

THE ROLES OF CASES IN TEACHING THE DISCIPLINE THE HISTORY OF STATEHOOD OF UZBEKISTAN

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Abstract:

Case studies play a special role in the development of critical, logical, creative thinking skills of students in higher educational institutions. The didactic significance of teaching with case studies is that students have the opportunity to search for information, generalize, sort, systematize, and apply the acquired theoretical knowledge in practice. Using case studies in teaching the discipline “The history of statehood of Uzbekistan” also helps to reinforce students’ existing knowledge. This article discusses the role and the significance of case studies in teaching.

Key words: a problematic situation, a case study, the description of the case, the task of the case, a solution of the case, the discipline “The history of statehood of Uzbekistan”.

Introduction

In education analyzing the problem situations develops a person’s ability to think, scientifically and logically substantiate the solution, and draw certain conclusions. Therefore, the use of case studies in the teaching process is considered effective. Also, case studies help students to master the relevant topic, develop skills of applying the existing knowledge in practice.

“The case study technology is a technology that forms skills of finding the most suitable solution by analyzing real world situations; it is a teaching technique that is used to word the real situations [1, 69]. Case studies require a “comprehensive analytical approach” to problem solving” [3].

Case solving is an important process in using case studies in educational process. Therefore, solving a case means analyzing the proposed situation and finding the optimal solution and it is a very important process as “it helps students to develop analytical skills, critical thinking; ensures unity of theory and practice, forms different views and approaches to the problem; requires giving ideas about decision-making and its consequences; develops an ability to evaluate alternatives in uncertain situations” 1, 69].

There are common features that are peculiar to cases. They are practical focus, interactive format, and specific skills [2].

Any process is carried out in certain stages. Accordingly, solving the case studies takes place in the following four stages: 1) study of the proposed situation (case); 2) collection and analysis

of missing information; 3) discussion of possible solutions to the problem; 4) finding the best solution [2].

Cases studies arouse students' interest in learning a topic. This is especially important in mastering the basics of academic subjects. Therefore, it is expedient to effectively use case studies in teaching the subject "History of Statehood of Uzbekistan" [4]. The following case studies can be used in teaching the topic "Development of statehood in Mawarannahr and Khorasan during the reign of Amir Temur and the Temurids" within the aforementioned subject.

The description of the 1st case. In the process of studying the life and activity of Amir Temur, one can come across an interesting fact. According to the historian Sharaf ad-Din Ali Yazdi's book "Zafarnama", military parades were organized during the reign of Amir Temur. The book describes the military parade process as follows: "Temur stood at a royally decorated height and received a parade of six hundred army units. All of these armies wore iron outfits from head to toe, raised flags, and marched in unison under the sounds of music. As they approached Temur's place, the commanders of the military units separated from their units, approached Temur and bowed to him; they praised him and declared themselves and their soldiers loyal to the 'good' deeds of the Emir. The interesting fact is that the uniform of each military unit was different, for example, red or white, blue or brown, etc. The weapons of some military units, such as belts, spears, bows and arrows, battering rams, were the same color as clothes".

Source: 1. I.Muminov. The place and role of Amir Temur in the history of Central Asia / Based on information from written sources. – Tashkent: Fan, 1994. – p-33.

2. M.Mamajanov. National military traditions and their educational opportunities / Methodological recommendation. – Tashkent, Uzbek Research Institute of Pedagogical Sciences, 2007. – p-12.

The task of the case. Read the text above and find out the interrelationships of the military parade organized during the reign of Amir Temur with the modern military parade.

Teacher's answer. The military parades organized during the reign of Amir Temur and modern military parades have the following interrelated aspects: during the reign of Amir Temur it was a tradition to organize military parades; during the parade, the heads of the military units reported to their commander that the army was present at the ceremony; the tradition of praising the commander (today as following "We wish you good health", "I will serve my country") existed at that time too; the army used to take part in a military parade in its ceremonial attire; each unit that was part of the army had its own uniform; in the parade each military unit took part with its flags and marched to the designated area under the sound of music.

The description of the 2nd case. One of the main reasons for the glorification of Amir Temur's personality was his boundless respect for the army and soldiers. In this regard, Amir Temur expresses the following views: "Despite they are being friend or enemy with me, I respected

the soldiers everywhere because they give their lives, which are eternal cloth, for the things of the mortal world. They throw themselves into chaos, destruction, and sacrifice their lives. Even if a man from the enemy's army raised his sword against me in the days of war, serving his people wholeheartedly, I will show mercy to him, and I believe that he would serve me with truth when he came to me asking for forgiveness”.

Source: Regulations of Amir Temur / Prepared for publication by B.Akhmedov and A.Aminov. – Tashkent: Navruz, 1992. p-11.

The task of the case. Based on the above views and attitude of Amir Temur, show what are his priorities in relation to the army and soldiers.

Teacher’s answer. In the military legacy of Amir Temur, the following directions were a priority in his attitude to the army and soldiers: respect for the army and soldiers; to encourage soldiers who show courage in a battle; honoring the retired soldiers; analyzing the consequences of soldiers’ behavior; having ideas that guarantee positive battle results; evaluating the behavior of the enemy and his soldiers.

The description of the 3rd case: Soldiers in Amir Temur’s army were paid regular salaries. The amount of the salary depended on how the service was conducted. In addition, disciplinary measures were taken against the soldiers for violating the established order in the army. As a form of disciplinary punishment, a certain amount of a soldier’s salary was withheld

Source: Regulations of Amir Temur / Persian. Translated by H.Karamatov. Edited by B.Akhmedov. – Tashkent. Adabiyot va san’at, 1996. – 344 p.

The task of the case. Read the “Regulations of Amir Temur” and identify the amount of salary paid to the soldiers as well as the amount of salary withheld as a form of disciplinary punishment.

Teacher’s answer. In Amir Temur’s army soldiers were paid the following salaries:

№	Category of a soldier	Amount of the salary
1.	Soldier	In the amount of the price of 2 to 4 horses
2.	O’n begi (Commander of 10 soldiers)	In the amount equal to the salary of 10 soldiers under his command
3.	Yuz begi (Commander of 100 soldiers)	In the amount equal to the salary of 60 soldiers under his command

One-tenth of the salary was withheld as one of the forms of disciplinary punishment.

Hence, the case study is a method that ensures effectiveness in teaching. According to its didactic potential, it develops students’ learning activity, thinking skills, arouses interest in subjects.

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