

**THE ROLE OF SOCIAL SCIENCES IN DEVELOPING STUDENTS' INDEPENDENT  
SKILLS AND COMPETENCIES**

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**Annotation:** This article examines the content and essence of the components of social and humanitarian sciences and the formation of historical thinking in young people, as well as methodological techniques for organizing their independent work.

**Key words:** Education, information, space, globalization, teacher-student, independent skills, "Information technologies", social and humanitarian sciences.

**Introduction**

The reforms carried out in the general education sector of Uzbekistan are aimed at creating an education system that meets international standards and at improving its quality. At present, new and modern teaching methods and tools from global experience are being introduced into the educational process of the country.

Our President Shavkat Mirziyoyev emphasized: *"It is necessary to bring the large-scale work carried out in this area to a logical conclusion through the nationwide programs adopted in education and upbringing. In this regard, the most important task of the government, relevant ministries and agencies, the entire education system, and professors and teachers is to provide the younger generation with a solid education and to raise them as physically and spiritually mature individuals"* [2, pp. 13–14].

Modern reforms in the education system, combined with deepening socio-economic development and the consolidation of a market economy, create a number of new tasks aimed at enhancing the potential of human resources. Achieving these tasks requires contemporary approaches to the content and essence of social and humanitarian sciences, as well as methods for developing historical thinking among young people.

**Analysis and Results**

Developing young people's historical thinking and enhancing their imagination, skills, and competencies during the process of acquiring historical knowledge has long attracted the attention of both methodologists and practicing teachers.

The peace, freedom, prosperity, and future of our country depend on the upbringing of today's youth with a mature spiritual and ideological mindset. One of the key factors in such education is fostering a sense of national identity among students through the teaching of social and humanitarian sciences. Students must study history deeply. The revival of spiritual values also enables them to adapt to the values of the contemporary world and the information civilization.

In social and humanitarian lessons, students acquire knowledge and skills about the formation of the nation, values significant for the life and fate of the nation in historical processes –freedom of the homeland, prosperity of the country, the upbringing of future generations as morally and spiritually mature individuals, adherence to ethical and moral principles, environmental

protection, recognition of the interconnection between society and nature, awareness of social injustice, violence, ethnic and religious discrimination, and the importance of being uncompromising toward enemies.

Teaching social and humanitarian subjects helps students understand that the integrity of the national territory is an invaluable value. This knowledge fosters a sense of responsibility for the country as a whole and strengthens their feelings of loyalty and devotion to the homeland.

Through learning about the lives and heroism of great ancestors – Shiroq, Tomaris, Spitamen, Muqanna, Najmiddin Kubro, Jaloliddin Mangberdi, Temur Malik, the Sarbadars, Amir Temur, Qurbonjon Dodho, and others – students develop positive attitudes toward the homeland and the people, along with patriotic and civic feelings.

Knowledge of the contributions of our nation to world science and civilization—including the teachings of Zoroaster, Imams al-Bukhari and at-Tirmidhi, Muhammad al-Khwarizmi, Abu Rayhan al-Biruni, Abu Nasr al-Farabi, Abu Ali ibn Sina, Ahmad al-Fergani, Bakhovuddin Naqshband, Sharafuddin Ali Yazdi, Mirzo Ulugbek, Qazizoda Rumi, Giyosiddin Jamshid, Abdurahman Jami, Alisher Navoi, Zahiriddin Muhammad Babur, Muhammad Rizo Ogahi, Boborahim Mashrab, and the Jadids – Mahmudkhoja Behbudi, Munavvar Qori, Abdurauf Fitrat, Abdulhamid Cho'lpon, Usmon Nosir, and others – fosters national pride and a sense of honor among students.

For the activities of social and humanitarian subject teachers to be effective, it is necessary to make productive use of modern pedagogical and information-communication technologies during lessons. Social and humanitarian classes play an invaluable role in enriching students' knowledge and understanding of national ideas, national and universal values, and in expanding their historical thinking.

One of the most important tasks for us is to educate young people with high spirituality, modern knowledge, professional skills, and independent thinking in the spirit of national and universal values. In this context, President Shavkat Mirziyoyev emphasized: *“First and foremost, we must never forget that each of us is responsible for protecting our youth from various threats entering in the form of ‘popular culture,’ as well as from the dangers of drug addiction, religious extremism, and missionary activities, and for their education and upbringing”* [3, p. 89].

One of the essential requirements of education is teaching students to think freely and independently. If students do not learn to think independently, the results of the education provided will not meet expectations. Independent thinking is a valuable asset. Ensuring that students consistently develop their life competencies is one of the teacher's key responsibilities. This task cannot be accomplished without independent student work. Therefore, teachers must pay special attention to students' independent work both during lessons and extracurricular activities.

Methods for organizing students' independent work are diverse. Independent tasks can be carried out in the classroom and during activities outside the classroom. The following principles guide the organization of independent work:

- Tasks should engage students' intellectual activity;
- Assignments must have clear objectives, define conditions for completion, and encourage students to think and explore;
- Independent work should enhance creativity and related skills.

When teachers present new material in social and humanitarian classes, combining explanations with discussions guided by pre-determined questions provides significant opportunities for developing students' intellectual activity and independent thinking. Teachers must maintain this engagement throughout the lesson and monitor students' independent reasoning. Lessons proceed based on active participation and students' independent responses to teacher questions.

Therefore, teacher questions should be educational, promote inquiry, have clear content, be concise in form, and be understandable for students.

The methodological approaches used by the teacher are crucial for developing students' thinking abilities. A single historical topic can be explored using a variety of methods and tools, such as group work, problem-solving tasks, comparative analysis, and interactive techniques. In social and humanitarian classes, organizing debate lessons is particularly important for shaping student personality. Debates encourage independent thinking and reasoning. To organize a debate, it is first necessary to create a controversial situation. When students encounter a problem, they begin to think critically. The more freely and actively students engage, the more their sense of self develops.

Today's educational process requires collaboration between teachers and learners, first and foremost, humanizing the learning experience and creating a friendly environment. The pedagogical views of our scholars from the Middle Ages, spiritual treasures, Hadiths, wise sayings, and Uzbek proverbs provide meaningful guidance in this regard.

Students' extracurricular work includes completing homework on specific topics, conducting observations and experiments, and working independently with additional learning materials.

To ensure students thoroughly and firmly master the fundamentals of subjects, extracurricular activities are organized to support independent work with additional learning materials and visual aids, conduct observations and experiments on assigned topics, and implement differentiated instruction that takes into account students' interests and needs. Such activities aim to develop students' creativity, independent and logical thinking, broaden their scientific worldview, guide them toward a profession, and connect academic learning with physical and mental effort [4, p. 151].

To effectively organize independent work in social and humanitarian subjects, the following recommendations can be made:

- Extensive use of works, speeches, and addresses of the President of the Republic of Uzbekistan during extracurricular activities;
- Use of modern pedagogical and information technologies during social and humanitarian lessons;
- Organizing excursions to historical monuments related to social and humanitarian subjects, with students producing independent written reflections;
- Holding competitions and contests to develop students' thinking and identify talents, such as "Do You Know History?," "Young Lawyer," "Most Active History Student," "Best Wall Newspaper," "Computer and Internet Expert," and "Young Advocate";
- Organizing creative works, lectures, seminars, and reports by social and humanitarian clubs on the spiritual and educational heritage of Central Asian thinkers, as well as exhibitions of models, booklets, and maps to showcase students' creative abilities.

### **Conclusion**

In today's technological era, it is important to acknowledge that information attacks are intensifying due to the misuse of technology by certain malicious forces. It should be emphasized that completing independent work during social and humanitarian lessons and extracurricular activities provides students with significant opportunities to develop essential life skills and competencies.

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