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## METHODS OF TEACHING THE LESSONS "HISTORY OF UZBEKISTAN" IN HIGHER EDUCATIONAL INSTITUTIONS BY MEANS OF COLLECTIVE TECHNOLOGIES

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### Abstract

This article highlights the methodological aspects of using collaborative learning technologies in teaching the subject "History of Uzbekistan" to students. It analyzes the role of approaches based on teamwork, mutual communication, and active participation in increasing the effectiveness of the educational process. The study also scientifically demonstrates that collaborative teaching methods broaden students' historical thinking, develop independent and critical thinking skills, and contribute to the deep acquisition of scientific knowledge. The article presents the advantages and methodological recommendations for teaching the History of Uzbekistan through modern pedagogical technologies, interactive methods, and group discussions.

**Keywords:** History of Uzbekistan, collaborative learning, interactive methods, pedagogical technologies, historical thinking, critical thinking, teamwork, scientific research, educational effectiveness.

### Introduction

In the modern era of globalization and rapid development of information technologies, there is a need to organize the education process on the basis of new methods. In particular, the educational reforms being implemented in the Republic of Uzbekistan require the introduction of new teaching technologies. In recent years, the speeches of the Head of Uzbekistan and the adopted normative-legal acts have identified as the most important tasks - the widespread use of



innovative approaches in the education system, the development of students' critical and creative thinking skills, and the orientation of scientific research.<sup>1</sup>

In this context, the use of modern pedagogical technologies, in particular the methods of collective teaching of the history of Uzbekistan in higher education institutions plays an important role. This approach provides a broad opportunity to increase students' activity, ensure teamwork, independent thinking and in-depth study of historical events.

Collaborative learning is a collaborative learning process that strengthens the role of the teacher as an organizer and guide of the learning process and not just a knowledge giver<sup>2</sup>. This methodology serves to achieve effective results in the teaching of history of Uzbekistan through problem solving, group discussions, interactive methods and practical tasks

### **Brief analysis of scientific research on the topic**

In recent years, a lot of scientific researches have been conducted on the application of the methods of collective teaching in the educational process. In particular, the "theory of social interdependence" developed by foreign scientists D. W. Johnson and R. T. Johnson<sup>3</sup> (Social Interdependence Theory) has scientifically substantiated the high results of interaction and positive correlation in the educational process. In their research, it is proven that collaborative teaching methods can help students absorb knowledge in depth, develop social skills, and increase motivation. R. E. Slavin<sup>4</sup> In his work "Cooperative Learning: Theory, Research, and Practice", he extensively analyzed the theoretical and practical aspects of the organization of cooperative education and presented many arguments for the effectiveness of this methodology. According to him, in the context of collective learning, there will be a growing interest in mutual responsibility, motivation and deep learning among students. A. A. Askarov, T.

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<sup>1</sup>Decree of the President of the Republic of Uzbekistan dated November 6, 2020, No PP-4884 "On further measures for further improvement of the educational system"

<sup>2</sup> Sarimsakova, S. ., & Khojamkulov, A. . (2024). Developing the Professional Competencies of Future Teachers through Collaborative Education: A Case Study on the Use of Technology in Teacher Education. *Young Scientists*, 2(13), 79–81. Extracted from

<sup>3</sup> Johnson D. W., Johnson R. T. An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning // *Educational Researcher*. – 2009. – Vol. 38. – №5. – P. 365–379.

<sup>4</sup> Slavin R. E. *Cooperative Learning: Theory, Research, and Practice*. – Boston: Allyn & Bacon, 2014. – 284 p.



Karimov and Z. K. Hakimov<sup>5</sup> The textbook "History of Uzbekistan" emphasizes that interactive methods, collective discussions and the use of modern pedagogical technologies in teaching history serve to develop students' historical thinking. As well as the "Pedagogical technologies and interactive methods" by Z.K. Hakimov<sup>6</sup> Methodological aspects of collective education and its impact on the effectiveness of training are covered with practical recommendations.

### **Methodology**

The methodological basis of this article is a historical and pedagogical analysis, a systematic approach and a competency approach.

### **Conclusion and Feedback**

In today's era of globalization, updating the education process and organizing it on the basis of modern pedagogical technologies is one of the priority areas of state policy. In particular, improving the quality of education, developing students' independent and critical thinking potential, and directing them to scientific research on the basis of the principle "New Uzbekistan begins from the threshold of the school", is set as one of the urgent tasks. The subject of history of Uzbekistan is an important area of education that not only provides historical knowledge, but also forms national pride, historical reflection and spiritual values in students. Through this subject, young people learn to draw the correct conclusions from historical lessons, studying the ancient traditions of statehood of their people, the processes of struggle for independence and the stages of today's development.

In this sense, the method of collaboratively teaching the history of Uzbekistan increases the activity of students in the learning process, provides the opportunity to work in a team collaboration, independent research, analysis of historical processes on a scientific basis. This approach serves not only to consolidate theoretical knowledge, but also to harmonize it with practice. Especially in

<sup>5</sup> Askarov A. A., Karimov T., Hakimov Z. K. et al. *History of Uzbekistan*. – Tashkent: National Encyclopedia of Uzbekistan, 2021. – 640 b.

<sup>6</sup> Hakimov Z. K. *Pedagogical Technologies and Interactive Methods*. – Tashkent: National Encyclopedia of Uzbekistan, 2021. – 320 p.



today's competitive education environment, the use of collaborative methods is of particular importance for the development of students' historical thinking, national self-awareness and preparation for active participation in the global scientific arena. The use of modern pedagogical technologies in teaching the history of Uzbekistan plays an important role in the process of modern education. Especially the methods of collective education are an effective tool for the development of students' skills for independent assimilation of knowledge, work in cooperation, analysis of historical events from different points of view. In the process of hands-on learning, the student not only receives knowledge from the teacher, but also exchanges ideas with other participants in the group, and works together in solving problems.

By its very nature, the method of collective teaching helps students to increase their social activity, conduct independent research, come to the correct conclusions by comparing and analyzing historical facts. For example, the use of interactive methods such as group discussions, role-playing games, "mental attack" and "cluster" in the study of important periods in the history of Uzbekistan - the traditions of ancient statehood, the colonization of the Turkestan region or the processes of national awakening form in the minds of students a holistic picture of the historical events.

In addition, the use of collaborative educational technologies provides students with the following pedagogical effects:

- **Critical thinking:** the ability to approach problems scientifically through the analysis of different approaches to historical processes is developed.
- **Creative activity:** the opportunity to independently study historical topics, the development of new ideas and ideas is created.
- **Information culture:** students develop the skills of working with independent sources, analyzing scientific literature and evaluating historical sources.
- **Work in a team:** achieve common results based on mutual cooperation, develops a culture of group responsibility and communication.



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To improve the effectiveness of the collaborative teaching methodology, the teacher must carefully design the educational process. In this:

1. Targeted formation of groups;
2. ensure the active participation of each participant;
3. organize historical topics on the basis of problematic situations;
4. It is important to establish criteria for motivation and evaluation of students.

In this direction, the collective teaching of the history of Uzbekistan is not only a means of education, but also an effective methodological direction that contributes to the formation of historical reflection, scientific research and national pride in students.

### **Through the use of the topic "Science and culture of Uzbekistan during the war years"**

During the years of World War II science and culture of Uzbekistan played an important role in national and world development. In the conditions of the war, representatives of the field of science and culture served the front and the people with great service. The organization of this topic in the method of collaborative teaching, encourages students to work together, analyze scientific resources and communicate.

### **Lesson Objectives**

- Formation of historical knowledge in students about the role of science and culture of Uzbekistan during the Second World War.
- Development of independent thinking, group discussion and communication skills through collaborative learning.
- Teaching the use of scientific historical sources.



### **Teaching Method: Collaborative Learning**

"Jigsaw" (pazl) usuli	The topic is divided into small parts, with each group learning its part and then combining the general knowledge.
"Think-Pair-Share"(O'yla–Juftlash–Bo'lish):	Students first reflect individually, then discuss in pairs, and at the end present their thoughts in front of the group.

### **Dars jarayoni**

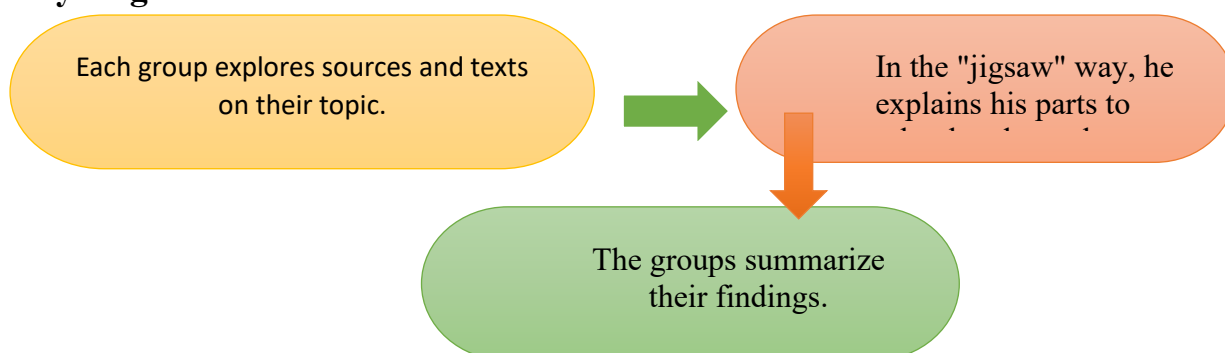
The teacher explains the relevance of the topic.

Divided into groups (of 4–5 individuals).

Each group is allocated the following subtopics:

1. Research work (science) in Uzbekistan during the war.
2. Activity of writers and artists of Uzbekistan (literature and art).
3. Theater and film culture of Uzbekistan.
4. Preservation of cultural heritage and folk oral art.

### **Key stage**



### **Final stage**

- Groups will make presentations.
- A general discussion will be organized.
- The teacher gives general conclusions and evaluates the students' performance.



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### **Expected results**

- Students will have knowledge about the development of science and culture of Uzbekistan during the Second World War.
- Students will gain the skills to analyze scholarly texts, interpret historical evidence, and evaluate them.
- Develop skills to work collaboratively, exchange ideas and work in a team.

### **CONCLUSION**

In conclusion, the study of the topic "Science and culture of Uzbekistan during the war years" through the methods of collective teaching will serve students not only to deepen historical knowledge, but also to develop the skills of working in cooperation, independent and critical thinking, interaction and teamwork. A joint analysis of the significance of science, literature and culture of Uzbekistan in the life of society during the war years allows students to expand their historical thinking. Also, the effectiveness of the educational process will increase through the use of collaborative teaching technologies, students will deepen their understanding of the topic and seek to explain it on a scientific basis. For this reason, this approach plays an important role as a modern pedagogical method in history education.

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