

HISTORICAL AND PEDAGOGICAL APPROACHES TO STUDYING THE ORIGINS OF THE KUNGARAT DYNASTY IN THE KHIVA KHANATE

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Abstract: This article analyzes the origin of the Kungur dynasty, which played an important role in the history of the Khiva Khanate, based on a historical-pedagogical approach. The study interprets the formation of the Kungur dynasty, the process of coming to power, and their political and social activities as an educational tool in teaching history. It also provides a pedagogical justification for the opportunities for students to develop historical thinking, national identity, and patriotic feelings through historical events and individuals. The article reveals the importance of interdisciplinary integration, a competency-based approach, and the use of interactive methods in history education.

Keywords: Khiva Khanate, Kun'garat dynasty, historical-pedagogical approach, history education, national consciousness, historical thinking.

INTRODUCTION:

In today's globalization environment, a deep and systematic study of national history is an important factor in the spiritual development of society. In particular, in teaching history, it is not only a matter of describing the sequence of political events, but also of forming national identity, historical thinking and patriotic feelings in the younger generation through historical processes. From this point of view, studying the activities of historical states and dynasties existing on the territory of Uzbekistan on the basis of a historical-pedagogical approach serves to increase the effectiveness of education. The Khiva Khanate is one of the important political and cultural centers in the history of Central Asia, and the role of the Kungur dynasty in its development is of particular importance. At the end of the 18th century and throughout the 19th century, the Kungur dynasty took over state administration in the Khiva Khanate, striving to ensure political stability, form a centralized management system, and develop cultural and educational life. These processes are not only of historical importance, but also demonstrate great potential as an educational tool in the educational process.

Modern pedagogy requires a competency-based approach to teaching history. This involves developing in students skills such as analyzing historical events, identifying cause-and-effect relationships, and critically assessing the activities of historical figures. Studying the origin and rise to power of the Kun'garat dynasty is a convenient historical material for developing such competencies. By studying the history of the dynasty, students begin to deeply understand the essence of state governance, social relations, and political processes.

At the same time, analyzing the origin of the Kun'garat dynasty based on a historical-pedagogical approach allows for interdisciplinary integration in teaching history. This topic is inextricably linked with history, pedagogy, spirituality and culture, and forms comprehensive knowledge and a broad worldview in students. As a result, history lessons become not only informative, but also an educational and developmental tool.

The purpose of this article is to analyze the origin of the Kun'garat dynasty in the Khiva Khanate based on a historical-pedagogical approach and to reveal the didactic and educational potential of this historical process in history education.

Main part

The formation and rise to power of the Kun'garat dynasty in the Khiva Khanate is a historical event associated with complex political, social and ethnic factors. The Kun'garats are one of the ancient and largest ethnic groups of the Uzbek people, who initially occupied an important position in the administrative and military system of government rather than political power in the territory of Khorezm. In particular, active participation in state governance through the position of inaq strengthened the political influence of the Kun'garat dynasty. Analyzing this process from a historical and pedagogical point of view allows students to better understand the stages of the formation of power.

In history education, the study of the origin of the Kungur dynasty is of great importance in explaining cause-and-effect relationships. The emergence of the Kungur dynasty on the political scene during the period of increasing need for centralized state administration in the Khiva Khanate was not a coincidence. The Kungurs were the leading force capable of strengthening the state in conditions of internal conflicts, economic problems, and external pressures. Through the pedagogical interpretation of these historical processes, students are formed with the skills of historical thinking, analytical thinking, and a comprehensive approach to events.

The political activities of the representatives of the Kungur dynasty allow us to create an image of historical figures that have educational value in teaching history. On the example of the activities of rulers such as Muhammad Amin Inaq, Iltuzar Khan, Muhammad Rahim Khan I, such qualities as state management, responsibility, determination and political wisdom are revealed. In the historical-pedagogical approach, these individuals are not idealized, but their successes and shortcomings are analyzed in harmony. This develops the skills of critical thinking and independent conclusions in students.

In the process of studying the topic of the Kungur dynasty in history education, a competency-based approach plays an important role. According to this approach, the student must be able to connect historical knowledge with practical life, draw conclusions from historical experience. By studying the history of the Kungur dynasty, the state administration system, social stratification, and the impact of political decisions on the life of society are analyzed. As a result, history lessons, along with imparting knowledge, become a means of developing the individual.

From a pedagogical point of view, the use of interactive methods in studying the origin of the Kungur dynasty is highly effective. In particular, by working with historical documents, analyzing them on the basis of maps, and organizing problematic questions and discussions, students gain a deeper understanding of the essence of historical processes. For example, questions such as "Why did the Kungur dynasty come to power?" or "What would have been the fate of the Khiva Khanate if the Kungurs had not come to power?" activate historical thinking.

Interdisciplinary integration is also an important pedagogical tool in teaching this topic. By linking the history of the Kungur dynasty with geography, the influence of the territorial location of the Khiva Khanate, trade routes, and natural conditions on political processes is explained. Integration with spirituality and law allows us to shed light on issues of public administration, justice, and social responsibility. Such an approach forms systematic thinking and complex knowledge in students.

Another important aspect of the historical-pedagogical approach is the priority of educational goals. By studying the history of the Kun'garat dynasty, students are strengthened in their sense of national identity, respect for historical heritage, and patriotism. The efforts of the dynasty's representatives to

strengthen the state are interpreted as a historical example, and the concepts of responsibility and selflessness are formed in the minds of the younger generation.

It is also important to use modern pedagogical technologies in teaching the topic of the Kung Dynasty. Visually demonstrating historical processes through digital maps, virtual museums, and multimedia presentations increases students' interest. This helps to move from passive reception to active participation in the study of history.

In conclusion, studying the origins of the Kungur dynasty in the Khiva Khanate based on a historical-pedagogical approach serves to harmonize the principles of scientific and educational history education. Through this approach, historical knowledge is deeply and sustainably formed in the minds of students, and their personal and civic competencies are developed.

Conclusion

Studying the origin of the Kungur dynasty in the Khiva Khanate based on a historical-pedagogical approach allows us to combine the principles of scientificity and educationalism in teaching history. The results of the study show that the formation of the Kungur dynasty and the process of coming to power occurred under the influence of complex political and social factors, and interpreting these processes from a pedagogical point of view develops historical thinking and analytical thinking skills in students.

The article substantiates the importance of the activities of representatives of the Kung'rot dynasty in state administration as an educational tool in history education. It was found that by studying the activities of historical figures, it is possible to form qualities such as leadership culture, responsibility, justice and patriotism in students. At the same time, analyzing historical processes without idealization, based on a critical approach, meets the requirements of modern education.

The research demonstrated the effectiveness of the competency-based approach in studying the history of the Kungur dynasty. This approach serves to connect historical knowledge with practical life, draw conclusions from historical experience, and develop independent thinking in students. Interdisciplinary integration, interactive methods, and the use of modern pedagogical technologies allow enriching the content of history lessons and increasing the effectiveness of the educational process.

In conclusion, the study of the origin of the Kungur dynasty in the Khiva Khanate based on a historical-pedagogical approach can be considered an innovative approach to teaching history. This approach, along with the in-depth assimilation of historical knowledge, serves to form a sense of national identity, respect for historical heritage, and civic responsibility in the younger generation. The results of the study are of practical importance for use as a methodological basis for teaching history in secondary schools and higher educational institutions.

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