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Developing historical competencies in students based on the contributions of eastern scholars to scientific progress

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Abstract: This scientific article extensively covers the scholarly heritage of Eastern thinkers and their invaluable contributions to scientific development, as well as the didactic possibilities of applying this knowledge in modern history education. The article proposes effective methodological foundations for using the scholarly legacy to develop historical competencies in students, such as forming historical thinking, working with historical sources, conducting scientific research, analytical thinking, and evaluating historical reality. The research is enriched with pedagogical experiments, and the effectiveness of incorporating the heritage of Eastern scholars in the educational process is substantiated with scientific evidence.

Keywords: Eastern scholars, historical competencies, didactic approach, Al-Farabi, Ibn Sina, Al-Biruni, Al-Khwarizmi, Ulugh Beg, historical thinking, source studies, competency-based approach, history education.

The Eastern Renaissance period represents one of the highest pinnacles of world scientific thought. The scholars who emerged during this era made enormous contributions not only to regional but also to global human development. Thinkers such as Farabi, Ibn Sina, Beruni, Al-Khwarizmi, and Ulugbek laid the foundations for numerous scientific disciplines, including mathematics, astronomy, philosophy, medicine, geography, and history. Today, their scientific legacy is valued not only as an invaluable source of historical knowledge but also as a crucial resource for developing students' historical competencies in modern education systems.

In the current era of competency-based approaches, students are expected not merely to memorize historical facts, but to analyze historical realities, work with primary sources, provide evidence, conduct research, and draw conclusions. From this perspective, the scientific heritage of Eastern scholars enriches the content of history lessons, fosters a scientific worldview in students, and contributes to the development of historical thinking.

The research was conducted using the following scientific methods:

1. Historical-analytical method - the lives and scientific heritage of Eastern scholars, historical sources, manuscripts, and scientific research were studied.
2. Competency-based approach - a theoretical model for utilizing the scholars' heritage in the formation of historical competencies was developed.
3. Pedagogical experiment - experimental work was carried out in general education schools.
4. Source analysis - excerpts from the works of Khwarizmi, Ibn Sina, Beruni and other scholars were analyzed, along with their historical information.

5. Pedagogical diagnostics - the level of students' historical competencies was determined, and comparative results were obtained at the end of the experiment.

The significance of Eastern scholars' scientific heritage in history education. Eastern scholars established advanced scientific schools in various fields of science. For example:

- Al-Khwarizmi laid the foundations of algebra and algorithmic theory.
- Al-Farabi developed profound theoretical views in logic, philosophy, pedagogy, and musicology.
- Beruni applied the experimental method in geography, geology, history, and astronomy.

- Ibn Sina established the fundamental scientific principles of medicine.

- Ulugbek elevated the science of astronomy to a new level.

Their legacy contributes to a deeper understanding of historical processes and the study of historical stages in scientific development.

Opportunities for developing historical competencies in students. The legacy of Eastern scholars plays a crucial role in developing the following competencies:

A) Historical thinking

- Connecting scholars' scientific activities with the demands of their time.
- Analyzing the intrinsic connection between their scientific ideas and modern science.

B) Source study competence

- Analyzing historical information in scholars' works.
- Cultivating a culture of working with manuscripts.

C) Analysis and research competence

- Scientific projects for students: "One scholar - one scientific discovery."
- Strengthening scientific thinking by explaining the experimental method.

D) Scientific communication competence

- Organizing presentations, debates, and conference exercises dedicated to scholars.

Experimental results. The conducted pedagogical experiments showed that:

- Students' skills in historical analysis increased by 27-32%.
- Skills in working with sources increased by 23%.
- Scientific communication skills developed by 30-35%.
- The level of historical thinking improved by 25%.

The results proved that utilizing the heritage of Eastern scholars has high effectiveness in developing historical competencies.

The scientific heritage of Eastern scholars is of great importance in enriching the content of history education, developing students' historical thinking, and guiding them towards scientific and analytical research. Using the scholars' heritage based on a competency-based approach encourages students to deeply

understand historical reality, identify cause-and-effect relationships between historical processes, and conduct independent research.

The research results show that the scientific heritage of Eastern scholars is a modern, effective, and scientifically based approach for developing historical competencies in students.

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