

## DEVELOPING STUDENTS' SCIENTIFIC KNOWLEDGE THROUGH TEACHING THE SUBJECT 'HISTORY OF UZBEKISTAN'

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### Abstract

This article analyzes the issue of developing students' scientific knowledge through the teaching of the subject "History of Uzbekistan." It highlights the role of modern pedagogical technologies in promoting deep understanding of historical knowledge, independent thinking, and scientific research skills. The necessity of viewing the "History of Uzbekistan" not merely as a set of historical facts but as a key factor in the development of analytical and critical thinking is substantiated. The article also examines the possibilities of shaping students' historical thinking through the vitagenic approach, educational situations, interactive methods, and innovative teaching tools. The research findings show that this subject can significantly enhance students' scientific worldview and research potential.

**Keywords:** History of Uzbekistan, scientific knowledge, students, vitagenic approach, educational situations, interactive methods, critical thinking, historical consciousness, pedagogical technologies, scientific research.

### Introduction

In the current era of globalization and intensifying digitalization, the higher education system is expected not only to provide knowledge, but also to develop students' scientific potential, independent thinking skills, and analytical reasoning. From this perspective, the teaching of the subject "History of Uzbekistan" serves as an important tool not only for helping students assimilate historical facts and events, but also for fostering historical thinking, critical approaches, analytical skills, and scientific inquiry.

Through this subject, students develop a sense of national identity, historical memory, patriotism, and civic responsibility. Moreover, when the "History of Uzbekistan" course is taught using modern pedagogical approaches, vitagen methodology, and interactive teaching methods, students begin to view history not just as a subject to be memorized, but as a deeply analytical and discussion-based scientific field. Therefore, this article examines the opportunities for developing students' scientific knowledge through the teaching of the "History of Uzbekistan," along with methodological approaches and practical strategies. The research highlights contemporary pedagogical tools for shaping students' sense of historicity, consistency, critical perspective, and scientific thinking within the framework of this subject.

### Relevance of the Topic:

The fundamental reforms being implemented in our country, the New Uzbekistan Development Strategy, and the growing attention to national ideology and the restoration of historical memory have further strengthened the role of the subject "History of Uzbekistan" within the education system. This subject is considered one of the key tools in fostering national identity, appreciation



of historical heritage, and a sense of patriotism among the younger generation. In particular, teaching this subject at higher education institutions based on modern approaches—beyond just theoretical knowledge—and directing students toward independent scientific research has become a pressing issue of today.

Advanced methods such as modern pedagogical technologies, interactive techniques, and vitagen approaches play a crucial role in the teaching of “History of Uzbekistan” by helping students develop historical thinking, analytical reasoning, an understanding of cause-and-effect relationships, and a scientific worldview. This not only increases students’ interest in the subject but also encourages them to conduct independent research and contribute to scholarly developments in the future. Therefore, a deep study of how teaching “History of Uzbekistan” can enhance students’ scientific knowledge, the development of practical methods, and their application in the educational process is considered one of the most important directions in modern education.

### **Brief Analysis of Scientific Research on the Topic**

A number of scientific studies have been conducted on the role of the subject “History of Uzbekistan” in education and its teaching methodology. These studies highlight the potential of this subject in shaping students’ thinking, scientific potential, and historical consciousness. For example, in his work "National Idea: Key Concepts and Principles," A. Abduvohidov<sup>1</sup> emphasizes the importance of strengthening ideological immunity, historical memory, and civic consciousness in youth through historical knowledge. Similarly, M. Juraev,<sup>2</sup> in his scholarly work "Historical Thinking and Understanding the Spirit of the Era," argues that history should not be viewed merely as a collection of facts, but as a tool for analytical and critical thinking. Research by methodologist scholar A. Kh. Rakhmonov<sup>3</sup> and others has demonstrated that teaching the “History of Uzbekistan” using interactive methods can help students develop independent thinking, identify cause-and-effect relationships, and foster a scientific approach. Their articles have practical significance in modernizing the pedagogical methods of teaching the subject “History of Uzbekistan.”

### **Methodology**

In this article, the issue of developing students’ scientific knowledge through the teaching of the subject “History of Uzbekistan” was studied based on a comprehensive approach. The research employed historical-pedagogical analysis and theoretical generalization methods.

### **Results and Discussion**

In addition to providing students with scientific knowledge about the history and past of our country, the subject “History of Uzbekistan” also fosters values such as patriotism and national pride.<sup>4</sup> Educational programs, new literature, and textbooks have recently begun to be published to support the teaching of this subject. In the textbooks and academic materials, the history of

<sup>1</sup> Abduvohidov A. Milliy g’oya: asosiy tushuncha va tamoyillar. – Toshkent: Ma’naviyat, 2002.

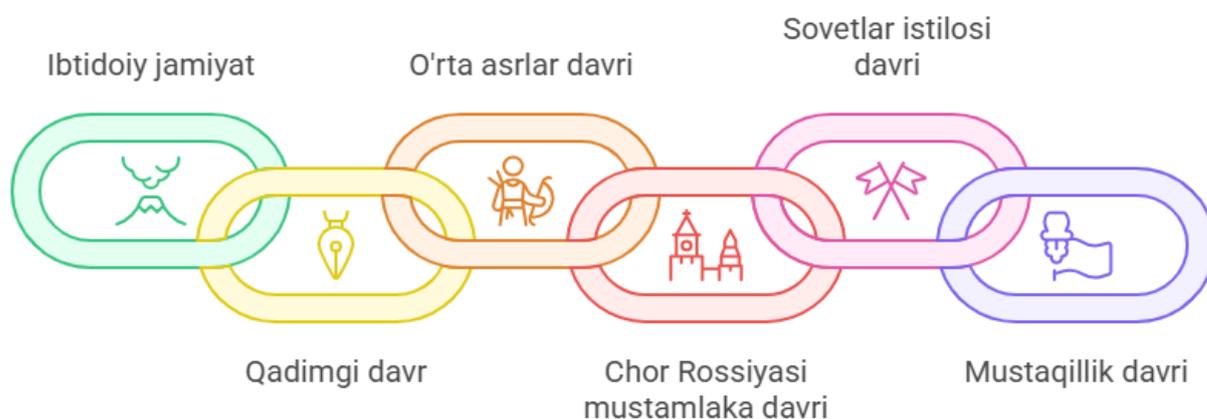
<sup>2</sup> Juraev M. Tarixiy tafakkur va davr ruhini anglash. – Toshkent: O’zbekiston, 2010.

<sup>3</sup> Raxmonov A.X., Turdiyev Z.Sh. Tarix fanini o’qitishda innovatsion yondashuvlar. – “Pedagogik mahorat”, 2021, №4.

<sup>4</sup> Boymirzayev.X.K tarix fanini o’qitishda pedagogik texnologiyalarni loyihalashtirish. metodik qo’llanma. Namangan-2022. b-49



Uzbekistan is studied according to a periodization system. Each historical period is approached as a separate direction, which, in turn, requires the application of new and innovative teaching methods.



**Figure 1. Periodization of the History of Uzbekistan**

Each historical period is treated as a separate direction, which in turn requires new and innovative approaches in teaching. In modern pedagogy, effective learning is considered to be achieved through educational situations (learning scenarios), especially when it comes to acquiring scientific knowledge. The use of such learning situations is particularly effective in helping students deeply understand historical processes, develop scientific knowledge, and strengthen their ability to analyze historical realities.<sup>5</sup> In the teaching of the History of Uzbekistan, the application of learning scenarios when covering the abovementioned historical periods contributes significantly to forming the following key concepts among students.

#### **Primitive Society. Ancient Period:**

1) **Clarifies vague concepts.** Many concepts (for example, the Stone Age, hunting, gathering, primitive tools) may be unfamiliar to students. Learning scenarios connect these concepts with practical examples. For instance, students can be asked a situational question like: “Imagine you are a member of a primitive human community — what kind of lifestyle would you have in such a situation?”

2) **Develops historical thinking.** Through learning scenarios, students feel as if they are part of the past, which activates their thinking and allows them to see history from an “insider’s” perspective.

3) **Teaches practical application of knowledge.** For example, after studying how people lived in ancient times, students might be asked in class to design a shelter for them or imagine the rules and norms of a primitive community.

<sup>5</sup>Vohidov, S. (2025). O'QUV VAZIYATLARINI VITAGEN TA'LIMGA INTEGRATSIYA QILISHNING AHAMIYATI. B ZDPP (T. 4, Выпуск 13, сс. 61–65). Zenodo. <https://doi.org/10.5281/zenodo.15755325>



4) **Increases interest and motivation.** Active participation, discussions, and role-playing games engage students in the topic, which leads to greater interest and more solid knowledge acquisition.

## 2. Medieval Period

In this period, the formation of states, political struggles, and the development of culture play a central role. In such learning scenarios, creative questions like “Imagine you are an advisor at Amir Temur’s court — what measures would you take to develop the state?” are used to analyze the activities of historical figures. Discussions and dramatic exercises are held to explore the worldview and culture of people who lived in the Middle Ages.

## 3. Russian Empire Colonial Period

This was a politically and economically complex era marked by colonization and resistance movements. It is essential to create learning scenarios related to the topics of this period. For example, a question like “If you were a citizen of the Kokand Khanate, how would you respond to the colonization?” helps students form independent conclusions and encourages critical thinking.

## 4. Soviet Occupation Period

This era is characterized by complex social processes such as political repression, collectivization, and a totalitarian system of governance. Emotionally impactful scenarios—such as “If you were an ordinary farmer living in 1937, how would you react to the formation of collective farms (kolkhozes)?”—encourage deep reflection and critical thinking among students.

## 5. Independence Period

This period is defined by national revival, development, and the progress of Uzbekistan on a new stage. During this era, the following learning scenario can be applied: “You are a child of Independent Uzbekistan — what practical steps would you take to strengthen independence and contribute to the development of society and the state?” Such motivational questions help foster a sense of national pride in the minds of young people.

The use of learning scenarios in studying different periods within the subject of the *History of Uzbekistan* enhances the educational process, increases student engagement, and fosters the development of scientific knowledge. Especially when analyzing complex historical periods, this method raises students' interest in the topic, encourages critical thinking, and allows them to express personal viewpoints.

The *History of Uzbekistan* course prompts students to think scientifically and analytically about past events, cultures, and political processes. This, in turn, helps them master scientific methodologies, analyze historical sources, and carry out academic research. Through historical investigation, students constantly update their scientific understanding and strive to discover new information.

The subject also contributes to the advancement of modern pedagogical approaches. Within the higher education system, *History of Uzbekistan* plays a vital role in nurturing national pride and



historical consciousness<sup>6</sup>. It guides students toward developing an informed and respectful attitude toward their own history, culture, statehood, and values.

Through this subject, students do not merely learn about historical facts and events — they also develop the ability to think independently, analyze critically, and form their own perspectives on the past.

They acquire the skills to study, compare, and evaluate historical sources on a scholarly basis.

One of the key didactic objectives of the subject is to shape students into individuals equipped with historical thinking, critical analysis, and research competencies. In this regard, the use of interactive methods, innovative technologies, and modern teaching tools holds significant importance. In higher pedagogical education institutions, the following pedagogical approaches are considered effective in developing students’ scientific knowledge through the teaching of the History of Uzbekistan course:

Pedagogical Approaches	
Problem-Based Learning	Encouraging student thinking through problem-based questions related to historical processes. For example, questions such as “Why did the Jadidism movement emerge specifically in the 19th century?” stimulate inquiry-based learning and promote research activity among students.
Interactive methods	"Through methods such as 'Brainstorming', 'Working in Small Groups', and 'Clustering', students exchange ideas with each other and generate new academic knowledge."
Research-oriented learning	"Developing students' research potential by assigning them independent mini-research projects based on historical sources, archival documents, and the lives of historical figures."
Application of digital technologies	"The use of electronic textbooks, historical video materials, virtual museums, and 3D models provides an opportunity to develop students' historical thinking in a modern format."

"Therefore, the development of scientific knowledge through this subject should be recognized as a strategic pedagogical task for higher education institutions."

### CONCLUSION

In conclusion, developing students’ scientific knowledge through the teaching of the subject “History of Uzbekistan” is one of the priority directions of the modern higher education system. This research has revealed that historical knowledge serves not only to understand national identity and values but also plays a significant role as a tool for developing skills such as independent thinking, inquiry, analysis, and drawing conclusions. Through the use of interactive methods, innovative technologies, and source-based learning approaches, students are engaged in independent scientific research, and their analytical potential is enhanced. Moreover, the integration of digital educational tools, interdisciplinary approaches, and research-oriented tasks increases the effectiveness of teaching history. Practical experience shows that teaching the subject “History of Uzbekistan” based on advanced pedagogical approaches plays an important role in forming students’ historical thinking as well as their scientific-research competencies.

<sup>6</sup> M.A.Ergasheva “Tarix o’qitish metodikasi” o’quv qo’llanma Andijon-2025 B-41



This, in turn, lays the foundation for their future involvement in academic research, graduate studies, and scientific advancement.

### RECOMMENDATIONS

1. Systematically apply interactive and problem-based teaching methods in the instruction of the subject “History of Uzbekistan” to foster students’ independent thinking skills.
2. Establish and support scientific research clubs—particularly subject-based associations such as “*Young Historians*” and “*Followers of History*”—to actively engage students in research activities.
3. Create opportunities for students to publish their scientific work by forming institutional publications, collections, and databases of conference proceedings, as well as by promoting their publication and dissemination.
4. Enrich academic curricula through an interdisciplinary approach by integrating the study of history with subjects such as law, economics, philosophy, and cultural studies to ensure a comprehensive perspective.
5. Identify gifted students in the subject of the History of Uzbekistan and guide them to collaborate with leading scholars through a mentorship-based system, thereby contributing to the continuity of scientific heritage.

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