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PROCEEDINGS

of the MMIT'25 International Conference

TA'LIMNING ZAMONAVIY USULLARI VA
INNOVATSION TEXNOLOGIYALAR

MODERN METHODS AND INNOVATION
TECHNOLOGIES IN EDUCATION

СОВРЕМЕННЫЕ МЕТОДЫ И
ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ
В ОБРАЗОВАНИИ

29 May 2025, Tashkent, Uzbekistan

MAQOLALAR TO'PLAMI
СБОРНИК СТАТЕЙ



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INTERNATIONAL
UNIVERSITY OF
EDUCATION**

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Practical Conference
**"Modern Methods and Innovative
Technologies in Education"**

Tashkent International
University of Education

Beeline HUAWEI

Tashkent International University of Education

PROCEEDINGS

of the MMIT'25 International Conference

Ta'limning zamonaviy usullari va innovatsion texnologiyalar

Modern methods and innovation technologies in education

**Современные методы и инновационные технологии в
образовании**

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TARIX DARSLARIDA MADANIYATLARARO KOMPETENSIYANI SHAKLLANTIRISHDA PEDAGOGIK TEXNOLOGIYALAR

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Annotatsiya. Ushbu maqolada tarix darslarida madaniyatlararo kompetensiyani shakllantirishdagi zamonaviy pedagogik texnologiyalar tahlil qilinadi. Dars metodikasiga interfaol yondashuvlar, multimedia vositalari va loyiha asosli ta'lim kiritilib, ulardan samarali foydalanish metodologiyasi ko'rib chiqiladi. Maqolada ilmiy adabiyotlar asosida ushbu pedagogik texnologiyalarning didaktik samaradorligi baholanadi.

Kalit so'zlar: tarix, madaniyatlararo kompetensiya, pedagogik texnologiyalar, interfaol metodlar, kompetensiyaviy yondashuv.

PEDAGOGICAL TECHNOLOGIES IN THE FORMATION OF INTERCULTURAL COMPETENCE IN HISTORY LESSONS

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Abstract. This article analyzes modern pedagogical technologies in the formation of intercultural competence in history lessons. Interactive approaches, multimedia tools, and project-based learning are introduced into the lesson methodology, and the methodology for their effective use is considered. The article assesses the didactic effectiveness of these pedagogical technologies based on scientific literature.

Keywords: history, intercultural competence, pedagogical technologies, interactive methods, competency-based approach.

Kirish

XXI asrda ta'limning asosiy vazifalaridan biri — yosh avlodda nafaqat fanga oid bilim va ko'nikmalarni, balki madaniyatlararo muloqot, tolerantlik, bag'rikenglik kabi ijtimoiy kompetensiyalarni shakllantirishdan iboratdir. Global axborot maydonining kengayishi, xalqaro aloqalarning jadallashuvi, dunyoning ko'p madaniyatli makonga aylanishi — bularning barchasi zamonaviy o'quvchilar uchun madaniyatlararo kompetensiyani rivojlantirishni zarur qiladi [1, 234-b.].

Madaniyatlararo kompetensiya — bu o'quvchining boshqa madaniyat vakillariga nisbatan tushunish, hurmat qilish va samarali muloqot olib borish qobiliyatidir. UNESCOning 2013-yildagi ta'rifiga ko'ra, bu kompetensiya "shaxsning madaniy xilma-xillik sharoitida faol ishtirok etishga tayyorligini va o'zaro hurmat asosida ijtimoiy muloqotni tashkil etish malakasini" anglatadi [2, 15-b.].

Ayniqsa, tarix fani bu borada katta ahamiyatga ega. Chunki tarix — bu insoniyat tajribasining, turli sivilizatsiyalarning, xalqlararo aloqalar va ziddiyatlarning aksidir. Tarixiy bilim orqali o'quvchi o'z milliy o'zligini anglaydi, boshqa madaniyatlarining qadriyatlarini tushuna boshlaydi. Shu sababli tarix darslari — madaniyatlararo kompetensiyani shakllantirish uchun eng samarali didaktik platformalardan biri hisoblanadi [3, 299-b.].

Zamonaviy pedagogikada bu kompetensiyani rivojlantirish uchun innovatsion texnologiyalar, interfaol metodlar, loyiha asosida o'qitish, multimedia resurslari keng qo'llanilmoqda. Ushbu maqolada aynan shu metodik vositalarning tarix darslaridagi o'rni, ulardan foydalanishning afzalliklari va natijadorligi tahlil qilinadi.

Madaniyatlararo kompetensiya mazmuni va uning tarkibiy qismlari

Madaniyatlararo kompetensiya quyidagi asosiy komponentlardan iborat bo'ladi:

- Bilim (kognitiv) — boshqa xalqlar tarixi, urf-odatlarini, dini, qadriyatlarini haqidagi bilimlar [1, 235-b.];

- Ko'nikma (funktional) — madaniyatlararo muloqotda xatoliklardan qochish, turli qarashlarga ochiqlik, empatiya;

- Qarash (affektiv) — muvosiilik, ochiqlik, hurmat, madaniy farqlilikka nisbatan ijobiy munosabat [2, 16-b.].

Bu tarkibiy qismlar tarix darslarida kontekstli, mavzu asosidagi, faol yondashuvlar orqali rivojlantiriladi.

Tarix darslarida qo'llaniladigan pedagogik texnologiyalar

Interfaol metodlar — bu o'quvchini dars jarayonining faol ishtirokchisiga aylantiradigan yondashuvlardir. Masalan:

1. Rolli o'yinlari (role-play): Turli tarixiy davrlardagi diplomatlar, elchilar, harbiylar obrazida o'quvchilar turli nuqtai nazarlarni himoya qiladilar. Bu esa empatiya va tanqidiy fikrlashni rivojlantiradi [3, 300-b.].

2. Munozara: Masalan, "Buyuk ipak yo'li — uyg'unlikmi yoki ziddiyat?" mavzusidagi munozarada o'quvchilar turli madaniy pozitsiyalarni o'rganadilar.

3. "Klaster", "Aqliy hujum" usullari: madaniyatlar to'qnashuvi yoki integratsiyasi mavzularida ishlatiladi.

Bu metodlar orqali o'quvchilar o'z va boshqa madaniyatlar haqida mustaqil fikrlashni o'rganadilar [1, 236-b.].

Loyiha asosida o'qitish (Project-Based Learning, PBL) — o'quvchilarga tarixiy-madaniy mavzular bo'yicha kichik tadqiqotlar tayyorlashni taklif etadi. Masalan:

"Turk dunyosining qadimiy madaniyati" loyihasi;

"Yevropa va Osiyo sivilizatsiyalari o'rtasidagi aloqalar";

"Sharq va G'arb madaniyati: o'xshashlik va farqlar".

Bu usul madaniyatlararo bilimlar, axborot izlash va taqdimot qilish ko'nikmalarini rivojlantiradi [4, 234-b.].

Zamonaviy tarix darslari raqamli vositalarsiz tasavvur etib bo'lmaydi:

Virtual muzeylar va tarixiy xaritalar: o'quvchilar turli mintaqalarning madaniy merosini vizual ko'rishadi;

QR-kodlar orqali qo'shimcha manbalar;

Video-darslar va hujjatli filmlar: madaniyatlar o'rtasidagi ta'sirni chuqur anglashga xizmat qiladi.

Masalan, UNESCO tomonidan ishlab chiqilgan World Heritage mobil ilovasi orqali o'quvchilar turli mintaqalarning madaniy yodgorliklari bilan tanishadilar [5].

Tarixiy voqealarni jonli muhitda ssenariy orqali tahlil qilish madaniyatlararo empatiyani rivojlantiradi. Masalan:

"Madaniyatlar kesishmasi" o'yini: Rim, Xitoy, Hindiston, Arab xalifaligi vakillari orasida savdo-siyosiy muzokara olib boriladi.

Bu uslub o'quvchilarning muloqot madaniyatini, madaniy moslashuvchanlikni oshiradi [3, 302-b.].

Pedagog — madaniyatlararo vositachi. U:

o'zining va boshqalarning madaniy qadriyatlarini hurmat qiladi;

o'quvchilarga turli madaniy qarashlarga ochiqlikni o'rgatadi;

baholashda madaniy farqlarni hisobga oladi [2, 17-b.].

Tarix o'qituvchisi metodist emas, balki madaniyatlararo muloqotni targ'ib qiluvchi liderga aylanishi kerak.

Xulosa

Tarix darslarida madaniyatlararo kompetensiyani shakllantirish — bu zamonaviy ta'limning dolzarb va strategik yo'nalishlaridan biridir. Madaniyatlararo qarash, empatiya va muloqotga tayyorlik kabi ko'nikmalar bugungi globallashtirish jarayonida o'quvchilarning ijtimoiy va fuqarolik jihatdan yetuk shaxs bo'lib shakllanishiga xizmat qiladi.

Maqolada tahlil qilinganidek, interfaol pedagogik texnologiyalar, loyiha asosida ta'lim, raqamli vositalar va tarixiy-sivilizatsion o'yinlar — bularning barchasi o'quvchilarni faollashtirish, tanqidiy va tolerant fikrlashni rivojlantirishda muhim omildir. Ayniqsa, loyihaviy yondashuvlar orqali o'quvchilar nafaqat tarixiy bilimga ega bo'ladilar, balki turli madaniyatlar vakillari nuqtai nazarini tushunishga o'rganadilar.

Ta'lim jarayonida tarix o'qituvchisi — oddiy bilim yetkazuvchi emas, balki madaniyatlararo vositachi, bag'rikenglik targ'ibotchisi bo'lishi zarur. Aynan u madaniy tafovutlarni anglash va hurmat qilish muhitini yaratadi.

Shunday qilib, tarix fani orqali shakllanadigan madaniyatlararo kompetensiya — bu nafaqat o'quvchilarning fanlararo salohiyatini, balki ularning insoniy va global qarashlarini rivojlantirish vositasidir. Bu yo'nalishda pedagogik texnologiyalar vositasida yondashuv tizimlili, didaktik asoslanganlik va axloqiy-psixologik yondashuv bir butun tarzda ishlashi lozim.

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An abstract graphic featuring a complex network of interconnected nodes and lines, resembling a molecular structure or a digital network, set against a dark blue background. The nodes are represented by circles of varying sizes, and the lines are thin, light blue, creating a web-like pattern that fills the upper two-thirds of the page.

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