



DEVELOPING STUDENTS' SENSE OF ENGAGEMENT IN HISTORY THROUGH CONTENT ANALYSIS METHOD

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Abstract

The article analyzes the pedagogical foundations and experimental research results of developing a sense of belonging to history in higher education students through the content method according to separate measurement criteria. Also, this research work provides detailed information about the technological map, instructions and implementation tools for dividing the topics of the curriculum into parts based on content analysis. In addition, this article also contains suggestions and recommendations for developing a sense of belonging to history in students.

Keywords: Content analysis method, belonging to history, science program, cognitive, affective, behavioral, criterion, level, value, socio-psychological problem and category.

Introduction

A sense of belonging to history is a characteristic of all members of society, including students, regardless of race, sex, and gender. This feeling is a concept that further unites people with different worldviews and encourages them to act in unity. Loyalty to the culture, customs, values, and traditions of their country is established precisely through the development of a sense of belonging to history. Therefore, establishing this feeling in people's minds was considered one of the important tasks of every teacher in the education system. However, there are various obstacles and difficulties in developing a sense of belonging to history in students, one of which is the problem of choosing the right methods for these topics.

Research methodology

The research used the content analysis method and systematically analyzed the materials in the textbooks and study guides developed on the basis of the curriculum.

In the process of this analysis, the content and essence of the sense of involvement in history among students, the factors and means that shape it, and the methodological foundations of this process were studied in detail. The use of the content analysis method allows for a scientific assessment of the process of forming historical consciousness and a sense of involvement in history among students, as well as identifying socio-psychological problems that arise in this process and developing effective solutions to eliminate them.

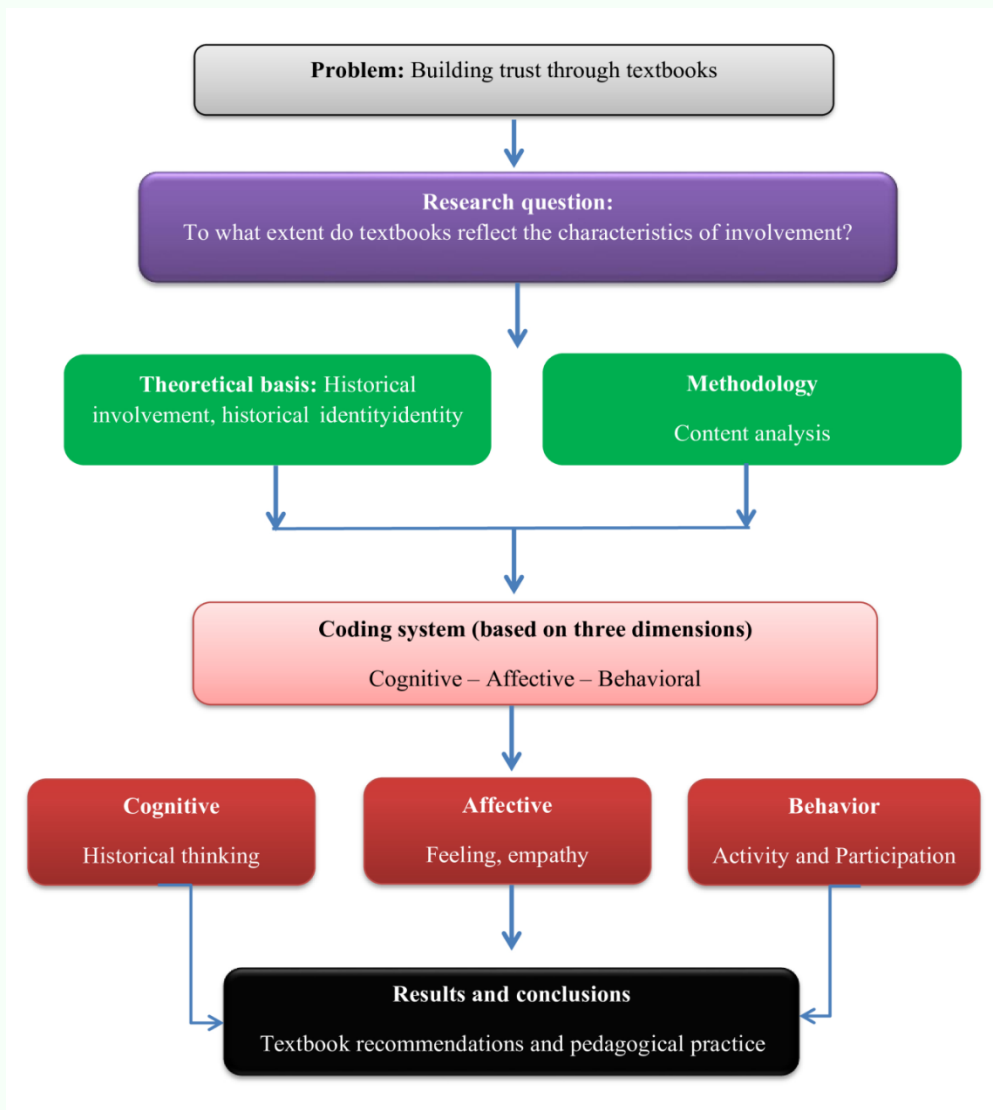


Figure 1. Technological technologies for developing students' sense of belonging to history through the content method



Literature review

Developing students' creativity through content analysis is one of the most important issues in the education and upbringing system. "In the world pedagogical education system, there are various methods of teaching and educating students about national history, the main goal of which is to unite young people at one point on the basis of a single goal and educate them as selfless individuals for the country" [1]. In other words, only in nations that have developed a sense of involvement in education do spiritually powerful individuals emerge. Such individuals see the fate of the nation as their own fate and consider themselves responsible for the development of the country. "Content analysis is used in the study of various types of material media (books, magazines, newspapers, phonograms, audio and video recordings, photographs, letters, office documents, meetings, departmental documents (orders, resolutions, orders, circulars, instructions, etc.)), which are the product of human activity" [2].

According to Nuttall Dan, "Often overlooked in the relevant literature, is simply its aesthetic value. The potential of the subject to move us, to inspire us, or to make us feel some sense of awe, should not be ignored"[3]. "Content analysis is particularly significant in fields such as social sciences, communication studies, psychology, and marketing, where understanding the nuances of communication is crucial for developing theories, informing practices, and guiding decision-making processes" [4]. While the content analysis method is more commonly used in marketing, psychology, and sociology, in pedagogy this method is also one of the important tools for achieving goals.

Scholars have repeatedly emphasized the need to use content analysis teaching more widely in the social sciences. "Teaching through content, should revolve around social, geographic, historical and natural science themes" [5].

"Content analysis involves specialized procedures that, at least in quantitative content analysis, allow for replication" [6]. That is, this method, combining special procedures for teaching knowledge, helps to form student involvement as a holistic system. "Content-cum-methodology is significant because teacher considers subject knowledge in the context of teaching. This contributes to effective teaching as the learners get to understand the concepts very well because the teacher is an expert in content and methodological procedures" [7]. Using the content analysis method in the

educational process allows the teacher to convey knowledge to students in an intensive manner.

Analysis and results

Table 1 Content analysis results of the subject “The most recent history of Uzbekistan”

№	Subject	Aspects of values	Stereotypes that arouse involvement	Most mentioned (quantitative)
1	Subject, purpose, objectives, theoretical and methodological principles of science	Respect for national history, historical awareness	"Knowing history is loving the nation"	Middle
2	Historical foundations of the ideas of independence in Uzbekistan	National dignity, freedom	"Independence is a natural and legal right"	High
3	Socio-political processes on the eve of independence	Civic activism, unity	"The people have always wanted freedom"	High
4	The historical significance of the establishment of the independent Republic of Uzbekistan	State and national independence	"Uzbekistan's unique way"	High
5	Democratic, civil society foundations, political reforms	Rule of law, justice	"Democracy is a prosperous life"	Middle
6	Economic reforms, private ownership, market relations	The value of work, economic freedom	"Private property is the key to national development"	Middle
7	Social reforms	Public welfare, justice	"Effective social policy for all" "	Low
8	Spiritual and cultural development	Cultural heritage, language and traditions	"Culture is the mirror of the soul of a nation"	Middle
9	Educational reforms	Knowledge, the future generation	"Knowledge is the main source of national development" "	Middle
10	Uzbekistan and the world community	Cooperation, global values	"Uzbekistan has found its place on the world stage"	Low
11	Xalqaro reyting va indekslarda o'zgarishlar	National prestige, international value	"A good rating is the strength of a nation"	Low
12	Reforms being implemented in the new Uzbekistan under the leadership and initiative of President Sh.M. Mirziyoyev.	Strategic development of new Uzbekistan	"Initiative reforms and their practical results"	Middle
13	The socio-political significance of building a people-oriented and humane state in new Uzbekistan.	Human dignity and social change	Manifestation of Humanity and Patriotism	Middle

Above, the curriculum for the subject “The Latest History of Uzbekistan” was analyzed for content analysis. According to it, the topics that form a sense of involvement in history among students were studied in terms of value aspects,

stereotypes that arouse involvement, and the most frequently mentioned (quantitative) level. The results of these studies showed that the motive that arouses involvement in students is directly related to values and stereotypes. This type of information has shown that students are called to practical action that creates involvement in national history.

The roots of the sense of involvement in students are closely related to stereotypes that express a goal consistent with national values and interests. This requires the inclusion of topics or scientific categories that demonstrate involvement in the subjects included in the curriculum for the subject “The Latest History of Uzbekistan”. Only then can a strong foundation be built for the younger generation's involvement in history.

Results and discussion

The results of the content analysis conducted to determine the sense of historical involvement in higher education students were carried out using three categorical measuring instruments (Cognitive, affective, behavioral) and levels (high, medium and low). The highest level of the cognitive criterion in the development of a sense of involvement in history in students was the low level. (This can be seen from Figure 2). Also, the high level in this measuring instrument was 3, while the medium level, in turn, included 4 cognitive topics. According to the second type of affective measurement level, the medium level had the largest value in the figure (7). The number of affective topics at the low level was 2. While the highest level of the behavioral criterion recorded 8 topics, the lowest level belongs to the medium level with 2 topics. The low level completes the bar chart with 3 topics.

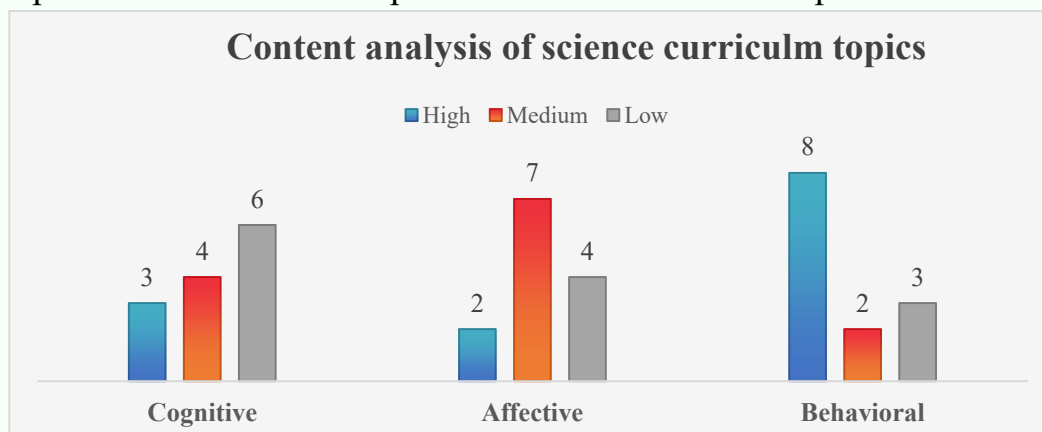


Figure 2. Results of a content analysis conducted to determine the sense of historical involvement among students



In the figure above, we discussed the data presented based on the content analysis method, which is important in forming a sense of belonging to history in students, through evidence-based sources. This showed how important the topics covered in the science program are. Therefore, it is appropriate to enrich the science programs on national history for higher education students in a way that is consistent with national interests.

Suggestions: To achieve this goal, the following opportunities should be effectively used:

- Enriching curricula with content that focuses on national values, historical memory, and identity elements;
- Using stereotypes and narratives as a conscious pedagogical tool that motivates students to action;
- Popularizing the content analysis method as a pedagogical technology;
- Strengthening the system of components based on the affective level;
- Strengthening interdisciplinary integration in forming a sense of belonging to history in students' minds;
- Harmonizing historical belonging empathies in the national and global contexts;
- Developing criteria for assessing the formation of a sense of belonging to history in students based on pedagogical foundations.

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