

USING ARTIFICIAL INTELLIGENCE IN TEACHING THE MODERN HISTORY OF UZBEKISTAN

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ABSTRACT

The article discusses the prospects for using artificial intelligence (AI) in teaching the Modern History of Uzbekistan in higher education institutions. Based on the analysis of regulatory documents, domestic and foreign experience, as well as expert assessments, the author substantiates the importance of introducing AI to improve the quality of historical education.

Keywords: Artificial intelligence, modern history of Uzbekistan, digital education, EdTech , historical science, higher education, personalized learning

INTRODUCTION

In recent years, important changes have occurred in the field of historical science. On December 27, 2017, the Institute of History of the Academy of Sciences of the Republic of Uzbekistan hosted the "Historiographic Readings" on the topic "Historical Science in Uzbekistan: Problems and Development Prospects". These events emphasized the relevance of science and the need for its further development. On June 30 of the same year, the President of Uzbekistan Shavkat Mirziyoyev signed the Resolution "On the organization of the activities of the Public Council on the Modern History of Uzbekistan under the Academy of Sciences of the Republic of Uzbekistan". This document played an important role in the research and teaching of the modern history of the formation and development of Uzbek national statehood, the preparation and publication of scientific, popular science, educational and methodological and educational materials, as well as in strengthening the mechanisms for integrating science with education and other social spheres.

In the modern era of digital technologies, artificial intelligence (AI) is becoming an important tool in the educational process. Its application in teaching humanities, such as history, philosophy, religious studies, etc., is especially promising.

LITERATURE REVIEW AND METHODS

In recent years, the use of artificial intelligence (AI) in the education system has become a subject of active scientific interest. Researchers note that AI has significant potential to improve the efficiency and interactivity of the educational process, in particular in the humanities, including history (Holmes , Bialik & Fadel , 2019; Luckin et al ., 2016). According to the Center for Research in Education and Technology (EdTech Hub), AI contributes to the individualization of learning, automation of the analysis of educational materials, and the development of critical thinking in students (Anderson & Rainie , 2018).

In relation to historical disciplines, AI is used to process and classify texts, visualize historical processes, create simulation models of events and interactive educational platforms. Foreign examples include *the TimeMaps* , *ChronoZoom* or *Historical platforms. Thinking Matters* ,

demonstrate the potential of digital technologies to reconstruct the chronology, spatial dynamics, and causal relationships in historical events (Rosenzweig, 2011).

In Uzbekistan, the introduction of AI into the educational system is at an early stage, but important steps are being taken in this direction. The adoption of the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of the New Uzbekistan for 2022–2026” and the establishment of the Public Council on Modern History under the Academy of Sciences of the Republic of Uzbekistan (2017) indicate a high level of institutional attention to the modernization of history teaching and the integration of scientific achievements into the educational process. Goal No. 77 of the strategy directly indicates the need to develop and popularize national history, which implies the introduction of innovative approaches, including digital ones.

Among domestic researchers considering issues of teaching history, it is worth highlighting the works of D. Alimova (2006), which analyze in detail the problems and prospects for the development of historical science and historical education in Uzbekistan. However, the issue of using AI in this context remains insufficiently studied and requires a comprehensive approach.

Thus, despite the availability of foreign and local sources on certain aspects of digitalization of education and teaching of history, there is a noticeable shortage of scientific works aimed at studying the possibilities of integrating AI into teaching **the modern history of Uzbekistan**. This determines the relevance and scientific novelty of this study.

The following methods were used during the study:

1. Analysis of literature and regulatory documents - domestic and foreign sources on the use of AI in education, digitalization strategy and the development of historical science in Uzbekistan were studied.
2. Comparative-analytical method - a comparison of traditional and innovative approaches to teaching history was carried out, the advantages of introducing AI into the educational process were identified.
3. Content analysis of digital platforms - the functional capabilities of educational AI tools (such as ChatGPT, virtual excursions, automatic assessment systems) are considered from the point of view of their applicability in teaching the history of Uzbekistan.
4. Qualitative expert assessments - the study took into account the opinions of history teachers who use digital resources and AI in educational practice.
5. Modeling method - hypothetical scenarios for the use of AI in specific educational modules on the modern history of Uzbekistan, including topics on the period of independence, the Soviet era, and regional history, have been developed.

RESULTS AND DISCUSSIONS

The modern history of Uzbekistan, as a fundamental discipline in higher education, requires new approaches to the presentation of material, analysis of sources and student engagement. AI offers innovative opportunities for these purposes.

1. Potential of artificial intelligence in education. AI is capable of performing the following functions:

— Automation of analysis of texts, chronologies, maps and visual sources.

- Personalization of learning: adapting content to the student's level of knowledge.
 - Generation of interactive content (tests, quests, simulations).
 - Simulation of historical events and development of critical thinking skills.
2. Specific forms of AI application in teaching the history of Uzbekistan
- Interactive lectures and presentations. AI can be used to create multimedia presentations that visualize events, maps, genealogies, and cultural artifacts related to the history of Uzbekistan (e.g., the Timurid era, the Silk Road, the colonial and Soviet periods, independence).
 - Virtual tours and 3D reconstructions . With the help of AI and augmented reality, it is possible to conduct virtual tours of historical places (Samarkand, Bukhara, Khiva) and reconstruct ancient architectural objects.
 - Processing historical sources. AI can help in the translation, classification and analysis of ancient manuscripts, archival documents and chronicles, which is relevant when studying the history of Khorezm, the Kokand Khanate and other regions.
 - Intelligent assistants: Virtual assistants (like ChatGPT) can answer students' questions, provide additional information, and explain complex topics.
 - Assessment and feedback: AI can analyze students' written work, identify logical errors, check sources, and suggest ways to improve.
3. Benefits of AI implementation
- Increasing students' interest in the subject.
 - Individualization of the educational process.
 - Optimization of teacher work.
 - Possibility of integrating an interdisciplinary approach (history + technology).

CONCLUSIONS AND RESULTS

AI is a powerful tool that can transform the teaching of Modern History of Uzbekistan at the university. If used correctly, it can significantly improve the quality of education, stimulate students' analytical thinking, and contribute to the preservation of historical heritage.

Prospects and recommendations:

- Development of national digital platforms on the history of Uzbekistan with AI support.
- Creation of multilingual databases of historical sources.
- Improving the qualifications of teachers in the field of EdTech .
- Collaboration of universities with IT companies to introduce AI into the humanities.

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