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## METHODOLOGY FOR APPLYING THE “JOURNEY TO THE PAST” TECHNOLOGY IN HISTORICAL LOCAL STUDIES LESSONS

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### Abstract

This article discusses the essence of organizing non-traditional lessons based on a new modern approach to the study of the history of the region by students in historical local history education, the role of pedagogical technologies in education.

**Keywords:** new pedagogical technology, non-traditional education, didactic games, problem questions and tasks, skills, abilities, analysis.

### Introduction

In recent years, special attention has been given to the implementation of the Law “On Education” and the final stage of applying the National Program for Personnel Training to the educational process, with a focus on achieving high quality and effectiveness. Currently, life itself necessitates moving away from traditional lessons and introducing non-traditional education, namely new innovative technologies and interactive learning methods. When organizing the educational process, it is advisable to base it on developing students' interests, abilities, needs, and competencies[1].

In particular, the introduction of local modular technologies into the process of teaching historical local studies is of great importance. One such technology is the "Journey to the Past" approach, which is based on the principles of scientific rigor, objectivity, reliance on sources, interconnectedness, and an ethnographic perspective.



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The aim of this technology is to develop students' research skills through working with historical local studies sources such as archival documents, museum exhibits, memory notebooks, newspaper publications, and photographs.

Methods used: situational, dialogic (explaining to each other, teaching), working with maps, game, independent work, research.

Organizational forms: individual, group, pair work, collective. Tools used: material resources, documentaries, fiction, encyclopedias, albums, multimedia.

Conceptual ideas and principles of technology:

- the principle of scientific approach. This principle requires accepting the concept of “research” as a foundation in studying historical local history sources; considering other concepts as emerging from this basis; viewing each material and written source from a researcher's perspective; and emphasizing the development of research skills;
- the principle of objectivity. This principle demands that historical processes be studied impartially and neutrally, without interpreting events and phenomena from the perspective of any particular idea or ideology. It requires accepting and examining historical processes as they actually occurred, acknowledging both achievements and shortcomings, avoiding emotional exaggeration when describing history, and ensuring that the researcher's ideological, political, doctrinal, religious views, or national affiliation do not dominate. It also calls for avoiding bias, refraining from analyzing events from a contemporary viewpoint, maintaining a critical approach to sources, relying only on evidence corroborated by other contemporary sources, refraining from falsifying evidence, and excluding elements of fairy tales and legends;
- principle of source-based substantiation: The historical process being described and any facts presented must be based on genuine scientific and original sources. The accuracy of the information in a source is determined by comparing it with data from other contemporary sources, if available. In the absence of such sources, information from auxiliary historical sciences like archaeology and numismatics is used for comparison and verification;
- the principle of interconnectedness between Uzbekistan's history and regional and world history: while the history of each nation holds its own special significance, they collectively form an inseparable and integral part of universal



human history. It is appropriate to study the history of Uzbekistan as a part of world history, viewing it as an inseparable and important component of the global historical narrative;

- the principle of the ethnographic approach: In studying each historical event and phenomenon, it is essential to fully understand and consider the national and local characteristics from the moral perspective of the period under examination. This includes the language, religion, territory of residence, methods of organizing production and governance, mentality, customs, rituals, traditions, and ceremonies of each nation and ethnic group. The approach emphasizes comprehensively accounting for these factors when analyzing historical events and phenomena [2].

The content of the technology reflects the totality of cognitive-practical activity - reflection, as well as the development of historical thinking, such as understanding, comprehension, attitude, and thinking (Table №1).

**Table №1 Content of the “Journey to the Past” technology**

Stages	Levels			
	Understanding	Comprehension	Attitude	Thinking
<b>Cognitive stage</b>	The student acquires, learns, and memorizes knowledge about historical local history sources.	Determines the significance of historical local history sources for historical memory, understands their essence, masters concepts related to historical processes, and describes their specific features	Explains the role of aspects reflected in historical local history sources in the life of society, can see the manifestation of the connection between the past and the present	Can perceive themselves as a researcher of historical local history sources, develops a value-based attitude towards historical local history sources
<b>Practical activity stage</b>	Understands that historical local history sources are the result of historical processes, their manifestation in material and spiritual forms	Learns about the outcomes of historical processes and their social significance	Can determine the creative power of historical processes	To continue the work carried out by our ancestors and strive to become descendants worthy of them
<b>Reflection stage</b>	“O‘lkam tarixi men uchun qiziqarlami?”, “O‘lkam tarixi haqida ko‘proq bilishim mumkinmi?”	Tarixiy o‘lkashunoslik manbalarining mohiyatini tahlil etish – “Men buni bilishni xohlay-manmi?”, “Nega men bunday nuqtai nazardan?”	“Menda tarixiy o‘lkashunoslik manbariga nisbatan mus-taqil munosabat mavjudmi yoki yo‘qmi?”, “Nega mazkur manbalar yaratilgan?”	“Men tarixiy o‘lkashunoslik manbalarini tarixiy jarayonlar ta’sirida yuzaga kelgan deb baholayman”, “Tarixiy o‘lkashunoslik manbalarini shu nuqtayi nazardan asoslayman”



To enhance the organizational and pedagogical component of the technology, a comprehensive set of educational tasks was developed, comprising two blocks focused on mastering historical local history sources:

**I. Tasks for mastering sources of local historical studies.**

**1.1. Tasks related to studying material cultural heritage:**

**The archaeological-historical research (AHR)** method establishes the connection between archaeology and the study of material sources. In this process, students work with material artifacts preserved in private collections, house museums, and state museums, including tools, mobility devices, household items, weapons, and objects made from ceramics, wood, fabric, glass, metal, and other materials. Students examine not only the composition of the material source but also its shape, structure, dimensions, weight, and color. Material sources also serve to provide insights into the historical processes, culture, and scientific achievements of the period in question. If the item is an author's work, it is recommended to indicate the author's full name, the time and place of creation, as well as its previous ownership and current location (private collection, house museum, or archive) at the time the student-researcher obtained information about the item.

**Task for identifying relationships.** During the lesson, the teacher writes the names of archaeological sites on the board in a mixed order. Students are required to correctly arrange these sites according to their geographical region and historical period. In this process, students may use a map of archaeological monuments:

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|--------------------|------------------|
| 1. Machay          | 7. Amankuton     |
| 2. Abishir         | 8. Dalvarzintepa |
| 3. Janbas 4        | 9. Tuprokkala    |
| 4. Sapallitepa     | 10. Varaxsha     |
| 5. Quyqirilgankala | 11. Fayaztepa    |
| 6. Ming-urik       | 12. Mingtepa     |

Students complete the task in their notebooks. Then, students are asked to come forward one by one and arrange the chronological sequence and locations of archaeological sites in the correct order. Once everyone reaches a consensus, the



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teacher asks them to read the text carefully to verify whether their assumptions are correct or incorrect.

**“Art-radar”** method. During the lesson, students search for and analyze visual sources. Since most young people have well-developed visual memory, tasks are assigned using photographs, maps, and works of fine art (paintings, graphics, artistic posters, and sculpture examples). Students are divided into four groups, and the teacher distributes photographs of specific historical monuments to each group. Students must provide complete information about the historical monument depicted in their photograph (when and where it was built, by whose order, who constructed it, and what building materials were used):

1. Ismail Samani Mausoleum;
2. Registan Ensemble;
3. Nurillaboy Palace;
4. Sitorai Mohi Xosa Palace.

During the lesson, the teacher can distribute not only photographs of historical monuments but also photographs depicting specific individuals. In turn, students, drawing on their prior knowledge, should identify the person shown in the photograph and provide comprehensive information about them (including when and where they were born, and their contribution to the field of historical local studies):

1. Bartold V.
2. Gulyamov Y.
3. Tolstov S.
4. Masson M.

It is necessary to explain people's attitude towards the process in a photograph depicting a certain event:

1. Excavation works at the Dalverzintepa site;
2. “Boysun bahori” (Spring in Boysun) festival;
3. Wedding;
4. Conference Photography.

The student must provide oral information about which period is reflected in the photograph and about the events, processes, and customs in it.



**1.2. Tasks for studying toponyms:** If place names in the territory of Uzbekistan are studied comparatively, students will fully understand the information about them. As a result of a high level of awareness, students develop analytical competence.

**Procedure for completing the assignment.**

Several place names are selected. Then the teacher asks the students to fill out the table, as shown in the figure below:

Name of the toponym	In which region is it located?	What is the type of toponym?	What information do you have?
Durmon			
Urgangi			
Chirchik			

**Problematic Questions:**

1. Why is ... (place name) named exactly that way?
2. Why were toponyms changed during the Soviet era, and what is your attitude towards this?
3. Should place names remain in their original form or is it better for them to change in accordance with the times?
4. When changing the name of a place, should the wishes of its inhabitants be taken into account? Why?

**1.3. Tasks for the Study of Scientific and Historical Works and Manuscript Sources.**

Construct a text based on the following concepts.

- 1) Khwarazm, Baghdad Academy, number “0”, decimal system, algebra;
- 2) Fergana, House of Wisdom, “Book of Celestial Motions and General Astronomy”, Nile River, Cairo;
- 3) Kat, Khorezm Ma'mun Academy, nearly 200 scientific works, globe, foreign languages, “Osor ul-boqea”, “India”, Ghazni;
- 4) Afshona, Husayn, “Urjuza” medical poetic work, 20-volume encyclopedic work “Al-Hasil wal-Mahsul”, Hamadan.





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## **II. Tasks for the development of research competence.**

In the development of educational tasks for the development of students' research competence through historical local history sources, we relied on extracurricular independent learning and field research using innovative methods.

We call the method of developing students' research competence through technotronic sources "DH" (Digital History). In this approach, the teacher explains to students the advantages of using digital technologies such as computer programs, online archives, virtual reconstructions, interactive maps, databases, and other electronic resources when studying historical local sources. Students work with large volumes of data, visualize historical processes, and analyze information using modern tools. Materials obtained from electronic reference books and information gathered through the Internet serve to enrich the content of students' research work. Modern technologies allow students to copy and store existing sources, thus creating their personal electronic archives.

**The "Journalistic Inquiry" (JI)** method is a field research technique based primarily on oral interviews. The teacher assigns students the task of recording memories of educated and knowledgeable individuals living in the region and compiling a list. The student asks elderly residents of the studied area (grandfathers, grandmothers, parents, uncles, aunts) which ancestors they remember and what events from the region's history remain in their memory, noting down their responses. Generally, as students converse with the elderly and interview them, they feel like real journalists, and their interest in the research grows as they gather new information. These conversations not only help identify the lifestyle, customs, and traditions of the region's population but also allow for their preservation using audio and video recordings and digital means. Students create their own questions for the historical local studies cards and gradually expand them as new information emerges.

Just as every method has its advantages and disadvantages, the "journalistic investigation" method is no exception. In particular, since the data obtained through this method are subjective in nature, one should not forget to look critically when working with them. Because human memory, in the process of telling information about certain events or people, can make assumptions, mix it with other similar events in order to complete the story.



Therefore, students can repeatedly verify the information they receive, carry out information about a certain event by studying other types of sources. It is necessary to identify, analyze, and compare all data collected through the "journalistic investigation" method. If it is impossible to prove that the information obtained during the interview is reliable evidence, all options should be reflected in the work, citing sources.

Another of our author's methods is called "Archival Investigator". As is known, the role of written sources in the study of the history of the region is invaluable. Written sources are an important and main type of historical sources. Written sources, reflecting socio-political events from the emergence of writing to the 20th century, play an important role in the study of the history of that period. The teacher recommends that students study written sources by dividing them into two types:

1. Official documents issued by the courts of supreme and local rulers (decrees, decrees, financial and reporting books, charters, official correspondence);
2. Sources belonging to a specific author. This mainly includes narrative sources. Narrative (Eng. and Fr. narrative ← Lat. narrare "to narrate") - an independently created story about a multitude of interconnected events presented to a student or listener in the form of a sequence of words or images. Such sources can be historical, geographical, cosmographic, biographical memoirs, memoirs of travelers and ambassadors[3].

Official documents and financial accounting books are of immense importance in studying the history of a historical period or dynasty, the history of states, and issues related to socio-political and, especially, economic relations within it. Official documents are valuable because they record socio-political life in a specific legal order. However, there are also cases of fictitious official correspondence. Therefore, their use requires careful attention and caution.

When students work with documents using the "Archival Investigator" method, they are required not to be content with a single document to interpret a political, social event or fact, but to study several similar documents and sources. It should not be forgotten that one document contains information about only one agreement or evidence. To obtain complete information about a particular





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political event or social issue, it is recommended to study and summarize several documents.

When analyzing written sources, students should pay attention to their date of writing, author, place of writing, reason for origin, connection with the studied event or person, and possibilities of use in the research process. It is important that the student not only carefully reads the text of the document, but also expresses his opinion on it and compares it with similar materials. In addition, special attention should be paid to the writing of award documents, the names of state and departmental awards - orders, medals, breastplates [4].

In conclusion, local technologies are a driving force that enhances the quality and effectiveness of education.

Therefore, the use of local technology in historical local studies lessons increases students' engagement and lifts their spirits. Working in small groups improves their communication skills and leads to their personal development. As a result, students strive for success. They endeavor to learn more about the history of their region.

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