

AN IMPROVED METHODOLOGICAL MODEL FOR TEACHING THE COURSE “MODERN HISTORY OF UZBEKISTAN” ON THE BASIS OF IT

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Abstract

This article analyzes the theoretical and methodological foundations and practical mechanisms of teaching the course Modern History of Uzbekistan on the basis of information technologies. An improved methodological model, developed on the basis of modern digital tools, interactive methods, and a competency-based approach in teaching the history of the independence period, is recommended. The research results show that lessons organized on the basis of IT increase educational effectiveness.

Keywords: modern history, information technologies, digital education, interactive method, multimedia, competency-based approach, historical thinking.

Introduction

In today's processes of globalization and digitalization, the application of modern pedagogical technologies in the education system is gaining urgent importance. This is because 21st-century education is no longer limited to traditional knowledge transmission, but requires the development of students' competencies in independent thinking, searching for information, analyzing, generalizing, and applying it in practical activities. From this perspective, introducing innovative approaches, digital tools, interactive methods, and information and communication technologies into the educational process is one of the most important directions of modern education. Especially in the system of higher education, electronic resources, multimedia tools, online platforms, and virtual learning environments occupy an important place in enriching academic subjects and organizing lessons in an interesting, visual, and effective way.

In particular, the use of information and communication technologies in teaching the course “Modern History of Uzbekistan” is considered one of the important factors in improving the quality of education. The reason is that this subject not only teaches historical events, but also serves to develop a deep understanding of the essence of the political, economic, social, and cultural reforms implemented in our country during the years of independence. In teaching modern history, the use of electronic textbooks, presentations, video lessons, documentary films, interactive maps, digital archival materials, and testing platforms helps students master



the topic more deeply. Such tools make it possible not only to remember historical processes, but also to analyze them, compare them, identify cause-and-effect relationships, and draw independent conclusions. At the same time, information technologies expand the possibilities for organizing the lesson process in a student-centered way. Unlike the traditional lecture format, in classes organized on the basis of interactive methods, the student becomes not a passive listener, but an active participant. For example, through online discussions, virtual excursions, work with historical documents, electronic tests, and assignments, students can test their knowledge in practical ways. This increases their interest in the subject and strengthens lesson effectiveness. At the same time, digital technologies enable the teacher to organize the lesson visually, systematically, and in accordance with the requirements of the time, to assess learning outcomes promptly, and to implement an individual approach.

A distinctive feature of the course “Modern History of Uzbekistan” is that it serves to form in the younger generation feelings of patriotism, civic responsibility, historical memory, and national self-awareness. Through the history of the independence period, students gain a broad understanding of the stages of our state’s development, the processes of national revival, fundamental changes in social life, and the creative activity of our people. Teaching historical events on the basis of modern pedagogical technologies helps convey this knowledge in a more impressive, clear, and understandable form. As a result, important qualities such as historical thinking, national pride, devotion to the Motherland, independent thinking, and social activity are formed in young people.

Therefore, the effective use of information and communication technologies in teaching the course “Modern History of Uzbekistan” today is not only a pedagogical necessity, but also a spiritual and educational need. This approach enriches the content of education, modernizes the learning process, and serves to educate competitive, broad-minded, and historically conscious young people in accordance with modern requirements [1].

Improving the continuous education system in the Republic of Uzbekistan, modernizing educational content, and widely introducing innovative approaches into the teaching process are among the priority directions of state policy. From this point of view, the system of history education also faces the task of updating teaching methods on the basis of modern achievements of science and technology, digital tools, and pedagogical technologies. The Law “On Education” and the “National Program for Personnel Training” specifically emphasize the need to improve the content of education, ensure the comprehensive development of the individual, and introduce effective forms of teaching [2].

The main foundation of pedagogical technology in teaching history is achieving guaranteed results through the collaborative activity of the teacher and the student. In this process, education is not limited merely to one-way transmission of knowledge, but turns into a process of interaction, exchange of ideas, reflection, and joint conclusion between teacher and student. The significance of pedagogical technology lies precisely in this aspect: it organizes the educational process on the basis of pre-planned goals and ensures the effective achievement of expected results. In history education, this approach is especially important, because this subject requires not simply memorizing events and phenomena, but understanding their essence, comprehending the relationships between historical processes, and developing



independent reasoning. In such an approach, students appear not as passive recipients of ready-made knowledge, but as active subjects who analyze historical events and phenomena, compare them, and draw conclusions. During the lesson process, they do not merely memorize the information given by the teacher, but also gain the opportunity to study historical sources, identify causes and consequences, compare different periods and events, and express a personal attitude toward a particular historical situation. As a result, students develop not only historical knowledge, but also skills of critical and logical thinking, independent decision-making, justification of their own viewpoints, and historical reasoning. This fully corresponds to the competency-based approach, which is one of the main goals of modern education. Therefore, the use of problem-based learning, clustering, debates, project work, digital presentations, and electronic maps in history lessons increases didactic effectiveness. The method of problem-based learning encourages students to independently investigate a specific historical issue, teaches them to find solutions to problems, compare different opinions, and reach well-grounded conclusions. The cluster method serves to systematically demonstrate the relationships among historical concepts, individuals, events, and processes. Through this method, students perceive the topic as a whole and learn to distinguish primary and secondary aspects. The debate method plays an important role in approaching historical issues from different perspectives, defending ideas on the basis of evidence, and forming a culture of discussion. Especially in the study of controversial historical topics, this method increases students' activity and encourages them to reflect more deeply. Project work, in turn, makes it possible to connect history with practical activity. Students independently collect materials on a certain historical topic, analyze, generalize, and present them. In this process, their skills in conducting research, selecting information, working with sources, and presenting results develop. Digital presentations help explain historical topics in a visual and understandable way, while electronic maps create opportunities to clearly imagine the territorial scope of historical events, movement routes, and political changes. The importance of electronic maps is especially great in teaching topics such as wars, the expansion or fragmentation of state territories, trade routes, and migration processes.

In addition, pedagogical technologies help organize history lessons in an interesting, lively, and meaningful way. The use of multimedia tools, video materials, interactive tests, virtual tours, and electronic platforms in the learning process increases students' interest in the lesson and improves their level of mastery of the topic. With the help of such technologies, the teacher carefully plans the lesson, promptly assesses students' knowledge, implements an individual approach, and monitors lesson effectiveness. Most importantly, the pedagogical technologies used in teaching history serve to form such important qualities in the younger generation as historical consciousness, national pride, love for the Motherland, and civic responsibility.

Multimedia tools make it possible to adapt to different learning styles: some students master information better through text, others through audio or video. Therefore, the integrated use of text, graphics, diagrams, tables, audio, animation, and video materials serves to convey historical content more clearly and effectively. In particular, the use of historical sources, photographs, video clips, and interactive presentations enhances the visual nature of the lesson and increases students' interest in the topic [3], [5], [6].



The course “Modern History of Uzbekistan” mainly covers political, socio-economic, and cultural processes from the period of independence up to the present day. In studying this period, official documents, statistical materials, archival sources, textbooks, electronic resources, and multimedia tools serve as important sources. IT-based teaching relies on the principles of the constructivist approach, competency-based approach, and digital pedagogy. As a result, the student does not merely memorize historical events, but analyzes them from the point of view of cause and effect and acquires the skill of independent evaluation [4].

In the improved methodological model, the lesson process shifts from the traditional lecture format to interactive communication. In this process, electronic presentations, testing platforms, digital maps, virtual excursions, video lessons, and online assignments are systematically applied. Such an approach saves time, accelerates monitoring and assessment, encourages students to work independently, and increases the quality of learning. Thus, teaching the course “Modern History of Uzbekistan” on the basis of IT not only deepens historical knowledge, but also serves to form a modern information culture [5].

Conclusion

The improved methodological model of teaching the course “Modern History of Uzbekistan” on the basis of IT serves to modernize the educational process. Along with deepening historical knowledge, this model also develops students’ competence in the effective use of information technologies. As a result, the opportunities for shaping a modern younger generation possessing historical consciousness, civic responsibility, and critical thinking are expanded.

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