, UB
2. MOECS, Tuya, U., et al. (2020) Human and Society, grade V textbook, UB
3. History books of provinces
4. Ariuntsetseg, G., et al. (2015) Becoming a citizen, UB
5. Atar, Yu., Mandakh, D. (2007) Knowledge about Society, UB
6. Balkhaajav, Ts. (1990) Dictionary of Philosophy, UB
7. Buyan, D. (2011) Knowledge about Society, volume I, UB
8. Wulf, K. (2015) Anthropological basis of Education and Upbringing, UB
9. Gongorjav, G. (2008). Mongolian Philosophy and Traditions of Knowledge, UB
10. Darikhuu, R. (2012) Knowledge about Society, UB
11. Jannet Gonzales Mina. (2016) Teaching in culturally diversified environment. Foundation of Primary Education, UB
12. Joan E. Durrant. (2014) Positive Discipline methods for everyday use. UB.
13. History of Mongolia, volume V. (2003), UB
14. Mongolian Citizens Project. (2015) Becoming a citizen, UB
15. Mongolian Citizens Project. (2015) Who Am I? UB
16. Nyamdorj, M., Oyuntungalag, A. (2017) Development and protection of a young child, UB
17. Purev O., (2007). Some Issues on Theory and Methodology of Humanizing Mongolian Education and Teaching, volume I. UB
18. Purev O., (2013). Some Issues on Theory and Methodology of Humanizing Mongolian Education and Teaching, volume I. UB
19. Tsevel, Ya. (1966) Thesaurus of Mongolian Language, UB
20. Oyuntungalag, A., et al. (2010). Methodology of Teaching Human and Environment -1, UB
21. Curriculum on Democracy Education. (2014). UB
22. Chuluunbaatar, L. (2007) Local Studies, UB
23. Delgersaikhan, Ts., et al. (2017), Content, methodology and assessment of Primary Social Sciences, pp. 6-53, UB
24. Open Society Forum. (2011). Evaluation of Civic Education of Secondary Schools, UB
25. Core curriculum for Primary Education. (2019). UB
26. MOECS, Primary Human and Society curriculum (2019). UB
27. Learning planning for primary Human and Society curriculum (2019). UB
28. MOECS, Primary Human and Environment curriculum (2019). UB
29. Learning planning for primary Human and Environment curriculum (2019). UB
30. MOECS, Enkhbat, R et al. (2019). Mongolian customs and upbringing, Teacher's Book, UB

Prerequisite: S.GS109

Aim: provide guidance and an adequate support to students in learning about local communities, their history and culture, thus ensure their contribution to development of knowledge and skills for civic education and Social Sciences to primary learners

Content: Local Studies, local territory and governance, content and methodology of civic and democracy education; contributing to community development as an active citizen

Methodology: instruction design offers participatory and active learning as well as supporting independent studies for students' professional and personal development

Correlation of the content and CLOs

№	Topics	CLOs
1	Objects and Objectives of Local Studies (provinces)	CLO 1.1, 1.2, 1.3, 3.2
2	Governance and territory of provinces, their specifics	CLO 1.2, 2.2, 2.3, 3.2
3	Local governance and Open society	CLO 1.3, 2.2, 2.3, 3.1, 3.2

Planning

weeks	topics	lectures	seminars
1-6	Objects and Objectives of Local Studies (provinces)	6	12
7-12	Government and territory of provinces, their specifics	6	12
13-16	Local government and Open society	4	8
Иийт		16	32

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance as developing a lesson plan on a chosen topic and perform mini teaching -10 points; participation and contribution to discussions, reporting and debates - 10 points
2	Independent assignments	50%	Assignment 1. Do additional reading from the lists given and perform individually (15 points): - Write a report followed by a discussion - Reflective essay - Taking notes and writing reflection; mapping for presentation Assignment 2. Developing recommendations for solving a chosen issue as a teamwork (15 points): - Study the best practice in teaching Human and Society curriculum and plan and try out a lesson - Designing a project for teaching Human and Society curriculum and plan and implement it - Develop and test guidelines for an activity for the public to solve social problems within the course content Note: the assessment will be comprised of self-evaluation, instructor's evaluation and as required external evaluation by detailed criteria
3	Formative	30%	Test 1. Levelled task /units -1, 2/ Test 2. Levelled task /unit - 3/ Note: two tests can be combined as one

METHODOLOGY OF IMPLEMENTING CONSUMPTION PROJECTS (T.AR412)

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Бүтээгдэхүүнийг гаргах, урлах дэвшилтэт технологи, шинэ санаа шийдлийг дэвшүүлэх, хэрэгжүүлэх арга зарчмыг тодорхойлох, тайлбарлах [PLO 3.2.5]
- 1.2. Хаягдал материал ашиглан хичээлийн хэрэглэгдэхүүн, эдлэл бүтээгдэхүүн, эд зүйлс урлах арга технологийн онцлогийг судалж хэрэгцээг тодорхойлох [PLO 3.2.5, 1.1.5]
- 1.3. Урлан бүтээхдээ зохиомжийн арга хэрэгслүүдийг ашиглан өнгө зохицол, хэлбэр дүрсийг зөв шийдэх, бүтээлийн санааг гаргахдаа зохион бүтээх аргуудаас сонгож хэрэглэх. [PLO 3.2.5, 2.5.4]

2. Чадвар

- 2.1. Хаягдал болон бусад материалаар бүтээл хийхдээ хичээлийн хэрэглэгдэхүүн болон эд зүйлс урлах арга технологийг судлах, олон хувилбараар ашиглаж болох эрэл хайлт хийх, гүйцэтгэх [PLO 2.5.4, 1.1.1]

3. Хандлага

- 3.3 Цаг үе, өөрчлөлтийг соргоогоор мэдэрч, шинэ санаа, шинэлэг арга технологийг дэмжих, бүтээлчээр сэтгэх эрмэлзэлтэй [PLO 1.1.1, 3.2.5]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 40%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Implementing Consumption Projects T.AR412
Semester:	Year 4, fall
Time allocation:	0:4:0:0(3)
Teaching staff:	B. Jargal, A.Nergui, N.Khuderchuluun
E-mails:	nergui.a@msue.edu.mn , jargal.b@msue.edu.mn
Phone(s):	(976)- 99250546, (976)-99001941
Office:	Room 5-106, 216
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Bayarmagnai, Z., et al. (2018) Theory and Methodology of Fine Arts, UB
2. Bayarmagnai, Z., et al. (2021) Methodology of Teaching Primary Technology, UB

Additional reading:

1. Chuluunaa, G. (2009) Project-based lessons, UB
2. Mendee G. (2001). Creative Thinking. Ulaanbaatar.
3. Mayumi Sh., et al. (2012) Primary Fine Arts, Technology. Ulaanbaatar.
4. Nergui, A. (2016) Paper Folding Craft, UB
5. Jargal B. (2016). Art of Patch Work. Ulaanbaatar.
6. Mendee G. (2007) Manufacturing technology/design, UB
7. Ichinkhorloo Sh. (2014). Teaching Methods. Ulaanbaatar

Aim: support acquisition of knowledge, skills and attitudes to effectively plan, develop, improve and manage optional courses in technology, and help become able to facilitate learning of young learners by methodological structure (design-create-use)

Content: Manufacturing technology; Development of small items and traditional crafts, sequence of crafting technology, color harmony, design and ratio of embroidery and beadwork.

Creative thinking; paper shaping, folding, spatial construction and modeling. Thread crafts, ribbon craft designs, Artistic processing; use of waste materials, decoupage technology, modeling and artistic expression of natural materials.

Methodology: participation and creative activities, using a creative inquiry to address each learner's interests, needs and skills.

Correlation of the content and CLOs

Units	CLOs
Unit 1 Designing/crafting technology	CLO [1.1, 2.1, 3.1]
Unit 2 Creative thinking	CLO [1.2, 2.2, 3.2]
Unit 3 Artistic expression	CLO [1.2, 2.2, 3.2]

Planning

weeks	topics	seminars
1	Introduction	4
2	Historical development and traditional technology of applique	4
3	Designing items with applique	4
4	Practical activity	4
5	Design and technology of small items	4
6	Practical activity	4
7	Beading art	4
8	Practical activity	4
9	Paper shaping and folding techniques	4
10	Use of shaped paper (designing clothes)	4
11	Paper perforation	4
12	Thread craft	4
13	Making tapestry compositions	4
14	Practical activity	4
15	Decoupage technology	4
16	Practical activity	4
Total hours		64

Assessment

Nº	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance
2	Formative tests	40%	1. Seminar tasks -20% 2. Theoretical tests -20%
3	Independent assignments	50%	1. Project for creating items - 25% 2. Choosing a type of paper and create 2 and 3-dimension items - 25%

METHODOLOGY OF PLAYING CHILDREN'S SONGS BY MUSICAL INSTRUMENTS (T.PE411)

One. COURSE STANDARDS

1.Мэдлэг

- 1.1. Ноотны нэршил, байрлал, хэмжээ, хөгжмийн илэрхийллүүдийг тайлбарлах [PLO 2.3.2, 2.3.6]
- 1.2. Ноотны эгшиглэгээ, өнгө интонацийг ялгах, аялгууны шинж төрх, өнгө аясыг сонсож тодорхойлох, ялган таних [PLO 2.3.2, 2.3.6]

3.Чадвар

- 3.1. Энгийн хөгжмийн зэмсгээр хүүхдийн дуу тоглох арга, аргачлалыг судлах, энгийн хөгжмийн зэмсгээр 6-10 дуу тоглох [PLO 2.3.6, 2.4.2]
- 3.2. Даралтат хөгжим дээр жижиг хэлбэрийн аяз тоглох [PLO 2.3.6, 2.4.2]
- 3.3. Дууны үг, аялгуунд шинжилгээ хийх, хүүхдэд тохирсон үг аялгууг сонгож хэрэглэх [PLO 2.3.3, 2.4.2, 3.3.1, 3.2.5]
- 3.4. Хүүхдийн дууг ноотоор дуулах, хөгжмөөр тоглох [PLO 2.3.3, 2.4.2, 3.3.1, 3.2.5]

3.Хандлага

- 3.1.Хүүхдүүдэд урлагийг хайрлах, ойлгоход сургах, тэдний бүтээлч үйл ажиллагаа, уран сэтгэмж, сэтгэн бодох чадварыг төлөвшүүлэх, хүүхдүүдийн хөгжим, ёс суртахууны боловсролыг идэвхжүүлэх, ёс суртахууны соёл, урлаг гоо зүйн үндсийг чиглүүлэх [PLO1.2.2, 2.1.3, 2.2.5]

Assessment types and weight

- Attendance, participation 10%
- Independent assignments 50%
- Formative assessment 40%

Two. COURSE INTRODUCTION

Course title, code:	Methodology of Playing Children's Songs by Musical Instruments T.PE411
Semester:	Year 4, spring
Time allocation:	0:4:0:0 (3)
Teaching staff:	L. Bayaraa, O Shinebayar
E-mails:	bayaraa.l@msue.edu.mn , bayaraa.l@msue.edu.mn
Phone(s):	(976)-99281315
Office:	Room 5-219
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Battogoo, Sh, (2019). Theory of Music, UB
2. Batbold, S. (1998). Thanks to primary teachers! UB
3. Batbold, S. (2021). The best Mongolian children songs, UB
4. Gantsetseg, G. (2013). Music education, UB
5. Jantsannorov, N. (1998). Thesaurus of Musical Terms, UB
6. Oyunbileg, Cg,. et al. (2011). Music I-IV, UB
7. Batsukh, Ch. (2017). Music education for children, UB
8. Hoffer, C. (2016). *Introduction to Music Education" level 1-6.* chicago.
9. Campbell, P. S. (2006). *Music in childhood.*

Additional Reading:

1. National Core Curriculum of Primary Education. (2019), UB

2. Recommendations for Implementing National Core Curriculum of Primary Education. (2014), UB
3. Oyunbileg, Ch., Methodology of Teaching Music, handbook I-V, UB
4. Tseveensuren, B. Methodology of playing a piano, UB
5. Jonn Thompson “Modern course for the piano”

Course aim: plan and know how to organize extra-curricular or extension club activities for primary learners based on knowledge of music theory

Content: study, select and analyse melodies and songs relevant to the age of learners, techniques of playing musical instruments

Methodology:

Based on participatory and active learning approaches and principles provide students with adequate support, favorable atmosphere and motivational strategies, develop their singing and playing musical instruments aimed at teaching children of 7-11

Correlation of the content and CLOs

Units	CLOs
Methodology of teaching music	[CLO 1.1, 1.2.]
Developing knowledge and skills for playing popular children’s songs on simple musical instruments	[CLO 2.1, 2.2., 2.3. 2.4, 3.1, 3.2]
Developing knowledge and skills for playing popular children’s songs on simple keyboard instruments	[CLO 3.1, 3.2]

Planning

weeks	topics	seminars
1	Names, locations, sizes of musical notes; playing 7 notes on synthesizers	4
2	Sounds of notes, intonations, tones	4
3	Music expressions (melody speed, rhythm, scales, force, fermata, transforming)	4
4	Musical expressions (liga, legato, stacatto, pause, octave);	4
5	Fa key, intervals	4
6	Accords, background sound	4
7	Techniques for using simple musical instruments for playing popular children’s songs	4
8	Playing song “The 1 st of September” by B. Tsogoo	4
9	Playing song “Sun Dance” by Z. Khangal	4
10	Playing song “Is it a flower?” by Z. Khangal	4
11	Playing simple melodies on keyboard instruments	4
12	Playing song “Ice cream” by T. Chimeddorj	4
13	Playing song “Twinkle Twinkle Little Star”	4
14	Playing song “Ten little indians” тоглох	4
15	Playing Russian song “Beryozka”	4
16	Learning technique and skills of playing flute, ukulele, kalimba, and wind pressure music (pianika)	4
Total hours		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	10%	Full attendance of the course, participation and performance
2	Formative	45%	- Performance of tasks by content of weeks1-6

	tests		- Playing 3 songs on simple musical instruments (15 points) - Playing 5 songs on keyboard instruments (40 points)
3	Independent assignments	20%	- 2 assignments
4	Final exam	25%	- Will be calculated by the sum of classroom activities, test results and independent assignments

One. COURSE STANDARDS

1. Мэдлэг

- 1.1. Сургуулийн бага ангийн сурагчдын бие бялдрын хөгжлийг тодорхойлох, дүгнэх [PLO 3.1.1, 3.2.6]
- 1.2. Тэдний бие бялдрын өсөлт хөгжилд нөлөөлж буй эерэг болон сөрөг хүчин зүйлүүд, урьдчилан сэргийлэх аргуудыг тайлбарлах [PLO 2.3.5, 2.3.7]
- 1.3. Тоглоом болон суралцахуйн онол арга зүйг судлах, тайлбарлах [PLO 2.3.3, 3.1.3]

2. Чадвар

- 2.1. Сургуулийн бага ангийн сурагчдын бие бялдрын өсөлт хөгжилт онцлог, түүнийг тодорхойлох, хянах, уламжлалт болон орчин үеийн арга аргачлалыг ашиглан хэмжилт хийж, дүгнэх [PLO 2.1.1, 2.2.6]
- 2.2. Янз бүрийн орчин нөхцөлд бага ангийн сурагчдын бие бялдрыг танин мэдэхүй, нийгэмшихүйн хөгжилтэй цогцоор нь хөгжүүлэх дасгал тоглоомыг тэдний хэрэгцээнд тохируулан сонгох, хэрэглэх [PLO 3.1.2, 3.2.3, 3.2.6]
- 2.3. Хичээл дээр хийгдэх алжаал тайлах дасгал тоглоомуудыг төрөл бүрийн хичээлүүдтэй интеграцчилан боловсруулж хэрэглэх [PLO 2.4.1, 2.4.4, 2.4.5]

3. Хандлага

- 3.1. Хичээл болон хичээлийн бус цагаар бага ангийн сурагчдын бие бялдрын өсөлт хөгжлийг дэмжих, тэдэнд бие бялдраа хөгжүүлэх зөв дадал хэвшил олгох [PLO 1.1.3, 1.1.6, 1.3.2]

Assessment types and weight

- Attendance, participation 20%
- Independent assignments 50%
- Formative assessment 30%

Two. COURSE INTRODUCTION

Course title, code:	Development of Physical Stamina and Movement Skills PE T.PT406
Semester:	Year 2, spring
Time allocation:	0:4:0:0(3)
Teaching staff:	Ts. Tamir, D.Purevdorj
E-mails:	s.tamir@msue.edu.mn , puujee@msue.edu.mn
Phone(s):	(976)- 70112429
Office:	Room 5-117
Working hours:	Monday-Friday, 8:40 am - 18:00 pm.

Coursebooks:

1. Altantsetseg, L. (2011). Theory and Methodology of Physical Development, UB
2. Urtnasan, L. (2010). Theoretical Basis of PE, UB, MNUE Printing
1. MOECS. (2014). Primary Education Core Curriculum, UB
2. Tamir, Ts. (2013). Applied PE, UB
3. Tserendorj, G. (1990). Some Issues of Teaching PE, UB

Additional resources:

1. Baavilai, L., et al. (2004). Russian-Mongolian Dictionary of PE terms, UB
2. Batdelger, J., et al. (2000). A research methodology of primary learners, UB
3. Bayarmaa, G., et al. (2009). Review of research on development of secondary school children, Journal Educational Studies, №9
4. Gungaa, B. (2001). Theory and Methodology of Development of Physical Qualities, UB
5. Jadambaa, B. (2011). Mongolian Wisdom, Mongol Studies, Mongolian Education, UB
6. Zagdsuren, D., Dagvasuren, P. (2008). Sports Medical Science, UB

7. Lkhagvasuren, Ts. (2016). Physical Training and Cognition. Journal of Educational Studies №8
8. Lkhagvasuren, G. (1995). Theory and Methodology PE, UB
9. Lkhagvasuren, G. (1999). Historical Review of Sports, UB
10. MNUE. (2015). Mongolian Child International Research Conference, UB
11. Assessment of the level of physical development and fitness of the 7-64-year-old population of Mongolia, (2012-2013), UB
12. Otgon, G., Batmunkh, G. (2016). Handbook on the Human Physiology, UB
13. Tungalag, J. (2013). Level of physical development of Mongolian youth. Compilation of presentations, Joint forum of sports secondary schools and organizations training junior athletes.
14. Tungalag, J. (2007). Manual of methodology to determine the level of physical development and fitness, UB
15. Tungalag, J. (2009). Active movements – Active Life, UB
16. Begz, N., et al. (2016). A Study of development of Mongolian Children aged 6-10 (2013-2015), Institute of Education, UB
17. Begz, N., et al. (2016). Development of Mongolian Children aged 6-10 (2013-2015), Institute of Education, UB
18. Tegshjargal, N. (2014). Management of Upbringing of a Child, UB
19. Urtnasan, L. (2001). Physical Qualities of Junior Sportsmen, UB
20. Urtnasan, L. (2010). Content of PE, UB
21. Tserendorj, G. (1999). Sports Training, UB
22. Tserendorj, G. (2000). Methodological Recommendations for PE- Health No2, UB
23. WHO. (2002). Let's reduce risk and promote a healthy lifestyle. World Health Organization report.
24. Абзалов, Р.А. Оценка уровня физической подготовленности школьников 6-11 классов Р.А. Абзалов, О.И. Павлова, В.О. Сальникова, (1999). Физическая культура: воспитание, образование, тренировка №3. стр.50
25. Матвеев, Л. П. (2008). Теория и методика физического воспитания
26. Health and Social Care Information Centre (2015) National Child Measurement Programme, England 2014/15
27. Health and Social Care Information Centre (2015) National Child Measurement Programme, England 2014/15
28. National Coalition of Civil Society. (2011). Education for All
29. Education for Sustainable Development Project. (2016), Gender assessment of primary and secondary education, UB
30. Save the Children, Japan. Best practices: possibilities for development of young children, UB

Aim: learn the characteristics of the physical growth and development of primary school students and the factors affecting them, methods of child development using mobile exercise games suitable for their physical, cognitive, social, and developmental characteristics

Content: Learning theories, games, methods of using learning games, identifying the level of physical development of primary learners, using games

Methodology: guidance of how to using sports games and exercises, TPR

Correlation of the content and CLOs

Units	CLOs
Unit 1 Physical growth of primary learners and factors that influence their growth	[CLO 1.1, 1.2, 1.3]
Unit 2 Physical growth of primary learners and	[CLO 2.1.]

methods of identifying the growth	
Unit 3 Exercises and games for physical development of primary learners	[2.2, 2.3, 3.1]

Planning

weeks	Topics	seminars
1-3	Physical growth of primary learners and factors that influence their growth	12
4-8	Physical growth of primary learners and methods of identifying the growth	20
9-16	Exercises and games for physical development of primary learners	32
Total hours		64

Assessment

№	Assessment types	%	Content
1	Attendance, participation	20%	Full attendance of the course, participation and performance
2	Formative tests	30%	2 tests with 20 tasks developed by cognitive levels: 5 tasks on recalling and understanding, 5 tasks on analyses, 5 tasks on comparing, 5 tasks on applying and 5 tasks on evaluating
3	Independent assignments	50%	Performing two tasks