

On the Issues of Teaching History During the Years of Independence

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Abstract: This article analyzes the changes that have occurred in the field of teaching the system of sciences in the country during the years of independence and its situation in the field of history from a historical perspective. This aspect is aimed at analyzing the stages of development of teaching history in the field of historical knowledge and drawing conclusions from it.

Keywords: history, education, democratic change, social issue, scientific and methodological, educational process, state, archaeological research.



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INTRODUCTION

The transition process that took place in the early years of independence, along with the creation of a democratic political system and a developing economy based on market relations and free entrepreneurship, requires the development of the most effective and acceptable ways and means of achieving the goal of creating a system of social relations and introducing it into educational processes. The deepening of the processes of change taking place in the social and cultural life of Uzbekistan, which in the early years of independence took a bold step towards the democratization of the state and society, served to reorient the science of history and its teaching systems in accordance with the requirements of the modern world.

One of the important social factors of the country's development - the level of development of education - is a clear indicator of the general condition of the state and society in which democratic changes are being implemented. Modern world experience shows that effective solutions to problems of a political, economic and social nature are possible only when state policy in the field of education is based on a reliable scientific basis and priority conditions are created for its development.

From this perspective, the implementation of educational reforms in the Republic of Uzbekistan is one of the social issues that the government is constantly focusing on, and today, laws on education have been adopted in our country, which form the regulatory and legal basis of the education sector¹.

¹ O'zbekiston Respublikasi mustaqillikka erishgandan so'ng ta'lim islohotlariga qaratilgan dastlabki qadamning tashlanishi 1992 yil 2 iyulda "Ta'lim to'g'risida"gi Qonunning qabul qilinishi bo'ldi. Vaqt o'tishi bilan ta'lim jarayoni va ta'lim talablari zamonga mos tarzda yuritila boshladi. Natijada 1997 yil 29 avgustda "O'zbekiston Respublikasining Ta'lim to'g'risidagi" 464-I-sonli qabul qilindi. Mazkur qonun 5 bo'lim, 34 moddadan iborat edi. Shuningdek, 29.08.1997 yildagi 463-I-

On August 29, 1997, the National Program for Personnel Training was adopted at the IX session of the Oliy Majlis of the Republic of Uzbekistan. The National Program for Personnel Training set out the tasks of further deepening educational reforms in our country and the stages of implementing the programs².

On April 10, 2019, the Committee on Science, Education, Culture and Sports of the Legislative Chamber of the Oliy Majlis discussed the science of history and its development at a state event entitled “Current issues of awareness of national identity and teaching the history of Uzbekistan in educational institutions.” As is known, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his Address to the Oliy Majlis on December 28, 2018, noted that “We need to develop a national idea that will be a source of strength for us in implementing the ambitious tasks we have set ourselves. In order to understand our national identity, we need to study the ancient and rich history of our Motherland, revive scientific research in this regard, and provide comprehensive support to scientists in the humanitarian field”³.

DISCUSSION

In these words of the Head of our state, the task of instilling in the hearts of the younger generation that the assessment of the past must be objective, and most importantly, free from various ideological views, that no one has the right to exaggerate or belittle the rich history of our people, their achievements. Based on this, the participants of the event emphasized the importance of understanding national identity and teaching the history of Uzbekistan in educational institutions, the need to involve all segments of the population, especially young people, in serious and vital issues such as creating the newest history of our state. Also, the state of teaching the history of Uzbekistan in educational institutions, the quality and content of textbooks, the coverage of our rich past history in them, and the existing problems in this regard and their elimination are being studied. In studying the history of our country, it is necessary to pay special attention to the lack of systematic archaeological research in the past, the invaluable heritage of our great scholars and writers, our saints, our invincible commanders and figures, the courage of our national heroes, and to instill in the minds of young people from childhood, and to form in them a sense of national pride and honor⁴.

On the basis of these normative and legal documents, efforts are being made to bring the structure, content, methodology, and system of methods and tools of teaching history in our country mainly on the basis of modern practice. As a result, changes have occurred in the content of the process of teaching history based on concepts such as independence and national spirit, which have survived from the Soviet era. They are expressed both in historical knowledge based on humanism and in the focus of history on fulfilling the tasks set by the democratic state and civil society for the school. History, like other subjects in a general education school, fulfills a certain social order of society. It consists in giving students basic knowledge of history, forming their personality on the basis of humanistic and democratic values, which should be determined in the content of school history education⁵.

sonli qonun asosida O‘zbekiston Respublikasining Kadrlar tayyorlash milliy dasturi ham qabul qilindiki, ular dastlabki ta’lim hujjatlardan bo‘lib tarixga kirdi.

² Йўлдошев Ж.Ф. Давлат таълим стандартлари амалда: ютуқлар, муаммолар, навбатдаги вазифалар // Таълим тараққиёти. – 2000. -№4-5. – В. 6-10.

³ <https://www.xabar.uz/jamiyat/shavkat-mirziyoyevning-oliy-majlisga-murojaatnomasi-boshlandi>.

⁴ <https://parliament.gov.uz/uz/events/committee/27235/>.

⁵ Asfandiyorovich, N. F. (2022, May). HISTORY IN EDUCATION OF UZBEKISTAN 20-30 YEARS OF THE XX CENTURY. In *International Conference on Research Identity, Value and Ethics* (pp. 419-422).

ANALYSIS AND RESULTS

However, in the conditions of the requirements placed on the school, this work cannot be effectively carried out using only previous approaches to school history education. To achieve the goal, new, most effective approaches are needed. They relate to the theoretical foundations of school history education, educational content, school curricula, and educational and methodological complexes in history, and their central elements form the basis of programs, textbooks, and teaching technology⁶.

The peculiarity of historical facts is that they are never repeated exactly. At the same time, the knowledge of individual historical facts by students does not mean that they have mastered history. If there is no logical connection between the facts, then a simple set of facts will monotonize knowledge and will interfere with the conscious assimilation of historical materials. Thus, in the process of studying history, facts should not only be learned, but also the necessary connections between them should be compared, identified and, to a certain extent, systematized and mastered. Historical facts can be countless. However, in order to effectively conduct the process of teaching history, it is necessary to clearly define them.

If the facts presented by the teacher are presented without the necessary connections and generalizations, then we will not teach students a system of historical knowledge, but a factology that is not logically connected with each other, cannot be logically generalized and lead students to a certain theoretical conclusion. Similarly, if the conclusions and generalizing ideas made by the teacher in the process of teaching history on this or that historical issue are not based on specific historical facts, such a lesson will simply turn into sociology.

In this case, in order to know historical facts, it is necessary to study them carefully, and when assessing a historical figure or an entire people, it is necessary to compare the ideas related to the issue. The richer, more diverse and systematized historical concepts are explained to students, the faster and deeper they will integrate and assimilate new historical material into the system of historical knowledge they already have. In history education, the transition from specific to general and vice versa, from general to specific, is not just a simple cycle, but a process of continuous development of students' historical knowledge and intellectual maturity from simple to complex⁷.

In the process of studying historical material, students are connected with their spiritual feelings and daily social practical work, their thoughts, beliefs, and historical process as it happened, and not with a party or class attitude towards it - it ensures the consistent formation of qualitative changes, such as their understanding on a realistic basis, and their study of events and phenomena in social life on a dialectical-materialistic basis⁸.

In the formation of historical knowledge in students, the teacher's skillful guidance of students' learning activities is of particular importance. Experience shows that increasing the effectiveness of studying history mainly consists in properly guiding the learning process, and this process is mainly manifested in the following cases. Providing students with sources of historical knowledge for their cognitive activities. To form the main foundation and important aspects of historical knowledge sources for students on a scientific basis, it is necessary, first of all, for the history teacher to master such knowledge theoretically and practically, as well as to be armed with optimal methods of conveying this knowledge to the minds of students, or, as the wise say, to adhere to the concept that "the educator himself must be educated"⁹.

⁶ O'zbekiston tarixining dolzarb muammolariga yangi chizgilar. – T., 1999. – 87.

⁷ Ўзбекистон тарихини ўқитиш ва ўрганишнинг ягона концепсияси. – Т: 1996. – 16.

⁸ Ғаффоров Ш.С. Ўзбекистонда таълим тизими тарихи. Дарслик. – Самарқанд: СамДУ нашри, 2022. – В. 249.

⁹ Тошпўлатов Т., Ғаффоров Я. Тарих ўқитиш методикаси. – Тошкент; Turon-Iqbol, 2010. – В. 77.

The ability to direct the mental state of students towards the historical material being studied, to actively arouse their interest in historical knowledge, to organize students' strong, stable attention during the lesson, and finally to form independent thinking skills in them should occupy a central place in the teacher's pedagogical activity. In the process of studying history, these tasks require an approach to the topic being studied using various tools. In addition to the textbook text, these include the selection of materials related to the topic, establishing inter-course and inter-subject connections, the appropriate use of literary and printed press materials, as well as works of fine art, and the active organization of students' independent work on the topic. The teacher's direct and systematic guidance in the assimilation and perception of historical knowledge by students during the lesson is one of the main conditions for a positive solution to this problem.

In this case, the teacher requires students to separately note the main (guiding idea, basic knowledge) issue of the topic being studied during the lesson, that is, the historical issue that they must know, to read the material presented in various written forms if it is in the textbook, or to read it expressively if it is presented orally, to draw up a plan for presenting the topic; to clearly indicate one or another direction on the map. Most importantly, the teacher should activate the independent analysis of historical documents, periodicals, and works of fiction in this process, not just the work of the students on the textbook text.

Examining students' learning activities and making certain changes to them should not only include the knowledge they have acquired, but also their ability to think about historical knowledge, as well as the level of assimilation of worldview concepts, their ability to work independently with historical materials, and their ability to perceive and manage how they quickly apply the knowledge they have gained from history in the process of studying and, especially, in their daily social lives. In the process of learning history, the role of thematic planning of history lessons, curriculum and manuals, and textbooks in acquiring historical knowledge should be particularly noted.

CONCLUSION

Although there is currently no curriculum for secondary schools on the history of the peoples of Uzbekistan that meets the requirements of the time in scientific, methodological and didactic terms, the topics included in the thematic planning should have taken into account at least the age of a 5th grade student and his real ability to absorb historical knowledge physiologically and psychologically. It is also no secret that until the 1991-1992 academic year, 1200-1500 hours were allocated to history for five years in the history faculties of universities or pedagogical institutes that trained history teachers for general schools¹⁰.

School historical education, like the entire educational sphere of Uzbekistan, is currently at the forefront of updating the content of education, achieving the educational and upbringing goals of the educational sphere. The reason for this situation is the lack of scientifically based approaches and recommendations for building school history education both in the traditions of the past and in the conditions of democratic development of the republic. All this requires the study of theoretical foundations, the content of historical education, and the technology of teaching this subject.

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¹⁰ Тошпўлатов Т., Ғаффоров Я. Тарих ўқитиш методикаси. – Тошкент; Turon-Iqbol, 2010. – В. 78.

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