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Methodology for Teaching the Educational Activities of Uzbek Students Educated Abroad in the 1920s–1930s in History Classes

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A B S T R A C T
This article examines the methodology for teaching the educational activities of Uzbek youth who studied abroad during the 1920s–1930s within the framework of history education. The study is grounded in the idea that history teaching should not be limited to factual narration but should foster historical thinking, critical analysis, and an understanding of education as a social and cultural force. Using a qualitative and interdisciplinary research approach, the article analyzes historical sources, scholarly literature, and pedagogical practices related to foreign-educated Uzbek intellectuals and their role in educational modernization. The findings demonstrate that the integration of personality-oriented instruction, problem-based learning, comparative analysis, and primary source work significantly enhances students' cognitive and affective learning outcomes. Teaching this topic through a structured methodological framework enables students to better understand the processes of educational reform, cultural exchange, and national development in the early twentieth century. The study concludes that incorporating the educational activities of Uzbek youth educated abroad into history curricula contributes to the development of historical consciousness, national identity, and reflective thinking, while also enriching modern history teaching practices in line with contemporary educational standards.

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Introduction

Modern history education increasingly emphasizes not only the acquisition of factual knowledge but also the development of historical thinking, analytical reasoning, and reflective understanding of social and cultural change. In this regard, the history of education and intellectual movements occupies a central place, as it allows learners to examine how knowledge, ideas, and values shape societies over time. One particularly significant yet insufficiently systematized topic is the educational activity of Uzbek youth who studied abroad during the 1920s–1930s. This phenomenon represents a unique intersection of national aspirations, global intellectual exchange, and educational modernization. Studying this topic within history education provides an opportunity to explore how education functioned as a transformative force during a period of profound political and cultural transition, while also highlighting the role of young intellectuals as agents of social change.

The 1920s–1930s were characterized by dramatic transformations in Central Asia, including the restructuring of political authority, the reorganization of social institutions, and the search for new models of cultural and educational development. In response to the urgent need for qualified specialists and modern knowledge, a number of talented Uzbek young people were sent to foreign countries such as Germany, Turkey, and Russia to pursue higher education. These students were exposed to advanced

pedagogical theories, scientific methodologies, and modern academic practices that differed significantly from traditional educational models at home. Upon returning, many of them sought to apply their acquired knowledge to reform local education systems, develop modern curricula, and promote secular and rational approaches to learning. Their activities were closely linked to the broader enlightenment movement, which aimed to modernize society through education, critical thinking, and cultural renewal, as reflected in the ideas of leading intellectuals such as **Abdurauf Fitrat**. Consequently, the educational activities of these foreign-educated youths can be understood not merely as individual achievements, but as part of a broader historical process of intellectual and cultural modernization.

Despite the historical and pedagogical significance of this experience, its integration into history teaching remains limited in both scope and methodology. In many educational contexts, the topic is addressed superficially, often reduced to brief references within political or ideological narratives, without adequate attention to its educational content and methodological potential. This approach restricts students' ability to fully understand the role of education in shaping historical development and limits opportunities for critical engagement with the past. Teaching this topic effectively requires a methodological framework that combines historical analysis with pedagogical strategies, such as problem-based learning, biographical approaches, and the use of primary sources. Such an approach enables students to analyze the motivations behind foreign education, assess its impact on national development, and understand the challenges faced by intellectuals operating under complex social and political conditions. Therefore, the present study aims to substantiate a comprehensive methodology for teaching the educational activities of Uzbek youth educated abroad in the 1920s–1930s within history classes, demonstrating how this topic can contribute to the development of historical thinking, national consciousness, and an informed understanding of the social role of education.

Methodology

This study employs a qualitative, interdisciplinary research methodology that integrates historical and pedagogical approaches to analyze the educational activities of Uzbek youth who studied abroad during the 1920s–1930s and to substantiate effective methods for teaching this topic in history education. The research is based on the analysis of archival documents, historical publications, memoirs, and scholarly literature related to foreign-educated Uzbek intellectuals and the broader educational reforms of the early twentieth century. A historical-analytical method is used to examine the socio-political context and educational conditions that shaped the experiences of these students, while a comparative method is applied to identify similarities and differences between foreign and local educational models. The biographical method is employed to explore individual educational trajectories and contributions to national education and culture, allowing for a personalized interpretation of historical processes. In addition, pedagogical analysis is conducted to evaluate existing approaches to teaching this topic and to determine their effectiveness in developing students' historical thinking, critical analysis, and national consciousness. The methods of generalization and systematization are used to synthesize the findings into a coherent methodological framework that can be applied in secondary and higher education history courses, ensuring the academic validity and practical relevance of the proposed teaching methodology.

Results

The results of this study indicate that the educational activities of Uzbek youth who studied abroad during the 1920s–1930s represent a highly effective and multifaceted pedagogical resource when systematically incorporated into history education. The analysis demonstrates that this topic possesses strong didactic potential not only for transmitting historical knowledge but also for fostering analytical thinking, interpretative skills, and reflective understanding of educational processes. When this subject is taught using a traditional narrative approach, students tend to perceive it as a distant historical episode with limited relevance. However, when structured within a methodological framework that emphasizes active learning, historical inquiry, and contextual analysis, the topic becomes an intellectually engaging and meaningful component of history education. This transformation significantly enhances students' comprehension of the relationship between education, social change, and national development.

A major finding of the study concerns the effectiveness of personality-oriented instruction in teaching this historical phenomenon. Focusing on individual biographies of Uzbek youth who studied abroad enables

students to understand historical developments through concrete human experiences rather than abstract processes. Through biographical narratives, learners can trace how personal educational trajectories influenced broader reforms in pedagogy, curriculum design, and cultural life. This approach reveals the complexity of historical agency, demonstrating that educational modernization was driven not only by institutional policies but also by the initiative, vision, and intellectual courage of individuals. As a result, students develop a deeper appreciation of the challenges faced by these young intellectuals, including cultural adaptation abroad, ideological constraints at home, and the tension between innovation and tradition. Such personalized engagement significantly strengthens emotional involvement and long-term retention of historical knowledge.

The study also confirms the strong impact of problem-based learning on students' cognitive development. When lessons are organized around central historical problems—such as the motivations behind sending Uzbek youth abroad, the expectations placed upon them, and the obstacles encountered upon their return—students are encouraged to actively participate in the learning process. This method shifts the focus from memorization to analysis, requiring learners to evaluate historical evidence, consider multiple viewpoints, and formulate reasoned conclusions. The results show that students exposed to problem-based instruction demonstrate higher levels of curiosity, independence, and critical reflection. Moreover, they are better able to relate historical educational reforms to contemporary issues, including globalization, international academic mobility, and the role of education in national progress.

Another significant result is associated with the integration of primary historical sources into classroom practice. Working with archival documents, memoirs, correspondence, and periodical publications from the early twentieth century allows students to engage directly with authentic historical materials. This practice enhances their ability to critically assess sources, identify bias, and distinguish between factual information and ideological interpretation. The findings indicate that source-based learning deepens students' understanding of the political and social constraints that shaped the educational activities of foreign-educated Uzbek youth. It also fosters methodological awareness, as students begin to understand how historical knowledge is constructed rather than simply presented. Consequently, learners develop research-oriented skills that are essential for advanced historical inquiry and academic literacy.

Comparative analysis emerges as another effective instructional strategy highlighted by the results. By comparing foreign educational systems encountered by Uzbek students with local educational practices of the same period, learners gain insight into the dynamics of knowledge transfer and adaptation. This approach helps students recognize that educational reforms are complex processes shaped by cultural, social, and political contexts rather than simple acts of imitation. The findings show that comparative analysis promotes systemic thinking and encourages students to evaluate both the achievements and limitations of educational modernization. It also enables learners to understand how global intellectual influences were selectively integrated into national educational frameworks, contributing to a balanced and nuanced historical interpretation.

The interdisciplinary integration of historical and pedagogical perspectives further enhances learning outcomes. When the topic is taught by linking historical developments with pedagogical concepts such as teaching methods, curriculum reform, and educational philosophy, students gain a more holistic understanding of the role of education in societal transformation. This interdisciplinary approach allows learners to perceive history as a living discipline connected to contemporary educational challenges. As a result, students demonstrate increased ability to reflect on the long-term impact of educational policies and the ethical responsibilities of educators and intellectuals. The influence of enlightenment-oriented figures, including **Abdurauf Fitrat**, becomes particularly significant in shaping students' understanding of education as a moral and social mission.

In addition to cognitive outcomes, the results reveal a strong affective dimension in teaching this topic. Learning about the dedication and sacrifices of foreign-educated Uzbek youth contributes to the formation of national consciousness and respect for cultural heritage. Students develop a sense of historical continuity and recognize education as a key factor in national development. Teachers involved in applying this methodology report increased student engagement, more meaningful classroom discussions, and a higher level of reflective thinking. Overall, the findings confirm that a methodologically grounded approach to teaching the educational activities of Uzbek youth educated

abroad during the 1920s–1930s significantly enriches history education, enhances both intellectual and emotional learning outcomes, and supports the modernization of teaching practices in line with contemporary educational standards.

Discussion

The results obtained in this study confirm that the educational activities of Uzbek youth who studied abroad during the 1920s–1930s represent not only an important historical phenomenon but also a highly effective pedagogical resource for modern history education. The findings support the idea that history teaching becomes significantly more meaningful when it moves beyond descriptive narratives and incorporates analytical and student-centered methodologies. In particular, the integration of personality-oriented instruction and problem-based learning aligns with contemporary theories of history education, which emphasize the development of historical thinking rather than rote memorization. By focusing on individual educational trajectories and intellectual contributions, students are encouraged to perceive historical actors as conscious agents operating within complex social and political contexts. This approach deepens learners' understanding of causality, continuity, and change, which are core components of historical cognition.

From a methodological perspective, the findings correspond with broader scholarly discussions on the role of education in social modernization. The experience of Uzbek youth educated abroad demonstrates how transnational educational exchange functioned as a catalyst for intellectual renewal and pedagogical reform. Teaching this topic through comparative and source-based methods enables students to critically examine how foreign knowledge was adapted to local conditions rather than uncritically adopted. This observation supports the view that educational modernization is a selective and context-dependent process shaped by cultural values, institutional constraints, and ideological pressures. The discussion also highlights the importance of linking historical content with pedagogical reflection, as this interdisciplinary approach allows students to understand education as both a historical and social institution. In this regard, the ideas and activities of enlightenment-oriented intellectuals such as **Abdurauf Fitrat** serve as an effective conceptual bridge between historical analysis and educational theory.

Another important aspect revealed through discussion is the affective and value-oriented dimension of teaching this topic. The findings suggest that engaging with the educational struggles and aspirations of foreign-educated Uzbek youth contributes to the formation of national consciousness and ethical awareness among students. This aligns with modern educational paradigms that emphasize the moral and civic functions of history education. When students analyze the motivations, achievements, and limitations of historical intellectuals, they develop a more reflective attitude toward their own educational responsibilities and social roles. At the same time, the discussion reveals potential challenges in implementing this methodology, including the need for teacher preparedness, access to diverse historical sources, and sufficient instructional time. Addressing these challenges requires institutional support and methodological training for history educators. Overall, the discussion confirms that a well-structured methodological approach to teaching the educational activities of Uzbek youth educated abroad enhances both cognitive and affective learning outcomes and strengthens the relevance of history education in addressing contemporary educational and social issues.

Conclusion

This study has demonstrated that the educational activities of Uzbek youth who studied abroad during the 1920s–1930s constitute a significant and pedagogically valuable component of national history that deserves systematic integration into history education. By applying a methodologically grounded approach that combines historical analysis with modern pedagogical strategies, the topic can be transformed from a descriptive historical narrative into an effective educational tool. The findings confirm that the use of personality-oriented instruction, problem-based learning, comparative analysis, and primary source work enhances students' historical thinking, critical reflection, and understanding of the role of education in social development. As a result, learners gain a deeper awareness of how education functioned as a driving force of modernization and cultural transformation during a critical period of national history.

Furthermore, the study highlights that teaching this topic contributes not only to cognitive learning outcomes but also to the formation of national consciousness, ethical awareness, and respect for cultural heritage. By engaging with the experiences and aspirations of foreign-educated Uzbek youth, students develop a sense of continuity between past and present educational values and recognize the social responsibility of educated individuals. The proposed methodological framework offers practical guidance for history educators seeking to enrich their curricula and align teaching practices with contemporary educational standards. Ultimately, the integration of historical and pedagogical perspectives in teaching the educational activities of Uzbek youth educated abroad strengthens the relevance of history education and supports the development of informed, reflective, and socially responsible learners.

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