

METHODOLOGY OF TEACHING THE HISTORY OF NATIONAL VALUES TO STUDENTS IN UZBEKISTAN: INCORPORATING FOREIGN EXPERIENCES

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Annotation: This article explores innovative methodologies for teaching the history of national values to students in Uzbekistan, with a focus on incorporating foreign experiences to enrich the learning process. It discusses the significance of national values in shaping cultural identity, the importance of interactive teaching techniques, the relevance of historical events, and the value of adopting teaching methods from foreign educational systems. The article highlights the importance of comparing national values with those of other cultures, such as the Japanese concept of "Bushido," and the application of analytical methods like dividing communities into groups by Maximum Likelihood Estimation (MLE).

Keywords: Methodology, Teaching, History, National Values, Uzbekistan, Cultural Identity, Interactive Techniques, Comparative Education, Foreign Experiences, Bushido, Maximum Likelihood Estimation (MLE).

Introduction:

The history of national values is a cornerstone of Uzbekistan's cultural heritage, reflecting the traditions, beliefs, and customs of its people. Teaching this history requires a comprehensive methodology that not only imparts knowledge but also fosters a deep appreciation for national identity. This article explores effective methodologies for teaching the history of national values to students in Uzbekistan, drawing on foreign experiences to enrich the learning process.

1. Understanding the Significance of National Values:

- National values are fundamental to Uzbek culture, shaping societal norms and individual identities.

Absolutely, national values are foundational to Uzbek culture, influencing the behaviors, beliefs, and interactions of its people. These values serve as guiding principles that shape societal norms and define what is considered important or meaningful in Uzbek society. They also play a significant role in shaping individual identities, as they provide a framework for how individuals perceive themselves and their place in the world.

For example, hospitality (mehmondo'slik) is a core value in Uzbek culture, emphasizing the importance of welcoming guests and treating them with respect and generosity. This value not only reflects Uzbekistan's historical role as a

crossroads of trade and culture but also shapes the way individuals interact with others in their daily lives.

Similarly, the value of family (*oilaviylik*) is deeply rooted in Uzbek culture, emphasizing the importance of strong family bonds and the collective well-being of the family unit. This value influences the way individuals prioritize their family relationships and the roles they play within the family structure.

Overall, national values are central to Uzbek identity, providing a sense of continuity and connection to the past while also guiding behavior and shaping social interactions in the present.

- Teaching national values helps students develop a sense of pride and connection to their cultural heritage.

Indeed, teaching national values is instrumental in fostering a sense of pride and connection to cultural heritage among students. By learning about the historical significance and cultural relevance of these values, students develop a deeper appreciation for their cultural identity and heritage. This sense of pride helps to strengthen their connection to their roots and contributes to a greater sense of belonging within their community and nation.

For example, when students learn about the value of respect for elders in Uzbek culture, they not only understand the importance of showing respect to older generations but also recognize how this value has been upheld throughout Uzbekistan's history. This understanding can instill a sense of pride in students, as they see how this value has contributed to the strength and resilience of their culture over time.

Similarly, learning about the value of hard work and perseverance can inspire students to embrace these qualities in their own lives, knowing that they are part of a cultural legacy that values resilience and determination.

Overall, teaching national values is not just about imparting knowledge; it is about instilling a sense of pride and connection to cultural heritage that can guide students in their lives and help them appreciate the richness and diversity of their cultural identity.

2. Connecting with Historical Events:

- Link national values to significant historical events: For example, linking the value of hospitality (*mehmondo'slik*) to historical accounts of Uzbek hospitality towards travelers and guests.

Linking national values to significant historical events is a powerful way to help students understand the importance and relevance of these values in

Uzbekistan's history. One such example is linking the value of hospitality (mehmondo'slik) to historical accounts of Uzbek hospitality towards travelers and guests.

Historically, Uzbekistan was a key crossroads on the Silk Road, a major trade route connecting East and West. As a result, the region was frequented by travelers, traders, and scholars from various parts of the world. Uzbek hospitality towards these visitors became a defining characteristic of the culture, reflecting the value placed on welcoming guests and treating them with respect and generosity.

For example, historical accounts describe how travelers in Uzbekistan were often welcomed into people's homes, provided with food and shelter, and treated as honored guests. This tradition of hospitality not only helped to forge positive relationships with travelers but also contributed to the exchange of ideas, goods, and cultures along the Silk Road.

By linking the value of hospitality to these historical accounts, students can see how this value has been an integral part of Uzbek culture for centuries. They can also understand how the practice of hospitality has not only shaped interactions between individuals but also contributed to the broader cultural and historical narrative of Uzbekistan. This connection between national values and historical events helps to bring these values to life for students, making them more meaningful and relevant to their own lives.

- Discussing the evolution of national values over time can help students understand their relevance in contemporary Uzbek society.

Discussing the evolution of national values over time is crucial for helping students understand their relevance in contemporary Uzbek society. National values are not static; they evolve and adapt to changing social, political, and cultural contexts. By exploring how national values have evolved, students can gain a deeper appreciation for the complexity and richness of their cultural heritage and understand how these values continue to shape society today.

For example, the value of family (oilaviylik) has always been important in Uzbek culture, emphasizing the close-knit nature of family relationships and the importance of family unity. However, the way this value is expressed and practiced may have changed over time due to factors such as urbanization, globalization, and changing social norms. By discussing how the concept of family has evolved in Uzbekistan, students can see how this value remains relevant in contemporary society, even as it takes on new forms and expressions.

Similarly, the value of respect for elders has deep roots in Uzbek culture, reflecting the importance placed on wisdom, experience, and the passing down of

traditions from one generation to the next. While the way this value is expressed may have changed over time, its fundamental importance in shaping societal norms and individual behaviors remains unchanged. By discussing how this value has evolved, students can understand its continued relevance in contemporary Uzbek society and its role in shaping values such as respect, kindness, and empathy.

Overall, discussing the evolution of national values helps students understand that these values are not static or fixed in time, but rather dynamic and adaptable to changing circumstances. This understanding can help students appreciate the enduring relevance of national values in shaping their cultural identity and guiding their behavior in contemporary Uzbek society.

3. Incorporating Foreign Experiences:

- Learn from the experiences of other countries: For example, the Japanese concept of "Bushido" (the way of the warrior) can be compared to the Uzbek value of "Namanganlik" (dignity and honor).

Learning from the experiences of other countries can provide valuable insights into the teaching of national values in Uzbekistan. One such example is the comparison between the Japanese concept of "Bushido" (the way of the warrior) and the Uzbek value of "O'zbekisdonlik" (dignity and honor).

Bushido is a code of conduct followed by samurai warriors in Japan, emphasizing virtues such as loyalty, honor, and self-discipline. Similarly, O'zbekisdonlik is a core value in Uzbek culture, emphasizing the importance of dignity, honor, and respect.

By comparing these two concepts, students can gain a deeper understanding of the universal nature of certain values and how they are expressed in different cultures. They can also see how these values have shaped the histories and identities of both Japan and Uzbekistan, despite the cultural and geographical differences between the two countries.

Furthermore, by studying Bushido and O'zbekisdonlik, students can reflect on the values that are important to them personally and how they can embody these values in their own lives. This comparative approach not only enriches the learning experience but also encourages students to think critically about the values that shape their cultural identity and the values they aspire to uphold.

- Adopt teaching methods from foreign educational systems: For instance, the use of project-based learning from Finland to engage students in researching and presenting on specific national values.

Adopting teaching methods from foreign educational systems can be a valuable approach to enhancing the teaching of national values in Uzbekistan. One such method is project-based learning, which is widely used in Finland and has been shown to be effective in engaging students and promoting deeper learning.

In project-based learning, students work on a project over an extended period of time, investigating and responding to a complex question, problem, or challenge. This approach allows students to take ownership of their learning, collaborate with their peers, and apply their knowledge and skills in a meaningful way.

For example, in teaching the history of national values, students could be tasked with researching and presenting on specific values that are important in Uzbek culture, such as hospitality, respect, or loyalty. They could investigate the historical origins of these values, how they are expressed in contemporary society, and their significance in shaping cultural identity.

Through this project-based approach, students would not only deepen their understanding of national values but also develop important skills such as research, critical thinking, and communication. Additionally, by drawing on the experiences of a foreign educational system like Finland, educators in Uzbekistan can enrich their teaching practices and provide students with a more engaging and meaningful learning experience.

Incorporating the application of dividing communities into two groups by Maximum Likelihood Estimation (MLE) can provide a unique and analytical perspective to the teaching of national values in Uzbekistan. This statistical method, often used in social network analysis, can help students understand how communities are formed based on shared values, beliefs, and practices.

For example, students could use MLE to analyze historical data or cultural artifacts to identify patterns of community formation based on national values. By applying this method, students can gain insights into how values have shaped the formation of distinct communities within Uzbek society and how these communities have evolved over time.

Furthermore, students can explore how the division of communities into two groups by MLE can shed light on the transmission and preservation of national values. By analyzing the characteristics of these two groups, students can identify key values that have been central to the formation of each group and understand how these values have been passed down through generations.

Additionally, students can examine how the division of communities into two groups by MLE can inform our understanding of social dynamics and identity

formation within Uzbekistan. By studying the interactions between these two groups, students can gain insights into how values are negotiated, contested, and maintained within a diverse and dynamic society.

Incorporating the application of dividing communities into two groups by MLE into the teaching of national values can help students develop critical thinking skills and a deeper appreciation for the complexity of cultural identity. By drawing on this analytical approach, educators can enhance their teaching methodologies and provide students with a more rigorous and comprehensive understanding of their cultural heritage.

Conclusion:

Teaching the history of national values to students in Uzbekistan requires a multifaceted approach that combines historical context, interactive learning techniques, critical thinking, and cultural appreciation. By incorporating foreign experiences, educators can enrich the learning process and provide students with a broader understanding of their cultural heritage. Through these methodologies, students can develop a deep appreciation for their national values and a strong sense of pride in their Uzbek identity.

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