

The Importance of Enhancing Students' Social Activity Through Historical Knowledge in New Uzbekistan

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Abstract: This article provides detailed information on the use of various methods to increase students' social activity skills through historical knowledge in New Uzbekistan and to stimulate interest in the subject of history. It should be noted that historical knowledge can address this issue by fostering patriotism, self-confidence, and a sense of responsibility among students.

Keywords: Globalization, history, social activity skills, interactive method, critical analysis, New Uzbekistan, Bandura, Al-Khwarizmi, modernization, Timurids, discussion, historical event.

Introduction: The 21st century, known as the era of globalization, is characterized, on one hand, by the prioritization of universal values, the rise of intellectual potential as a criterion of social life, and the development of information technologies; on the other hand, it is marked by global spiritual threats, the penetration of "mass culture" into the consciousness of the general public—especially the youth—and the emergence of negative trends in the field of education and upbringing. Therefore, wide-ranging reforms are being carried out in our country to ensure that young people receive quality education and upbringing. Improving the education system and raising youth potential is directly related to the development of social activity. In particular, the development of social activity is considered an important direction of state policy in New Uzbekistan.

The social activity of students is a key factor in the modernization of society, yet their level of activity is often insufficient. So what is social activity? Social activity skills refer to the ability to participate actively in society, respond to issues relevant to social processes, and contribute positively to the community. These skills determine how an individual contributes to society, understands their role in social, political, and cultural life, and interacts with others. Developing social activity skills among students helps nurture

individuals who can contribute to society as responsible and successful people in a rapidly changing world. Social activity signifies an individual's active participation in public life.

Historical knowledge can address this issue by fostering patriotism, self-confidence, and a sense of responsibility among students.

By strengthening national identity, historical knowledge increases students' social engagement. In developing social activity through historical knowledge, pedagogical approaches and methods play a crucial role. Encouraging active student participation in history lessons, allowing them to express their opinions freely, organizing group work, and analyzing historical events in a modern context can help develop social activity skills. Pedagogical methods and strategies include:

- Interactive methods: Delivering historical information to students in an interactive way (e.g., discussions, role-playing, group projects).
- Critical analysis: Analyzing historical events from a modern perspective and providing students with opportunities to express their views freely.

The methodology used in teaching history is of great importance in preparing students for social engagement. In addition to traditional methods, interactive approaches, creative strategies, and methods that enable students to express their ideas

openly are employed in teaching historical knowledge.

- Interactive teaching methods: Interactive history learning methods such as organizing group work, conducting discussions, and interpreting historical events not only provide information but also enable students to express their ideas and assess the events from a contemporary perspective.
- Group work: Organizing group activities among students to analyze historical events, discuss approaches to social-political issues, and make group decisions based on historical facts can foster social activity. This encourages students to actively participate in solving social issues together.
- Discussion and interpretation: Discussing and interpreting historical events from different perspectives enhances students' critical thinking skills and increases their social activity. Through evaluating historical events and their present-day impacts, students learn to express their thoughts freely.

Social activity is seen as a crucial factor in societal development, especially among youth. Within the framework of the New Uzbekistan strategy, engaging young people in socially active life is one of the main priorities of state policy. However, according to the 2023 report of the Ministry of Higher Education of Uzbekistan, only 35% of students regularly participate in social projects, which indicates challenges in fully realizing their potential. Historical knowledge can serve as an effective tool to increase social activity. For example, according to Bandura's (1977) social learning theory, knowledge about successful individuals and events from the past can enhance self-confidence and motivation. Uzbekistan's rich history—the achievements of Al-Khwarizmi in mathematics, the successes in architecture and governance during the

Timurid era—can instill a sense of national pride and responsibility in students.

Research Objective: To identify the impact of historical knowledge on students' social activity and to develop strategies for optimizing this process.

Research Question: “To what extent does historical knowledge increase students’ social activity, and through what mechanisms does this impact occur?”

METHODOLOGY

A mixed-methods approach was used. Survey: A questionnaire was conducted among 150 students (1st to 4th year) from three universities in the cities of Tashkent, Samarkand, and Fergana. A 5-point Likert scale was used. The questions were focused on the following areas:

Level of interest in historical knowledge

Frequency of participation in social projects

Motivational impact of historical knowledge

Data Analysis:SPSS software was used to conduct correlation analysis (Pearson's coefficient) and descriptive statistics (mean values, percentages).

Limitations: The study covered only urban students; students from rural areas were not included.

Survey Results: 68% of students (n=102) reported that historical knowledge increased their sense of patriotism (average score = 4.2/5).

Students who reported high interest in historical knowledge (n=78) participated in social activities on average 3.5 times/month, while those with low interest (n=42) participated 1.2 times/month.

Pearson’s correlation analysis showed a positive relationship between historical knowledge and social activity (r = 0.67, p < 0.05).

Level of Historical Knowledge	Frequency of Social Activity (per month)	Motivation Level (out of 5)
High	3.5 4.3	
Medium	2.1 3.6	
Low	1.2 2.8	

DISCUSSION

45% of students emphasized that learning about the Timurid era motivated them to engage in socially beneficial activities.

Looking at international experience, in Japan, historical knowledge is used as an important tool in shaping civic consciousness among youth (Tanaka, 2018). A similar approach could be effective in Uzbekistan as well. However, current textbooks often focus on facts

without adequately highlighting their practical relevance. In this regard, involving students in project-based activities during history lessons (e.g., researching local historical sites) could be a promising direction.

Within the framework of the “New Uzbekistan” strategy, it is advisable to organize events and competitions that promote historical knowledge and encourage student social engagement. Additionally, the use of interactive methods—such as AR/VR technologies—in teaching history can significantly

enhance students' understanding and deepen their engagement with historical content.

CONCLUSION

Historical knowledge has a positive impact on students' social activity and serves as a guiding principle for their future endeavors. This aligns with Bandura's (1977) theory, which suggests that information about great historical figures enhances students' self-confidence and sense of responsibility. For example, students who learn about Al-Khwarizmi's contributions to algorithms begin to believe in their own potential to contribute to modern innovations. There are many such inspiring examples from both past and present that can serve as motivation for the youth of New Uzbekistan, as the nation draws upon its rich historical legacy.

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