



METHODOLOGY OF TEACHING THE CENTRAL ASIAN STATES IN THE EARLY MIDDLE AGES

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Annotation

This article describes the use of pedagogical technologies and interactive methods in teaching Central Asia in the early Middle Ages. In particular, the article used the methods of "working in small groups", crossword puzzles, "brainstorming", "mystery circle", "response to the letter" to explain the topic to the reader. To reinforce the topic, various categories of self-assessment tests, oral questionnaires, blitz questions, written questionnaires, and methods of using cards were analyzed. In addition to the theoretical test assignments, the presentation of information about historical figures who left a deep mark on the history of Central Asian statehood through the pictures of historical figures displayed on the monitor was met with great interest by students. Showing videos and slides depicting the life and events of that period to engage students in the lesson and develop their thinking skills so that they can draw conclusions from the events.

Keywords: State, Alchemists, Khorezm, Xionians, Hephthalites, Turkish Khanate.

Introduction

The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, developed on the direct initiative of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, covers all aspects of state and public life, comprehensively accelerates our socio-economic life. According to paragraph 4.4 of the Action Strategy for the development of education and science: [1]

Development of education and science: "Guidelines for the promotion of research and innovation, the creation of effective mechanisms for the implementation of scientific and innovative achievements. The introduction of modern pedagogical technologies in the educational process, the theoretical knowledge of students. It is important to put their knowledge into practice. The organization of lessons using interactive methods in the classroom process has positive results, as well as students' interest in the lesson, understanding the topic, applying the acquired knowledge in practice. [2-3]





Organization of the lesson

Time: 80 minutes	Number of students: 26
Form and type of training	Practical:
The structure of the training	<ol style="list-style-type: none"> 1. Daily news. Acquaintance with groups. Question-answer. 2. Treasure of Alchemists. 3. Mysterious circle. 4. Reply to the letter 5. Crossword.
The purpose of training	Trade relations of Khorezm, Xioni, Eftal and Turkic khanates in the early Middle Ages: an understanding of its essence and consequences. [3-4]
Pedagogical task Trade relations of Khorezm, Xioni, Eftal and Turkic khanates in the early Middle Ages: an understanding of its essence and consequences.	Learning Outcomes In the early Middle Ages, trade relations between the Khorezm, Xioni, Eftal and Turkic kingdoms: an understanding of its essence and consequences. [5-6]
Teaching methods	quick question and answer, mental attack,
Form of education	Collective, group
Teaching aids	Electronic board, graphic organizers,
Teaching conditions	in the classroom
Monitoring and evaluation	Oral questioning: quick question, blitz questions

Technological map of the subject

Stages and timing of work	Activity Educator	• Learners
Phase 1.	<ol style="list-style-type: none"> 1.1. The name of the topic conveys the purpose and expected results. Introduces the lesson plan. 1.2. Tells the basic concepts of the subject, a list of references for independent work. 1.3. Introduces the criteria for evaluating academic work in the classroom. 	<ul style="list-style-type: none"> • Listen, record <p>They find out, they ask questions</p>
Introduction to training	<ol style="list-style-type: none"> 2.1. Activation of knowledge through quick inquiries, questions and answers, handouts 2.2. Describes the order of actions to organize the educational process in accordance with the plan and structure of the lecture, seminar, practical training 3.3 Describes the procedure for organizing the educational process in accordance with the plan and structure of the report. cross word works to further reinforce the theme. technology. 	<ul style="list-style-type: none"> • They respond They write. They work in groups, make presentations, answer questions
(10 minutes)	<ul style="list-style-type: none"> • Concludes the lecture, drawing students' attention to the importance of the work done in their future careers. • Evaluates students' work, analyzes the level of achievement of learning objectives. Mustaqil ish uchun topshiriq beradi va uning baholash mezonlarini • transmits. 	<ul style="list-style-type: none"> • Conduct self-assessment. Savol beradilar • Write an assignment.



Blitz questions

1. What are the names of the Central Asian region in the Middle Ages? Turan, Turkestan, Movarounnahr.
2. How many centuries does the Middle Ages cover in Central Asia? IV-XV centuries.
3. Identify the states that first appeared in the IV-XV centuries. Khorezm, Khiyanids, Kidaris, Hephthalites, Turkish Khanate.
4. Identify the states that emerged later in the IV-XV centuries. Samanids, Qarakhanids, Khorezmshahs, A.Temur's reigns.
5. Define the meaning of the word "farmer" in the early Middle Ages. Large landowner.
6. Identify the scientists who have contributed to the development of world science from our country. Muhammad ibn Musa al-Khwarizmi, Ahmad al-Farghani, Abu Rayhan Beruni, Ibn Sino, Ulugbek and Alisher Navoi.
7. Identify scholars who have written works on the religion and teachings of Islam. Imam Bukhari, Imam at-Termizi, Mahmud az-Zamahshari, Ahmad Yassavi, Najmiddin Kubrgo, Bahauddin Naqshband, and Khoja Ahror Wali.
8. When and where was the conference dedicated to the "Scientific heritage of great scientists and thinkers and its place and role in modern civilization"? May 15-16, 2014 in Samarkand.
9. Identify the great powers of the time that existed in the land of ancient Turan. Qang state and the kingdom of Kushan.
10. Identify the structures discovered during the Kushan period. Water mill, mill, and chrysanthemum. [7-8]

Crossword

Eniga

1. landless workers working on a farmland
2. Soldiers guarding the farmer's land
3. Who said that "self-awareness begins with knowing history"?
4. What is the meaning of the words globe and universe?
5. tribal character, ruler
6. What are the IV-XV centuries called
7. What is the name of the Qang state?

Along the way

8. This is an irrigation facility
9. Simple crop additive
10. the mayor of the village
11. What else do you call kadivars





12. What was the name of our country in the early Middle Ages?
11. 1 - 7 - Write down all the years and numbers from topic to topic.
12. From topic 1 to 7, write down all the historical figures.
13. Draw a map of Tokharistan, Sogd, Khorezm and write the centers. [5-6-7-8]

Analysis and Results

1. Students further strengthen their knowledge through the open test, expand their thinking.
2. By giving students a closed test, the topic becomes stronger and broadens their thinking.
3. By creating a crossword puzzle, students expand their understanding of the topic, strengthen their independent thinking, and further enhance their knowledge.
4. In order to know and consolidate the theoretical and practical knowledge acquired by the student, through the pictures of various historical figures, he gives information about that historical figure, his years of residence, information about his works. This will help you to work on the pictures that fall in the exams today without any difficulty in the tests.
5. In the student leaders' competition, the topic and the topics covered will be repeated, and the topics covered will be covered and reinforced by the questions asked.
6. Explaining the lesson using audio and video information used to explain the topic in order to reinforce the knowledge gained. [5]

Conclusion

In the study of Central Asian countries in the early Middle Ages, the use of audio-video materials and explanatory methods of "small group work", crossword puzzles, "brainstorming", "mystery circle", "response to the letter" It was important to keep in mind the historical dates, the culture of that time, the customs and traditions of human dignity, the revolution and achievements of science and technology, as well as to draw the right conclusions from the events. . This means that in each lesson, the teacher should pay attention to the educational process, explain the process of love and devotion to the motherland, and draw the right conclusions and analyze the theoretical knowledge acquired by students in real life.





Books

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