



## **THE TEACHING OF THE TOPIC 'CULTURE OF THE PEOPLES OF CENTRAL ASIA IN THE FIRST HALF OF THE 16TH–19TH CENTURIES' THROUGH THE METHOD OF GROUP DISCUSSION**

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### **Abstract**

This article highlights the cultural life of the peoples of Central Asia during the 16th to the first half of the 19th century, including their achievements in science, literature, architecture, crafts, and religious-enlightenment activities. Special attention is given to the importance of using the "collaborative discussion" method to help students study this historical period more deeply. The advantages of the method, its application stages in the teaching process, and the expected outcomes are analyzed.

**Keywords:** Central Asia, culture, 16th–19th centuries, collaborative discussion, pedagogical method, historical education, interactive methods.

### **Introduction**

Uzbekistan and, more broadly, the region of Central Asia have long stood out for their rich historical and cultural heritage, as well as their distinctive achievements in the fields of science, literature, architecture, and craftsmanship. In particular, the first half of the 16th to 19th centuries marked an important period in the lives of the peoples of this region, during which significant progress was observed in various spheres of cultural development. The scientific schools, literary traditions, and religious-enlightenment movements that emerged during this historical stage not only reflected the cultural level of society at the time but also laid a strong foundation for future generations.

Today, the in-depth and systematic study of this historical and spiritual heritage is considered one of the main directions not only in science but also in the field of education. In particular, when teaching historical topics, in addition to traditional methods, it is of great importance to effectively use interactive approaches and methods that stimulate students' independent and group thinking -including the



“group discussion” method.

### **Relevance of the Topic:**

In today's globalized world, understanding national identity, preserving historical memory, and deeply studying cultural heritage are among the key factors in the development of society. In particular, the rich cultural life that emerged among the peoples of Central Asia during the first half of the 16th to 19th centuries — including their scientific legacy, literary schools, architectural monuments, handicrafts, and religious-educational traditions — still retains its significance today. The cultural wealth created during this period expresses national pride and identity and serves as an important means of educating the younger generation in the spirit of respect for their historical roots.

At the same time, in the modern education system, there is an increasing need not only to convey historical and cultural facts but also to apply methods that encourage students to engage in active thinking, dialogue, and analytical approaches. The "group discussion" method is one such approach. This method not only facilitates a deeper understanding of the essence and content of the studied historical period but also helps students develop a conscious attitude toward socio-historical realities.

### **Brief Analysis of Scientific Research on the Topic**

The first half of the 16th to 19th centuries is regarded as a crucial period in the cultural life of the peoples of Central Asia. During this time, remarkable progress was made in the fields of culture, science, literature, architecture, and religious life. Researchers emphasize that the cultural development of this era was significantly influenced by the support of the Shaybanid dynasty in Transoxiana, followed by the Ashtarkhanid and Manghit dynasties, which contributed to the formation of a vibrant scholarly and cultural environment.

Notably, scholars such as B.A.Akhmedov<sup>1</sup>, A. Karimov, M. Tukhtaev<sup>2</sup>, Kh.K. Boymirzayev<sup>3</sup>, Kh.Khamidov, Sh.E.Ernazarov, and B.M.Rakhmonov<sup>4</sup> have

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<sup>1</sup> Ahmedov B.A. O'zbekistonning qadimgi va o'rta asrlar tarixi. – Toshkent: Fan, 1994. – 432 b

<sup>2</sup> Тўхтаев М. Тарихни ўқитишда интерфаол методлар. – Тошкент: Илм Зиё, 2020. – 208 б.

<sup>3</sup> Boymirzayev.X.K tarix fanini o'qitishda pedagogik texnologiyalarni loyihalashtirish. metodik qo'llanma. Namangan-2022. b-49

<sup>4</sup>Х.Хамидов, Ш.Е.Ернарзоров, В.М. Рахмонов, “О'zbekiston tarixi” o'quv qo'llanma. Toshkent-2021. 421 b



explored this topic in their research, highlighting its historical importance and contemporary relevance. Their studies emphasize that the cultural achievements of that period continue to play a significant role in understanding the identity and heritage of the region today.

### **Methodology**

In this article, while examining the cultural life of the peoples of Central Asia during the first half of the 16th to 19th centuries, special attention is given to analyzing the advantages of using the group discussion method in teaching this historical period to students. The article explores the stages of implementing this method during the lesson process and evaluates its effectiveness. This approach aims not only to encourage memorization of historical facts but also to develop students' skills in analyzing, evaluating, and drawing meaningful, real-life conclusions from historical knowledge.

### **Findings and Reflections:**

The first half of the 16th to 19th centuries holds special significance for the peoples of Central Asia in terms of cultural development and historical heritage. During this period, fields such as science, literature, architecture, religious-educational life, and traditional craftsmanship experienced significant growth. In particular, cities like Bukhara, Samarkand, Khiva, and Kokand became important centers of scholarly and cultural activity, where many prominent thinkers, scholars, and creative individuals emerged.

During the reign of the Shaybanid and Ashtarkhanid dynasties, along with Islamic sciences, secular disciplines such as history, medicine, mathematics, astronomy, literature, and philosophy also flourished in the cultural life of Central Asia. This development was supported by the functioning of large libraries and madrasahs. For instance, scholars such as Mirzo Muhammad Haidar and Abdurahman Jami, who worked in Bukhara's madrasahs, enriched the cultural scope of the era with their scholarly contributions. The Manghit dynasty also ensured the continuity of cultural life. Under rulers like Amir Haydar and Amir Nasrullah, the activities of libraries expanded, and systems for copying and preserving scholarly works were developed. Particularly during the reign of Abdulfayz Khan, the works of historians

and writers in Bukhara retained their scientific value and continue to serve as historical sources even today. Likewise, historians such as Hofiz Tanish Bukhari and Muhammad Solih from the Kokand Khanate contributed greatly to the historical memory of this cultural period. In Kokand’s literary environment, the creative works of poetesses and writers like Nodira, Uvaysiy, and Gulkhani are recognized as outstanding examples of women’s creativity.

In teaching this topic, the essence and didactic advantages of the group discussion method are of particular importance. The group discussion method is an interactive approach aimed at revealing students’ knowledge and viewpoints, encouraging debate on specific historical topics, and developing independent thinking skills. By its nature, this method helps foster critical thinking, socio-legal awareness, and historical consciousness among students. With this method, students are assigned to express opinions on a specific issue, problem, or topic-based situation and to generate a list of ideas and proposals for discussion. In this approach, it is the students - not the teacher - who take the initiative in identifying and analyzing the problem.

### Steps for Applying the Group Discussion Method in Teaching the Topic

1.	Preparation stage	5 minutes
2.	Group division and discussion	15 minutes
3.	Presentation stage	40 minutes
4.	Summarization	10 minutes
5.	Evaluation and analysis	10 minutes

**Preparation Stage: The teacher prepares key questions related to the topic.**

**For example:**

1	What were the main directions of cultural development in Central Asia during the first half of the 16th–19th centuries?
2	In what ways did oral folk traditions manifest their role during this period?
3	Who were the prominent figures in literature and art during this time, and what works did they produce?
4	What similarities and differences can be observed when comparing the culture of the 16th–19th centuries with that of the modern era?
5	Who contributed to the fields of literature and art, and what kinds of works did they create?
6	What was the role of oral folk creativity in society during this period?



**Group Division and Discussion:** Students are divided into four small groups. Each group is given a specific question or issue to discuss. They engage in a group discussion on the assigned topic and come to a common conclusion.

### **Group 1: Directions of Cultural Development**

#### **Task:**

1. Identify the main directions in which culture developed during the early 16th to 19th centuries.
2. Compare the distinctive features of cultural life in the Bukhara, Khiva, and Kokand Khanates.
3. Choose a historical architectural monument and describe it (based on a reliable source).

### **Group 2: Science and the Education System**

#### **Task:**

1. Gather information about madrasahs, libraries, and scientific centers that operated during this period.
2. Identify prominent scholars of religious and secular sciences who were recognized as leading figures.
3. Evaluate the influence of Sufism and Islamic sciences on the development of knowledge during the

### **Group 3: Literature and Creativity**

#### **Task:**

1. Analyze the works of poets from the period (such as Nodira, Munis, Ogahiy, and Mashrab).
2. Identify the main themes and ideas reflected in their works.
3. Discuss the role and literary legacy of female poets during this time.

### **Group 4: Oral Folk Creativity and Traditions**

#### **Task:**

1. Classify the types of oral folk creativity and provide examples for each.
2. Identify which values and historical memories have been preserved through oral traditions.



3. Explain the significance of folk customs and traditions in the social life of the community.

**Presentation Stage:** A representative from each group presents the results of their discussion. At this stage, the teacher takes on a guiding role only, while students actively participate in presenting and discussing the outcomes.

**Summarization:** The teacher summarizes the ideas presented by all groups, provides scientific clarification where necessary, and reinforces the topic from a theoretical perspective.

**Evaluation and Analysis:** Students assess each other's participation through peer evaluation, while the teacher assigns the final grade. By providing additional encouragement to actively participating students, their interest and motivation for future lessons are increased.

The topic "*Culture of the Peoples of Central Asia in the First Half of the 16th–19th Centuries*", taught through the group discussion method, helps students develop the following skills and values:

- The ability to express independent opinions about cultural monuments, literary works, and historical figures;
- The ability to support their viewpoints with evidence and reasoning;
- Skills in working collaboratively within a group, engaging in debate and dialogue;
- A sense of respect for cultural heritage and appreciation for historical memory.

When this method is applied in the learning process:

- Student engagement increases, and they transform from passive knowledge receivers into active knowledge creators;
- Opportunities to deeply analyze the topic and critically evaluate historical figures and events are expanded;
- The studied material is reinforced through intergroup communication, idea exchange, and constructive debate.



## Conclusion

In conclusion, the first half of the 16th to 19th centuries represents one of the most multifaceted and rich periods in the cultural history of the peoples of Central Asia. During this time, significant achievements were made in the fields of science, literature, oral traditions, applied arts, and architecture. In particular, the cultural heritage shaped by the people's religious and educational values and customs is considered a priceless spiritual treasure for today's generation.

Utilizing the group discussion method in teaching this historical period not only deepens students' knowledge of the subject but also plays a crucial role in developing their skills in independent thinking, communication, teamwork, and defending their positions. The key advantage of the group discussion method is that it transforms students from passive recipients of knowledge into active participants in the educational process.

Through debating historical issues and analyzing various perspectives, students cultivate historical thinking, social responsibility, and cultural awareness. Therefore, applying this method widely in the teaching of history is not only an effective educational strategy but also a powerful pedagogical tool for strengthening students' sense of national identity, appreciation for historical memory, and moral upbringing.

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