

TEACHING OF THE LIFE AND ACTIVITIES OF HISTORICAL FIGURES IN THE EDUCATIONAL SYSTEM

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Abstract

The article provides information about the results of the study of the activities of Jalaliddin Manguberdi, one of the princes of the Khorezmshahs, a great statesman and commander of the Middle Ages, during the years of independence and his teaching at the educational level. The historical processes associated with Jalaliddin Manguberdi's activities, his leadership skills, patriotism and devotion to his homeland are analyzed in the example of school textbooks published during the years of independence.

Keywords: historical memory, national hero, warlord, statehood, historical analysis, independence.

Introduction

In the period after our country gained independence, it became one of the main issues in the cultural and spiritual life of our republic to deeply study the history of our country and people, to investigate it scientifically based on the idea of national independence, to reveal the roots of the history of the activities of our ancestors who were great generals and public scientists. It is known from history that every nation has its heroes. These heroes are an example and a symbol of pride in loving the motherland, honoring it, and serve as an incentive to fight for the peace, freedom, and development of their country. Jalaluddin Manguberdi, a brave soldier who sacrificed his life for the freedom of the country, is one of those national heroes who left an indelible mark in history.

But during the rule of the former Soviet state, the impartial study of historical figures and the dissemination of historical information about them were not allowed. During the study of the history of Uzbekistan until the years of independence, as noted by Professor H. Ziyoev, "there was no attempt to write the history of the national struggle against the foreign invaders led by Spitamen, Temur Malik, Jalaluddin, Mahmud Torobi and Sarbador. As a result, the dignity of many thousands of people who sacrificed their lives for the independence of our motherland was not replaced"[1].

During the years of independence, scientific results based on a number of large scientific projects were obtained as a result of scientific research works on the history of Jalaluddin Manguberdi's life and

activities. At the same time, it has become one of the important tasks to convey to the young generation the historical processes that took place in different periods of our history, which were created on the basis of the spirit of national independence during the years of independence, and to form a sense of patriotism, loyalty to the country, and a sense of succession in them to the extent that they become worthy successors to their great ancestors.

As part of the measures aimed at fulfilling this task, it can be noted that the information about our ancestors, whose names were restored as a result of the research conducted in the years of independence, is included in the textbooks created for students studying at various stages of education. One such historical name is the historical information related to the activities of Jalaluddin Manguberdi reflected in textbooks published for different stages of education. Jalaluddin Manguberdi's activity can be analyzed by dividing the information presented in the school textbooks published in the years of independence into a number of aspects from the perspective of historical processes. Undoubtedly, one of the most important issues is the inclusion of the name of Jalaluddin Manguberdi as a historical figure in school textbooks.

That is, the history textbooks of the Soviet era, which for a long time forbade the use of the names of individuals, said that "it is impossible to talk about which of the politicians who have served or tried to serve for the development of the country in history lessons, it is necessary to focus only on the tyranny of the tsar and the people's struggle against them." conclusions were broken [3:25].

During the restoration of the original historical data of the history of Uzbekistan during the years of independence, the historical facts related to the activities of Jalaluddin Manguberdi began to be presented in school textbooks published in the second half of the 90s.

The analysis of school textbooks published in the years of independence shows that the information about the name and image of Jalaluddin Manguberdi in school textbooks was widely celebrated by the Uzbek government in 1999 for the 800th anniversary of the birth of Jalaluddin Manguberdi, with the further expansion of historical evidence and information about him, and his weight in school textbooks also increased. The establishment of the "Jalaluddin Manguberdi" order on August 30, 2000 is also mentioned in school textbooks[4:160].

It is known that the information about the bravest general of the Khorezmshah state was updated, supplemented and enriched in school textbooks published in different years. In the school textbooks published in later periods, historical information aimed at creating an idea of his personal qualities in students was also included. The information of Shihabiddin Muhammad al-Nasafi, who was contemporary with Jalaluddin Manguberdi, was included in school textbooks as historical information about his appearance[5:79]. Also, in the last published school textbook, Ibn al-Asir's "Perfect Book of History", Juwayni's "History of World Conquest" and a number of other historical works are listed as sources related to the history of Sultan Jalaluddin period. In these sources, in the descriptions given to the character of the commander of his time, he is described as "Jalaluddin Manguberdi was a very patriotic, skillful commander and brave person"[1:8].

The given information about the political and social processes of the time allows the students to analyze the historical processes in chronological order, to study the relation of the palace and the surrounding events as a historical figure. That is, Jalaluddin Manguberdi's desire and actions to take leadership in the palace in a dangerous situation like the invasion of the Mongol army into the Khorezmshah state, together with the development of the brave feeling of bravery in the students, serve to keep the name of the great general as a hero in the minds of the students. This creates a foundation for the formation of courage and loyalty to the country in the student's mind from a young age.

One of the important aspects of Jalaluddin Manguberdi's work in school textbooks are aspects related to his military leadership and combat training. According to the information provided, Jalaluddin was the first in the history of military tactics to use the method of fighting on foot against the enemy's cavalry while standing next to the horse[4].

Here, in order to fully and clearly reveal Jalaluddin Manguberdi's ability as a commander, it is appropriate to reflect information about the structure of his army and the specific characteristics of the army. Because, while reading the history of the struggle with the Mongols, it helps the reader to have a clear idea of the army of Khorezmshahs. The reason is that most of the school textbooks published in different years mention the number of troops that Sultan Jalaluddin defeated. For example, it was recorded that Shiki Khuthu's army of 45,000 was defeated on the Parvan plain [6:94], Caliph Nasir's army of 20,000 in Basra, and the Georgian army of 60,000 near the Garni fortress in August 1225 [5:76].

Of course, it is known from history that to defeat an army of this level, it is necessary to have an army of a certain number and training. In school textbooks, during the struggle against the Mongols, Jalaluddin Manguberdi's activities in cities such as Balkh, Herat, Marv and Ghazna are discussed. In the school textbook published in 2001, it is mentioned that the warlord Jalaluddin gathered a large army in the above cities [7:159]. In the recent years of scientific research on this matter, some new information about the number and structure of Jalaluddin Manguberdi's army has been announced. In particular, the number of Jalaluddin's warriors gathered in India after the battle on the Sindh River was about 4000 [8:143]. It seems that the size of Sultan Jalaluddin's army did not have the appearance of a large army as stated in some scientific literature. Separation of the generals from the main army, betrayals in some places can be the main reasons for this.

In the history of Uzbekistan, the state of Uzbek statehood of the 13th century, the role of the Khorezmshah state in it, and some information on the role and position of Sultan Jalaluddin in the state system are also mentioned in school textbooks. However, the information related to Jalaluddin Manguberdi's activities differs from each other in the books of some years. That is, in the school textbook "History of Uzbekistan" published in 2005, it is noted that Sultan Jalaluddin wants to build a strong state in the Caucasus [6:94]. A school textbook published in 2017 about Jalaluddin Manguberdi's accession to the throne mentions that Sultan Muhammad Khorezmshah announced his son Jalaluddin as the heir to the throne before his death in December 1220 [5:71].

Then, after the city of Urganch was lost, Jalaluddin Manguberdi tried to establish his state in North India. But after three years of rule in this area, he himself went to Iraq. In this way, the life of Sultan Jalaluddin continued with constant struggles until 1231. In a word, the name and role of Jalaluddin Manguberdi as a historical figure is one of the main topics that are constantly researched and analyzed in relation to the historical processes of his time.

In conclusion, the aspects related to the reflection of Jalaluddin Manguberdi's activity in school textbooks are of historical and pedagogical importance:

First, because of independence, the same historical facts about Jalaluddin Manguberdi were included in school textbooks, as the names of many of our historical ancestors were restored. This is one of the important aspects in the revival of historical titles and its promotion to readers; Secondly, in the study of historical processes in the Middle Ages, the historical information about Jalaluddin Manguberdi serves to study this period on a systematic basis; Thirdly, the addition and enrichment of information mentioned in school textbooks over the years helps students to develop qualities such as loyalty to the motherland, patriotism, family, and a sense of historical processes.

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