



## Modern Approaches To Teaching The History Of Uzbekistan In Schools

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**Abstract:** This article widely covers the importance of modern approaches in the methodology of teaching the history of Uzbekistan in schools. In the process of teaching history, it is necessary to develop students' skills in critical thinking, analysis of historical sources and deep thinking. When setting goals for teaching history, first of all, it is necessary to take into account the integral connection between education and training, pay attention to the constant increase in the ideological and political level of students during their studies, provide them with the necessary skills and qualifications, formation and preparation for creative activity is of great importance. This article discusses modern teaching methods and provides practical suggestions for the further development of this area.

**Key words:** Case Study method, skills and competencies, problem situation, critical thinking, universal values, modern approach, history of Uzbekistan.

### MAKTABLARDA O'ZBEKISTON TARIXIFANINING O'QITISH METODIKASIDA ZAMONAVIY YONDASHUVLAR

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Muhammad al-Xorazmiy nomidagi ixtisoslashtirilgan maktab tarix fani  
o'qituvchisi

**Annotatsiya:** Ushbu maqolada hozirgi kunda maktablarda O'zbekiston tarixi fanini o'qitish metodikasidagi zamonaviy yondashuvlarning ahamiyati keng yoritilgan. Tarix fanini o'rgatish jarayonida o'quvchilarni tanqidiy fikrlash, tarixiy manbalarni tahlil qilish va chuqur fikr yuritish ko'nikmalarini hosil qilishdan iborat. Tarix fanini o'qitish maqsadlarini belgilashda, avvalo ta'lim va tarbiyaning uzviy bog'liqligini hisobga olish, o'quvchilarning o'qish jarayonida g'oyaviy va siyosiy saviyasini doimiy ravishda oshirib borishga e'tibor qaratish, ularda zarur ko'nikma va malakalarni shakllantirish hamda ijodiy faoliyatga tayyorlash muhim





ahamiyatga ega. Ushbu maqolada zamonaviy o'qitish metodlari haqida fikr yuritilgan va sohani yanada rivojlantirish borasida amaliy takliflar berilgan.

**Kalit so'zlar:** "Keys-stadi" metodi, ko'nikma va malaka, muammoli vaziyat, tanqidiy fikrlash, umuminsoniy qadriyatlar, zamonaviy yondashuv, O'zbekiston tarixi.

**Аннотация:** В данной статье широко освещено значение современных подходов в методике преподавания истории Узбекистана в школах. В процессе преподавания истории необходимо развивать у учащихся навыки критического мышления, анализа исторических источников и глубокого мышления. При постановке целей преподавания истории, прежде всего, необходимо учитывать целостную связь между образованием и обучением, обращать внимание на постоянное повышение идейно-политического уровня студентов в ходе их обучения, обеспечить им необходимые навыки и квалификацию, формирование и подготовка к творческой деятельности имеет важное значение. В данной статье рассматриваются современные методы обучения и даются практические предложения по дальнейшему развитию этой области.

**Ключевые слова:** метод «Case Study», навыки и компетенции, проблемная ситуация, критическое мышление, общечеловеческие ценности, современный подход, история Узбекистана.

## Introduction

It is known that our country has experienced many unforgettable events, various trials and difficulties, along with triumphant periods, as well as tragic days, throughout its ancient past. But it is necessary to emphasize one truth: every state system existing in the territory of our Motherland, every social process - whether it is victory or defeat, rise or decline - is an integral and inseparable part of the complex historical path of our people. Therefore, we must accept all the stages of our history as a whole and study them in depth from every angle.[1]

The declaration of Uzbekistan as an independent state is a key factor determining not only the present day of our republic, but also its future. The path to independence is a path that restores the historical traditions and spiritual wealth of the peoples of Uzbekistan, enriching them with new content. This is the main reason for building the teaching of history on a national basis, deeply studying the traditions of our people such as hard work, friendship,





hospitality, enlightenment, faith, justice, kindness, thought, honor, loyalty to the Motherland and the people, preserving them, instilling them in the hearts and blood of young people, helping them to understand themselves, and cultivating activists who will serve diligently for the independence of our republic. It is a duty. Studying the history of Uzbekistan, students should understand the sources of these historical traditions and noble virtues, that they have a solid foundation, that they have been historically formed, that they have been passed down from generation to generation and enriched in content, that they have served the well-being and prosperity of society, and the spiritual development of people, and that they should continue to preserve and cherish them, and that they should be faithful to the human virtues of our descendants. It helps them understand that they have sacred duties. Based on the study of the history of Uzbekistan, students will learn that since ancient times, dozens of nationalities and ethnic groups have lived side by side on the territory of this country, that they have fought together against the oppression of local and foreign invaders, that Uzbeks have always shown special respect for other nationalities and peoples, and that they have revered the brotherhood and friendship of peoples as sacred, and that this sacred tradition of the Uzbek people is invaluable to universal human values. It is understood that the vitality of this tradition is being tested once again in the current era of tense interethnic relations.

#### **REVIEW OF RELATED LITERATURE**

By studying the history of the peoples of Uzbekistan, students will learn about the sources of these historical traditions and noble virtues, that they have a solid foundation, that they have been historically formed, that they have been passed down from generation to generation and enriched in content, that they have served the well-being and prosperity of society, and the spiritual development of people, and that they will continue to preserve and cherish them in the future, faithful to the human virtues of our descendants. It is necessary to create a basis for the English to understand that being is their sacred duty. In this regard, it is most important to teach the main historical stages and directions of the "History and Sources of Uzbekistan" from the most ancient times to the present, based on primary sources and modern methods, to abandon the formative views that were forcibly instilled in the discipline of history during the colonial era and still retain their negative impact, and to teach students about the past. It is in line with the goal of being based entirely on newly developed civilizational-dynastic approaches.[2]





History in schools also plays an important role in fostering a sense of identity and citizenship. By studying the history of the Uzbek people, students learn about their cultural heritage, national values, historical figures that shaped their country, and the reasons for their successes and failures. This encourages students to actively participate in preserving their heritage and contributing to the future of society, instilling in them a sense of belonging and responsibility.[3] In our opinion, teaching the history of Uzbekistan in schools should arouse students' interest in the lessons of the past and create a basis for the correct analysis of sources through historical education. As schools continue to adapt to the needs of modern society, it is important to instill in them the essential role of history in shaping the minds of future generations and providing them with the knowledge, skills, and competencies necessary to navigate an increasingly complex world.

#### **RESEARCH METHODOLOGY**

This article presents a study based on the use of a number of methods, mainly the results of monographic analyses of the experiences of historical scientists, using such methods as scientific research, analysis and synthesis, and systematic analysis.

#### **ANALYSIS AND RESULTS**

The history of our time is extensive, rich, and goes back thousands of years. History plays a fundamental and indispensable role in organizing the educational process in schools, shaping not only the curriculum, but also the intellectual and moral development of students. As an academic discipline, history serves as an important basis for understanding human civilization, its victories, failures, and continuous progress. Through the study of history, students gain an understanding of the socio-political, economic, and cultural changes that have shaped the world we know today. This enables them to develop a critical understanding of the forces that shape worldviews and drive change and continuity in human society. In addition, history helps develop critical thinking, analytical skills, and the ability to interpret complex phenomena.

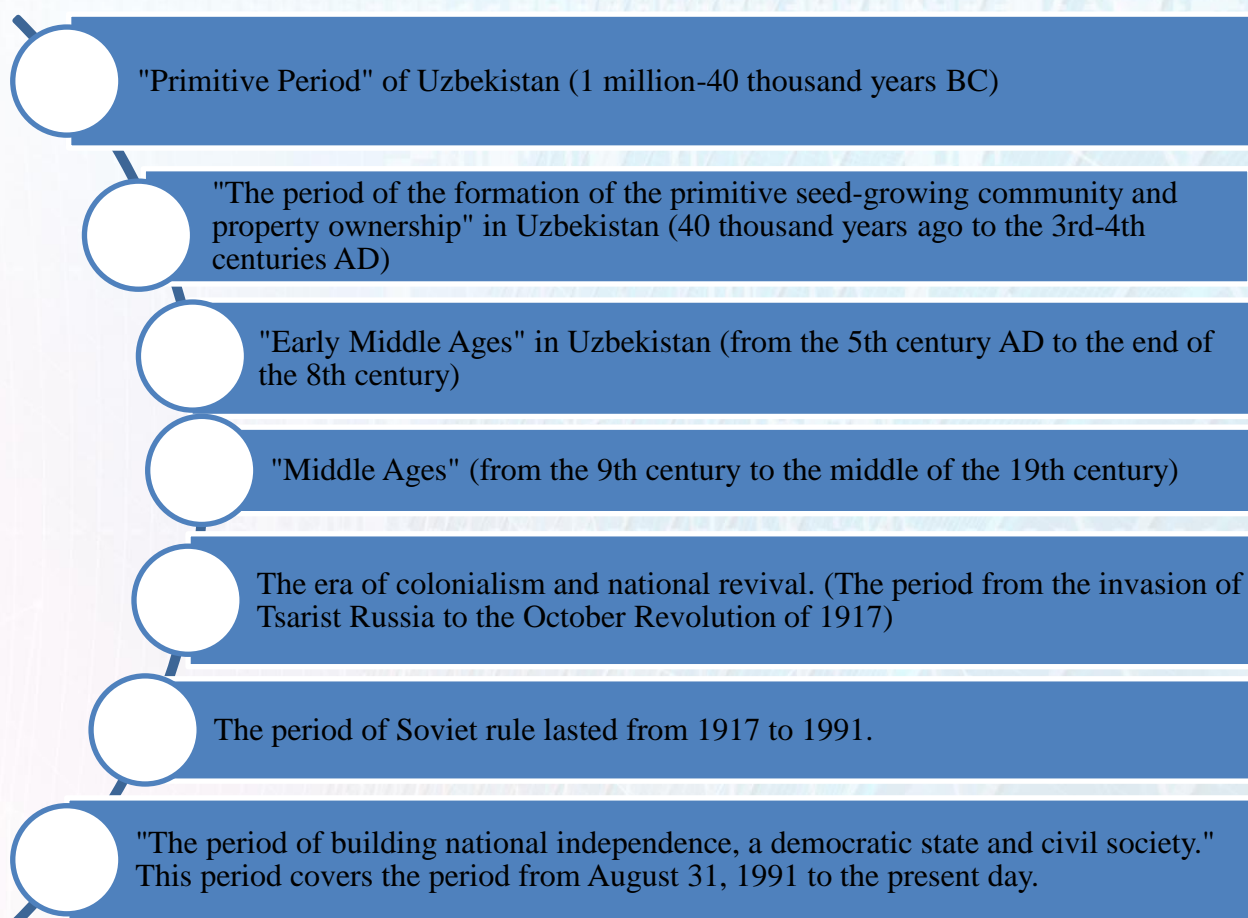
The lessons of history - both its successes and its tragedies - provide opportunities for addressing contemporary issues such as inequality, social justice, and global conflicts. From the point of view of organizing education, history serves as a unifying force that connects various disciplines such as literature, geography, politics, and economics, and is an interdisciplinary subject that allows students to make connections between different fields of study.



Thematic study of history through different eras introduces students to various aspects of the human experience, from technological advances to cultural movements, and helps them to understand in every way how the past influences the present and future.

It is necessary to briefly and concisely illuminate and teach the periods of our history from ancient times to the present day, based on accurate sources, while identifying the main parameters of a modern, new approach. A comprehensive coverage of historical processes from the era of primitive civilizations to the era of Islamic civilization of Uzbek statehood. Moreover, the most important dates and events of our history are based on teaching information that is valuable as a source.

It is appropriate to teach the history of Uzbekistan in schools at the following levels (Figure 1).

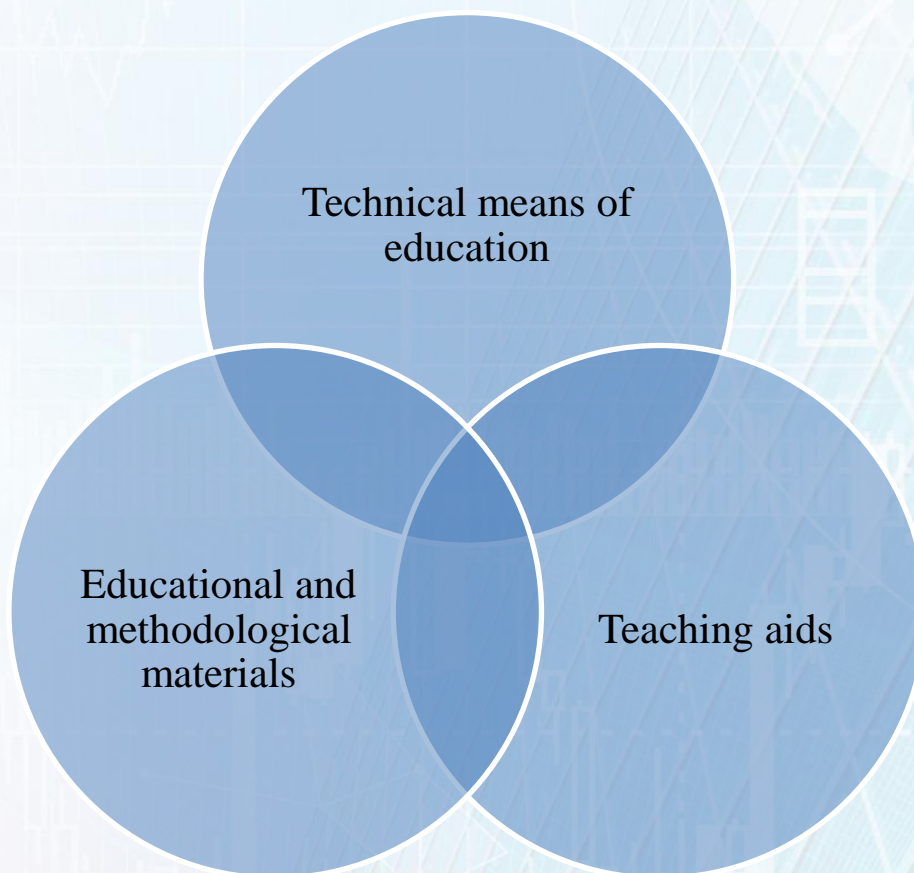






**1-Fig. Stages of teaching the history of Uzbekistan<sup>1</sup>.**

To improve the quality of the lesson, first of all, the teacher's skill and creativity are of great importance. At the same time, the teacher's use of various means, based on the purpose of the lesson, is appropriate for the purpose (Figure 2).



**2-Fig. Types of teaching aids used to improve the quality of lessons<sup>2</sup>.**

Technical aids are tools that help to present educational materials in a systematic manner and help students understand and remember the material better. Examples of these tools include interactive screens, electronic whiteboards, whiteboards, flipcharts, videos, etc.

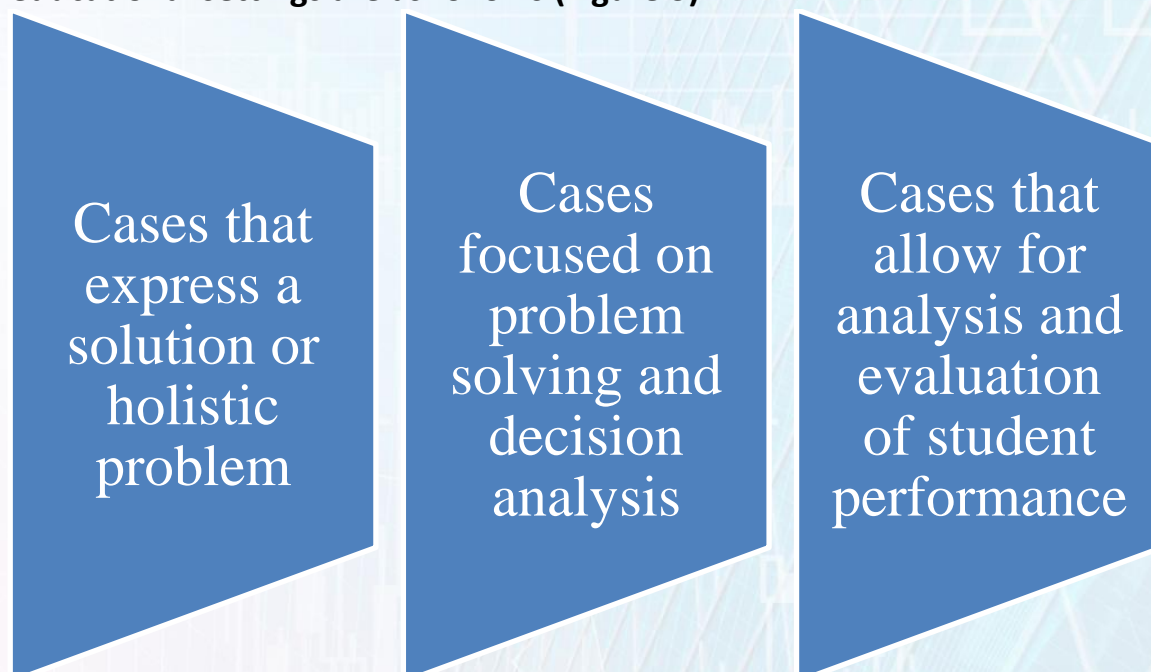
Teaching aids - tables in the form of graphs, drawings and examples are visual materials, including diagrams, examples, drawings, schemes and the like.

<sup>1</sup> The source was prepared by the author.

<sup>2</sup> The source was prepared by the author.



**Educational and methodological materials - include exercises, tests and handouts with written assignments designed to consolidate the materials mastered with the help of textbooks, literature and other educational materials. These materials encourage students to work independently and increase their activity. The use of various educational tools in teaching the history of Uzbekistan increases the effectiveness of learning. In particular: the “Case Study” method. This method helps students develop the skills of finding the most appropriate options through the analysis of specific, real or artificially created problematic situations. It teaches students to directly study and analyze a situation with any content.[4] The types of case studies in educational settings are as follows (Figure 3).**



**3-Fig. Types of educational case studies<sup>3</sup>.**

Case study - helps to manage learning, solve problems, collect information, study and analyze it, as well as establish educational communication between the teacher and students. Students develop interest in independent mastery of the topic, practical skills, creative approach to analyzing the situation and making the right decision. It creates opportunities for active assimilation of knowledge based on various problem situations and their solutions (Table 1).

<sup>3</sup> The source was prepared by the author.





1-table.

**Typology of cases<sup>4</sup>.**

No	Signs	Types of case studies
1	Source	1. In natural conditions; 2. In a cabinet; 3. In a museum or historical site.
2	The existence of a plot	1. With a plot 2. Without a plot
3	Periodic consistency of the situation statement	1. Case in the mode of arrival from the historical period to the present 2. Case with a return to time 3. Critical-analytical case
4	Object of the case	1. Personal; 2. Collective
5	Method of presenting the material	1. Story; 2. Analytical; 3. Journalistic investigation; 4. Collection of evidence; 5. Collection of statistical materials; 6. Report.
6	Volume	1. Brief; 2. Medium; 3. Large
7.	Method of presenting the learning tasks	1. Problematic cases; 2. Question cases 3. Task cases; 4. Analytical cases
8	Didactic goal	1. Problem-solving or explanatory cases 2. Cases that develop skills and competencies on the topic of the lesson; 3. Cases that teach analysis and evaluation; 4. Cases that teach problem identification and solution, and management decision-making;

<sup>4</sup> The source was prepared by the author.





		5. Cases that encourage the development of new strategies, methods, new assessment methods, and others that improve the situation.
9	Method of formalization	1. Print; 2. Electronic; 3. Video cases; 4. Audio cases; 5. Multimedia cases.

The skills and competencies that students develop through teaching the history of Uzbekistan through case studies include:

- analytical skills;
- practical skills;
- creative skills;
- communication skills;
- self-analysis skills and others.
- The requirements for history teachers in preparing material using the “Case Study” method are aimed at including the following:
  - a clear statement of the goal;
  - the level of complexity is appropriate for the age of the students;
  - the ability to highlight several aspects of social, economic, political and cultural life;
  - the effectiveness of teaching;
  - the relevance for today;
  - develop students' analytical thinking;
  - create the opportunity to organize a debate;
  - have several solutions (decisions).

## CONCLUSION

To ensure the effectiveness of teaching the history of Uzbekistan, a history teacher is required to have a certain level of knowledge and certain pedagogical skills, and to have the abilities and skills of transformation, interpretation, evaluation, analysis and synthesis to understand and explain historical events, facts, personalities, processes and characteristics. In the process of teaching history, preparing materials based on its interdependence with other social sciences, for example, using information from geography, law, economics, and religious and cultural sciences, not only helps students learn the subjects better,



but also creates the opportunity to perceive social realities in general and understand real life. The use of historical materials and sources (historical documents, historical artifacts, drawings, maps) in the lesson process is very important and useful. In addition, the use of information and communication technologies and the Internet in history lessons not only contributes to the intellectual development of students, but also increases their level of historical thinking and learning.

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