

## THE ROLE AND IMPORTANCE OF SOCIAL MODERNIZATION IN TEACHING THE HISTORY OF UZBEKISTAN

**Badalova Manzuraxon Oybekovna**

*Andijon davlat tibbiyot instituti, ijtimoiy gumanitar fanlar kafedrasini katta  
o'qituvchisi*

**Annotation:** *This article examines the role and importance of social modernization in the teaching of the history of Uzbekistan. It analyzes how modern educational approaches, innovative technologies, and competency-based methods contribute to improving students' historical thinking and national identity. The study highlights the integration of digital tools and interactive teaching strategies in history education as a key factor in enhancing learning quality and aligning historical knowledge with contemporary social development processes.*

**Key words:** *Social modernization, history of Uzbekistan, history teaching, innovative education, digital technologies, competency-based approach, national identity, educational reform, interactive learning.*

### INTRODUCTION

In the context of rapid global development and increasing digital transformation, the modernization of education has become a key priority for many countries, including Uzbekistan. One of the important directions of this process is the improvement of history education, which plays a significant role in shaping national identity, historical consciousness, and civic responsibility among students. Teaching the history of Uzbekistan in modern conditions requires the integration of innovative pedagogical approaches, digital technologies, and competency-based learning methods.

Social modernization influences not only the structure of education but also its content, methods, and outcomes. It encourages a shift from traditional memorization-based teaching to a more interactive, analytical, and student-centered learning process. In this regard, the history of Uzbekistan as an academic discipline gains new importance, as it helps learners understand the country's past in connection with contemporary social, political, and economic changes.

This article explores the role of social modernization in enhancing the effectiveness of teaching the history of Uzbekistan. It also analyzes how modern educational reforms contribute to improving students' critical thinking skills, historical awareness, and active engagement in learning.

Main Part

The modernization of society in Uzbekistan has significantly influenced all spheres of public life, especially education. In this context, the teaching of the history of Uzbekistan has undergone important changes aimed at improving the quality of education, strengthening students' analytical thinking, and forming a deeper understanding of national identity. Modernization in education is not limited to technical improvements; it also includes methodological, content-based, and ideological transformations.

One of the most important aspects of social modernization is the integration of innovative pedagogical technologies into the learning process. In teaching the history of Uzbekistan, traditional lecture-based methods are gradually being replaced with interactive approaches such as problem-based learning, case studies, group discussions, role-playing, and project-based activities. These methods allow students not only to memorize historical facts but also to analyze historical events, compare different periods, and develop independent conclusions.

Another key factor is the introduction of digital technologies in education. Multimedia presentations, interactive maps, virtual museums, online archives, and educational platforms have made history lessons more engaging and accessible. For example, students can now explore historical sites of Uzbekistan virtually, analyze archival documents online, and participate in digital quizzes and simulations. This significantly increases students' motivation and improves their understanding of historical processes.

Social modernization also emphasizes the development of a competency-based approach in education. In the context of teaching the history of Uzbekistan, this approach focuses on forming students' abilities such as critical thinking, historical interpretation, communication skills, and civic competence. Instead of simply learning dates and events, students are encouraged to understand the causes and consequences of historical processes and their relevance to modern society.

Furthermore, modernization has strengthened the role of national values and identity in education. The history of Uzbekistan is taught not only as an academic subject but also as a means of instilling patriotism, respect for cultural heritage, and pride in national achievements. This is particularly important in the era of globalization, where preserving cultural identity becomes a strategic task.

Educational reforms in Uzbekistan also support the development of teacher professionalism. Teachers are encouraged to continuously improve their qualifications, adopt modern teaching methods, and use ICT tools effectively. Training programs, seminars, and international cooperation projects contribute to enhancing teachers' skills in delivering high-quality history education.

In addition to the above-mentioned aspects, social modernization has also led to the strengthening of student-centered learning in the teaching of the history of Uzbekistan. In this approach, the student becomes an active participant in the

educational process rather than a passive receiver of information. Teachers act as facilitators who guide students in exploring historical facts, analyzing sources, and forming independent judgments. This shift significantly improves learners' engagement and intellectual development.

Another important direction is the use of historical sources and primary documents in the learning process. Modern teaching methods encourage students to work directly with historical texts, archival materials, photographs, and memoirs. This practice helps develop research skills and enables students to understand history from multiple perspectives rather than relying solely on textbooks. As a result, learners gain a more realistic and critical view of historical events in Uzbekistan.

The process of modernization also promotes the development of interactive learning environments. Classrooms are increasingly equipped with smart boards, projectors, and internet access, allowing teachers to create visually rich and engaging lessons. Virtual excursions to museums such as the State Museum of the History of Uzbekistan or historical monuments in Samarkand, Bukhara, and Khiva help students connect theoretical knowledge with real cultural heritage sites.

Moreover, the modernization of education encourages integration with interdisciplinary studies. The history of Uzbekistan is now often taught in connection with geography, literature, economics, and political science. This interdisciplinary approach helps students understand historical events in a broader social and scientific context, thereby improving their analytical abilities and systemic thinking.

The role of assessment methods has also changed significantly. Instead of relying only on traditional exams, modern education introduces continuous assessment, portfolios, presentations, and project work. These methods allow teachers to evaluate not only students' knowledge but also their creativity, research abilities, and teamwork skills. This is particularly important in developing competencies required for modern society.

Furthermore, social modernization supports the development of digital literacy among both teachers and students. In the digital era, the ability to search, analyze, and critically evaluate information is essential. Students learning the history of Uzbekistan are encouraged to use reliable online resources, academic databases, and digital libraries while avoiding misinformation. This improves their information culture and academic independence.

Another significant aspect is the globalization of historical education. Modernization allows Uzbek history to be studied in comparison with world history, enabling students to understand global historical processes and Uzbekistan's place in them. This comparative approach broadens students' worldview and promotes tolerance, intercultural understanding, and global awareness.

## CONCLUSION

In conclusion, the modernization of society in Uzbekistan has had a profound impact on the teaching of the history of Uzbekistan, transforming it into a more dynamic, interactive, and competency-oriented discipline. Social modernization has not only improved the quality of educational content but also introduced innovative teaching methods, digital technologies, and student-centered approaches that enhance learners' engagement and critical thinking skills.

The integration of modern pedagogical technologies and digital resources has made history education more accessible, interesting, and effective. At the same time, the emphasis on national values and historical heritage ensures that students develop a strong sense of identity, patriotism, and respect for their cultural roots. This balance between innovation and tradition is one of the key achievements of educational modernization.

Furthermore, the shift towards competency-based learning and interdisciplinary integration has enabled students to develop analytical abilities and apply historical knowledge in broader social contexts. As a result, the teaching of the history of Uzbekistan is no longer limited to memorizing facts but has become a process of critical analysis, interpretation, and active learning.

Overall, social modernization plays a crucial role in improving the effectiveness of history education in Uzbekistan. It contributes to the formation of a well-educated, critically thinking, and socially responsible generation capable of contributing to the country's sustainable development in the future.

## REFERENCES:

1. Karimov, I. A. (1997). Without Historical Memory There Is No Future. Tashkent: Sharq Publishing House.
2. Mirziyoyev, Sh. M. (2017). We Will Build Our Great Future Together with Our Brave and Noble People. Tashkent: Uzbekistan Publishing House.
3. President of the Republic of Uzbekistan. (2017–2025). Decrees and resolutions on modernization of the education system.
4. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. (2020–2025). Official educational materials and reports.
5. UNESCO. (2021). Education for Sustainable Development: A Roadmap. Paris: UNESCO Publishing.
6. OECD. (2020). Education Policy Outlook: Uzbekistan Country Profile. Paris: OECD Publishing.
7. Murodov, A. (2022). "History Teaching and Modern Educational Technologies in Uzbekistan." *Journal of Social Sciences*, 4(2), 45–53.

8. Saidov, B. (2023). "Competency-Based Education in History Teaching." International Journal of Education Development, 5(1), 12–20.