

REPUBLIC OF UZBEKISTAN
MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

“APPROVED”

Rector of UzSWLU, Chairman of the Council,
Professor I. Tukhtasinov

*‘10’ October 2024, Council meeting No. 2,
Appendix 2 to item 7.6*

**PROCEDURE FOR CREATING AND FORMALIZING
EDUCATIONAL LITERATURE**

1. General provisions

1.1. This procedure has been developed in accordance with the relevant provisions of Resolution PQ-60 of the President of the Republic of Uzbekistan dated 24 December 2021 “On Additional Measures to Ensure the Academic and Organizational-Managerial Independence of State Higher Education Institutions” and the requirements set out in Order No. 284 of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan dated 22 August 2022, and establishes the procedure for creating and formalizing educational literature at the Uzbekistan State World Languages University.

1.2. Starting from the 2022/2024 academic year, the stages of creating, formalizing and preparing educational literature for publication at the University shall be carried out in the manner set out in this procedure.

1.3. Modern educational literature is of great importance for improving the quality of education. Educational literature is a publication in which necessary theoretical and practical knowledge, educational materials, methodology and didactic information on a particular academic subject are systematically presented on the basis of state educational standards, qualification requirements, curricula and syllabi, drawing on the modern achievements of science, culture, technology and world experience; it is mainly prepared in two forms:

traditional (printed) educational literature — a publication prepared and printed using printing methods, taking into account the age and psycho-physiological characteristics of learners, the volume of educational materials and information, fonts, paper quality, cover type and other indicators;

electronic educational literature — an electronic complex based on modern information technologies that has the capability to compile, illustrate, update and store data, and to present and monitor knowledge interactively.

The following types of educational literature exist:

- textbook
- study guide
- methodological guide

- methodological instruction
- methodological recommendation
- data compilation (bank)
- lecture course
- lecture compilation
- compilation of exercises (problems)
- dictionary
- digest

1.4. The types of educational literature are defined as follows:

textbook — the main official educational publication in which the topics of a particular subject's syllabus are presented systematically, in depth and in full, aimed at the thorough mastery of the subject's content within the established scope, adapted in content and form to the type of education (secondary special, vocational, higher education (bachelor's, master's)), and serving to form subject-related knowledge, skills and competencies in pupils and students, and to develop their creative abilities; it is subject to official approval;

study guide — an official educational publication that partially supplements the textbook, is compiled according to a particular subject's syllabus and systematically covers topics to the necessary extent, ensures thorough mastery of the fundamentals of the subject, is adapted in content and form to the type of education (secondary special, vocational, higher education (bachelor's, master's)), is intended for theoretical or practical exercises and classes, and serves to form subject-related knowledge, skills and competencies in pupils and students; it is subject to official approval;

methodological guide — a publication intended for professors/lecturers and learners, setting out the objective of a lesson, the means of conducting the lesson and methods of using them, the content of the lesson, practical exercises, additional assignments and other recommendations; published on the recommendation of the educational institution's educational-methodological council;

methodological instruction — a publication that clearly and thoroughly sets out the procedure for carrying out course papers (projects), laboratory and practical work under a particular subject's syllabus, as well as graduation qualification papers and master's theses, and is intended to develop the practical skills required in learners under this subject; a small-circulation publication issued on the recommendation of the educational institution's educational-methodological council;

methodological recommendation — an auxiliary educational publication aimed at providing methodological assistance and pedagogical guidance for mastering the main content of the topics of a particular subject's syllabus, or particular complex topics and issues, theoretical and practical tasks and assignments; a small-circulation publication issued on the recommendation of the educational institution's educational-methodological council;

data compilation (bank) — a publication created in a user-friendly format, consisting of data, scientific indicators and measurements that do not require proof, and various signs and figures, as well as brief scientific and practical information from the socio-political, economic, industrial, technical,

cultural and other fields necessary for mastering a particular subject or field of study; issued on the recommendation of the educational institution's educational-methodological council;

lecture course — a publication whose title corresponds to the name of the relevant subject, in which the main content of all topics under the subject's syllabus is briefly presented, aimed at providing primary new knowledge, indicating the main and supplementary educational literature to be used, containing a series of self-monitoring questions, and providing key terms and expressions relevant to the topic; issued on the recommendation of the educational institution's educational-methodological council;

lecture compilation — a small-circulation publication in which the main content of certain topics under a particular subject's syllabus is briefly presented, aimed at providing primary new knowledge, indicating the main and supplementary educational literature to be used, containing a series of self-monitoring questions, providing key terms and expressions relevant to the topic, and regularly updated on the basis of scientific research; issued on the recommendation of the educational institution's educational-methodological council;

compilation of exercises (problems) — a publication containing practical exercises and problems on the topics of a particular subject, as well as examples of definitions, expression, formulation, calculation and development methods, supplemented with normative, methodological, numerical and reference information relevant to the topics, aimed at forming practical skills in pupils and students; issued on the recommendation of the educational institution's educational-methodological council;

dictionary — a compilation of words (or phrases, etc.) arranged in a specific order, providing information on their meaning, usage, origin, translation into another language, or information about the concept of the word and the objects it denotes; issued on the recommendation of the educational institution's educational-methodological council;

digest — a publication used as a compilation of information on particular fields, containing a brief summary and commentary on the content of scientific, scientific-methodological, educational and periodical literature, laws, decrees, resolutions and other regulatory legal acts.

2. STAGES OF CREATING EDUCATIONAL LITERATURE

First of all, department heads and professors/lecturers wishing to create educational literature must thoroughly familiarize themselves with the "Procedure for Creating Educational Literature for Higher Education Institutions and the Requirements for Creating Educational Literature and Using It in Higher Education Institutions" approved by Order No. 284 of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan dated 22 August 2022.

The following sequence is followed in the process of creating educational literature:

2.1. Initiation process

A list is drawn up of the educational literature that needs to be created for subjects included in the curricula of bachelor's degree fields and master's degree specialties, as well as literature that needs to be republished due to being outdated (more than 5–10 years since publication). This process is carried out by the department head responsible for teaching the relevant subject. In doing so:

- first of all, the need for creating the educational literature is substantiated;
- a list of the educational literature that needs to be created in accordance with state educational standards, qualification requirements, curricula and syllabi is compiled;
- the correspondence of the title of the educational literature to the curriculum and subject syllabi is carefully studied. It is advisable for the title of the educational literature to match the name of the subject in the curriculum;
- literature that is duplicated across subjects of fields of knowledge and education, bachelor's degree fields and master's degree specialties is identified, and duplications are eliminated in agreement with the relevant responsible persons.

For creating the required educational literature, an author (or team of authors) is appointed from among the field's leading specialists, professors/lecturers, scholars, and staff of foreign partner educational institutions. Leading professors/lecturers of peer higher education institutions may also be involved as part of the author team. Once the author team has been formed, a plan for creating and publishing the educational literature is developed.

2.2. Before preparing manuscripts of educational literature (textbooks, study guides), attention is paid to the following aspects:

- what kind of textbook or study guide needs to be written, and which field of education or specialty it is intended for;
- familiarization with the approved qualification requirements, the subject's syllabus, and the curriculum, and determination of the number of hours allocated to the subject;
- who will use the educational literature and what its objectives are;
- familiarization with textbooks and study guides on the same subject published domestically (at peer educational institutions) and abroad;
- substantiating how the educational literature being created differs from (or is superior to) other existing literature;
- familiarization with textbooks created for other related subjects, and identification of requirements and criteria.

2.3. Defining objectives. Once the assigned task has been clarified, attention is first paid to the following:

- which fields and specialties of students will use the book? (once it is determined who the book is intended for, thought is given to its creation);
- what knowledge and skills will a student or pupil gain after using the educational literature;
- what will the educational literature include? (covering the idea and main topic together with precise concepts, terms, definitions and rules).

2.4. Structuring/planning the table of contents. This is usually divided into two parts: planning the topics and planning the content of the topics.

- planning the topics — determining the overall structural composition of the textbook or study guide and, based on this, drawing up a list of sections and their parts;

- planning the content of the topics — drawing up a list of the parts of the topic and fully covering their main content.

In addition:

- a brief conclusion, questions and assignments for testing knowledge, and interactive exercises should be provided after each topic;
- advanced pedagogical and information technologies should be used appropriately and effectively in presenting the topics;
- official statistical data reflecting the socio-economic situation of the Republic of Uzbekistan should be used;
- special attention should be paid to presenting the subject's key terms (glossary) systematically, in simple and fluent language.

2.5. Editing process

The text and materials prepared for a textbook or study guide undergo editing two or three times:

Draft version — the initial text and draft outline in creating the internal content of the topics. Its content and structure are shown to other specialists, and the comments they provide are studied.

Second version — the edited form of the draft version. This version is usually tested over a certain period.

Final version — the finished final form of the textbook or study guide.

The final version is edited in the following two styles:

1) Content editing. A specialist reviewer, or a specialist with deep knowledge of the field concerned, makes necessary changes to the content of the text and to the structure of the textbook or study guide.

2) Technical editing. The textbook or study guide is improved from a technical standpoint, given an attractive form/interface — that is, the font style, size, content and sequence, captions for illustrations, and the clarity of diagrams and tables and other necessary aspects are edited.

3. OBLIGATIONS OF AUTHORS IN CREATING EDUCATIONAL LITERATURE

Authors must strictly observe the existing didactic principles when creating educational literature. In addition, the textbook and educational literature must:

- fully comply with the State Educational Standard (DTS), qualification requirements, curriculum and syllabus (currently in force, approved);
- avoid plagiarism in presenting materials, and comply with copyright and related rights;
- reflect the ideas of humanism;
- foster a sense of patriotism in students, and develop independent and creative thinking;
- shape the moral and ethical qualities of students;
- contain information capable of enabling students and pupils to consciously master knowledge, arousing their interest and encouraging independent thinking;

- awaken in students a striving for independent learning and creativity;
- include generalized information based on modern scientific achievements — laws, theories, classifications, etc.;
- be rich in illustrative material and illustrations;
- take into account the age and psycho-physiological characteristics of students;
- provide the ability to monitor students' knowledge, competencies and skills;
- be aimed at the organic connection of education and upbringing with social life and productive labor;
- reflect the latest achievements of science and technology, and be presented in accordance with the subject's syllabus;
- present information in a logical sequence;
- clearly state the definitions of the main concepts;
- clearly and lucidly convey the essence of scientific ideas and concepts;
- supplement the presentation of topics with concise diagrams, various graphic representations, tables and illustrations;
- give importance to the vitality of scientific concepts and ideas, laws and regularities, historical events and social processes;
- serve to consistently increase and deepen knowledge and skills;
- pay special attention to ensuring that analytical information is presented to a sufficient degree.

4. REVIEWS FOR EDUCATIONAL LITERATURE

After educational literature is created in accordance with the established requirements and has undergone editing, it is submitted for review to at least 2 specialists. One of the reviewers must be from the HEI where the educational literature was created (internal review), and the other from a peer HEI (external review). In addition, personnel end-users and leading specialists in the field may also serve as reviewers.

The review must consist of at least two pages (14-point font, 1.5 line spacing) and must fully address the following:

- whether the title and volume of the educational literature correspond to the curriculum;
- whether the educational literature's content corresponds to the DTS, qualification requirements and syllabus;
- which field of education and specialty it is intended for;
- the degree to which foreign literature has been used;
- whether the topics of chapters and sections are presented in a coherent sequence;
- whether plagiarism has been avoided, and, if materials have been taken from other sources, whether the source is clearly indicated;

- whether the educational literature reflects current achievements in science and technical progress;
- how the textbook or study guide differs from existing textbooks and study guides;
- whether interdisciplinary connections are ensured;
- style and spelling;
- whether it is furnished with design, illustrative materials and diagrams;
- how convenient it is for retaining perception, competencies and skills in memory;
- whether advanced pedagogical technologies have been appropriately applied in presenting materials;
- whether a brief conclusion, questions for monitoring the material learned, and key terms (glossary) are provided after each topic;
- whether new scientific sources and regulatory documents relevant to the field have been used;
- whether this piece of educational literature has been prepared in Uzbekistan for the first time or is a translation; if similar literature has previously been created, whether it has been analyzed together with the authors of the earlier literature; the difference and advantages of this educational literature compared with previous ones must be clearly indicated.

Reviewers must clearly indicate whether the educational literature is recommended for publication (positive) or for revision (negative).

5. FORMALIZING EDUCATIONAL LITERATURE AND PREPARING IT FOR PUBLICATION

5.1. Educational literature with a positive review and recommendation is submitted for discussion at a department meeting.

5.2. The educational literature is checked by the relevant department and the author through an anti-plagiarism system (the originality indicator must be at least 60%), and a verification conclusion is obtained.

5.3. Manuscripts of educational literature (textbooks, study guides) shall be prepared with a volume of more than 120 pages (7.5 printer's sheets).

5.4. Educational literature with a positive review that has successfully passed the anti-plagiarism check is submitted, by decision of the department meeting, for discussion by the faculty council.

5.5. The author(s), the department head and the faculty dean are responsible for ensuring that plagiarism was avoided and that the educational literature was prepared in accordance with the established requirements when it was created. If, at department or faculty council meetings, deviations from the established requirements or instances of plagiarism are identified in a created textbook or study guide, the educational literature is returned to the authors for revision by decision of the meeting.

5.6. Educational literature that receives a positive assessment at the faculty council meeting is submitted, by decision of the council, to the university's Group of Experts for expert review.

5.7. The experts' positive conclusion on the educational literature is discussed at a meeting of the university's educational-methodological council. Based on the outcome of the discussion, the educational literature is recommended for publication by decision of the educational-methodological council meeting.

5.8. Educational literature that receives a negative assessment from the experts is not submitted for discussion by the educational-methodological council and is returned to the authors, together with the expert conclusion, for revision.

5.9. For educational literature recommended for publication by decision of the educational-methodological council meeting, the university rector's order granting publication permission is formalized, indicating the authors' surname, first name and patronymic, the type of educational literature, its volume, print run and funding source.

6. Publication permits

Publication permits are formalized for educational literature granted permission to be published, and are presented to the authors.

6.1. Educational literature granted permission to be published is published in the established manner based on existing needs, and is placed in the university's Information Resource Center. Likewise, at the request of peer HEIs, the necessary number of copies of the educational literature is published and distributed to them on an agreed basis.

6.2. After a methodological guide, methodological instruction, methodological recommendation, data compilation, lecture course, lecture compilation, compilation of exercises, or dictionary has been formalized with the relevant documents (it is not submitted to the Group of Experts), it is recommended for publication by decision of the educational-methodological council following the decision of the faculty council meeting.

An analytical report on the educational literature recommended for publication by decision of the educational-methodological council shall be submitted to the university council for information every 6 months.

This procedure was reviewed and approved at the meeting of the university Council on 10 October 2024 (Minutes No. 2).

SCHEME
of the model procedure for preparing educational literature for a higher education
institution granted financial and academic independence, and for the
educational institutions within its structure

Stage	Actions	Responsible	Deadline
Stage 1	Preparing educational literature (manuscripts) in accordance with the approved publication plan: obtaining internal and external reviews; discussion at a department meeting.	Departments (author and team of authors)	According to plan
Stage 2	Submitting educational literature (manuscripts) recommended on the basis of the department meeting's decision to the HEI's Educational-Methodological Directorate (Department).	Departments (author and team of authors)	According to plan
Stage 3	Accepting and registering educational literature (manuscripts), and submitting it to experts in accordance with the fields of education and specialties.	Educational-Methodological Directorate (Department)	3 days
Stage 4	Conducting an expert review of educational literature (manuscripts) for compliance with state educational standards, qualification requirements, curricula and syllabi, and the requirements set for educational literature, and for how well it serves to provide pupils and students with thorough, modern knowledge, competencies and skills; providing a substantiated conclusion together with recommendations on its print run and publication sources in Uzbek, Russian and Karakalpak.	Experts	20 days
Stage 5	Discussing educational literature (manuscripts), on the basis of the experts' positive conclusions, at a meeting of the HEI's "Educational-Methodological Council" and recommending it for publication with a formal statement.	"Educational-Methodological Council"	20 days
Stage 6	Sending manuscripts of educational literature assessed negatively by the experts to the author (team of authors) for revision.	Educational-Methodological Directorate (Department)	3 days
Stage 7	Formalizing the HEI rector's order granting permission to publish the educational literature recommended for publication by the "Educational-Methodological Council," indicating the authors' surname, first name and patronymic, the type of educational literature, its volume, print run and funding source.	Educational-Methodological Directorate (Department)	10 days
Stage 8	Formalizing publication permits for educational literature granted permission to be published, and presenting them to the team of authors.	Educational-Methodological Directorate (Department)	5 days
Stage 9	Publishing educational literature granted permission to be published in the established manner, and placing printed and electronic copies of the published educational literature in the Information Resource Center, in compliance with the rules established in legislation on copyright and related rights, so that pupils and students can use them.	Educational-Methodological Directorate (Department), Information Resource Center	According to plan

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