

PAPER

THE RISE OF ATTENTION TO HISTORY TO A NEW LEVEL DURING THE YEARS OF INDEPENDENCE

Rohila Islomova^{1,*}

¹Samarkand State University named after Sharof Rashidov

*ismoilova@gmail.com

Abstract

This article analyzes the attention paid to history in the Republic of Uzbekistan during the years of independence, the enrichment of research areas in the field of history, and the issues of training historians.

Key words: historical event; history; historical personnel; achievements of history; history lessons.

Introduction

After Uzbekistan gained its independence, legal reforms began to form and develop a new state system aimed at building a civil society and a legal state. In the world, improving innovative technologies for teaching history, including the development of person-oriented, critical thinking in history lessons, and modernizing the methodological support for the introduction of modular and interactive educational technologies, are of great importance. As is known, during the years of independence, events aimed at bringing history teaching to the younger generation based on today's requirements and an objective study of history began. During the years of independence, special attention was paid to teaching different periods and stages of the history of Uzbekistan. It is important to develop a special methodological technology for teaching history, develop local-modular technologies for teaching history based on the development of creativity and technological competence of teachers, focused on game, group work, and collaborative learning. A unified concept for teaching and studying the history of Uzbekistan has been developed in our republic, and an important role has been played by the adoption and practical application of advanced foreign experiences in teaching history in academic lyceums in order to in-depth study of historical heritage and form historical memory among students.

Discussion

Goal 77 of the New Uzbekistan Development Strategy directly reflects the legal methodological aspect of this issue. That is, with a view to further developing the study and promotion of the history of Uzbekistan, the President put the issue horizontally: "It is necessary to convey national history to our people, especially our youth, in a national spirit, to instill it in their hearts and minds. Otherwise, it will not have an educational effect. We need to teach our youth to learn from history, draw conclusions, and arm them with historical science and historical thinking. To this end, first of all, a concept for the development of historical science in Uzbekistan until 2030 was developed. [1]

In new Uzbekistan, the study of the history of the peoples of Uzbekistan and its teaching at various stages of education have reached a new level. The idea of national independence was an important stage in the Uzbek people's path to restoring their rights, national identity, and socio-economic and spiritual development. In this process, history, historical consciousness and memory emerged as an important factor that gives the people spiritual strength and spiritual nourishment. The need to restore the true history of the Uzbek people and arm the people with this history has become an urgent task on the agenda. To date, a number of resolutions and decrees have been adopted by the government to further develop the education system. In particular, the resolutions and decrees of the President of the Republic of Uzbekistan dated September 23, 2020 "On Education" are among them. In new Uzbekistan, the study of the history of the peoples of Uzbekistan and its teaching at various stages of education have reached

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Analysis and Results

Historical education has been a leading role in shaping the spiritual image of a person and educating a person for many years. It answers questions about the past, present and future, teaches a person to live, think, and use the experience of ancestors. At the current stage, the path of reform and search for an optimal model of teaching history is being pursued. Its content is based on historical and cultural norms that determine the main directions of historical education and directs teachers to be more active. Increasing the effectiveness of educational work has always been one of the most important tasks of public and educational workers. Because in any society, the role of education given to the younger generation in raising them to the level of modern requirements has become almost vital. The tasks of forming students' thinking skills and abilities in teaching history are to teach them to independently find historical knowledge, systematize it, and apply it in practice, and ultimately to teach students to approach social phenomena of the past and present from a scientific materialistic point of view. The development of speech is also associated with the formation of students' and their intellectual labor skills and abilities. [1]

The history teacher teaches students to view each social phenomenon from a social-materialist point of view, taking into account its connection and relationship with other phenomena in its emergence and development, to be in accordance with the class essence of phenomena, to understand the general objective laws of the historical process. These tasks are set at a level that is not burdensome for students in the teaching of the history course in grades V-VI. As students' knowledge deepens and increases, tasks aimed at developing their thinking also become more complex. [2]

The tasks of forming students' thinking-based skills and abilities in teaching the history of Uzbekistan are to teach them to independently find historical knowledge, systematize it, and apply it in practice, and ultimately to teach students to look at social phenomena of the past and present from a scientific-materialistic point of view.

The relationship between knowledge, skills, and abilities at each stage of the educational process determines the level of intellectual maturity of the student. The success of work aimed at forming students' skills and abilities depends on many conditions. [3]

The history teacher, first of all, must determine what range of previously acquired knowledge and skills can be relied on in this or that class, what skills some students have not developed or do not have. On this basis, a differential approach is then adopted to different groups of students and individual students. The teacher constantly checks and takes into account the level of students in the formation of knowledge and skills in the work process. He tells the children what they have achieved on this path and what they need to work on next. At each stage of the work process, they set goals for themselves. It should be remembered that the development of skills in students of the same age and in the same class varies. This depends on how much the students have grown mentally and in general, and therefore on how much they have prepared in advance in a particular direction and practiced it. The history teacher, first of

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Each course of history, its section and each topic serves as an important stage in this development, in which students acquire knowledge, skills and qualifications. In teaching history in lower and higher grades, the general laws of knowledge of historical reality are followed, these laws are the laws of development of educational content, methods, techniques and methodological structure of textbooks. [2]

This development reflects the growth of students' interests, knowledge, skills and logical thinking in the educational process, and at the same time it stimulates and ensures growth. Teaching history at school can be likened to a ladder that the student climbs step by step, but the person leading the student must be able to see the entire ladder, both the steps taken and the steps to be taken next. Each course topic is a step towards the growth of the level of students, the development of their knowledge and skills. In each history lesson and extracurricular activities, some indication of the ideological, political and educational tasks set for teaching history is implemented. Therefore, the teacher should not forget that the educational tasks to be solved in each lesson are an integral part of the educational tasks to be performed in previous or future lessons. [1]

Conclusion

In conclusion, over the past 30 years since the Republic of Uzbekistan gained its independence, major changes have been made in the state governance system, socio-economic, political and spiritual spheres. A number of innovations have also been implemented in the field of education, and reforms aimed at forming a harmonious generation are being developed. In the current process of globalization, it is important to analyze the essence of events and phenomena taking place in the world, ideological contradictions, and to form historical thinking in order to protect young people from various foreign ideas. In-depth study of the history of Uzbekistan in public education institutions is important for the development of the historical thinking of the younger generation and a full understanding of our history.

The history of Uzbekistan is ancient and very rich in global realities. Our country is considered one of the cradles of world civilization, and the history of Uzbekistan objectively and truthfully studies the life experiences of our ancient and recent ancestors, their contributions to the development of world history. In general, the science of the history of Uzbekistan aims to analyze historical events that occurred in the lives of our ancestors, to reveal their causes and essence, internal and external factors, and general and specific laws.

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