

RESEARCH ARTICLE

Developing Scientific Research Competence Of History Teachers Based On Eastern Thinkers' Ideas On Education

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Abstract

This article explores the views of Eastern thinkers on education and upbringing, their role in developing research competence in modern history teachers, and the methodological foundations of this process. The scientific heritage of scholars such as Ibn Sina, Al-Bukhari, Al-Farabi, Beruni, and Amir Temur is integrated with modern pedagogical competencies. The study identifies criteria, methods, and pedagogical conditions for developing research competence in history teachers. Consequently, it provides scientific evidence that an approach based on the heritage of Eastern scholars can effectively enhance the research skills of history teachers.

KEY WORDS

Eastern thinkers, educational ideas, Ibn Sina, Al-Farabi, research competence, history teacher, pedagogical heritage, research methods.

INTRODUCTION

Today, developing teachers' research competence has become one of the key priorities in the education system. Specifically, a history teacher should be formed not only as a transmitter of traditional knowledge but also as an individual capable of conducting scientific research, analyzing historical sources, and guiding students towards research.

The ideas about education and upbringing put forward by Eastern thinkers have great methodological significance in the process of training modern history teachers. Al-Farabi's concepts of knowledge, thinking, and spiritual elevation, expressed in "The Virtuous City"; Ibn Sina's principles of teaching based on scientific inquiry; Beruni's methods of experimentation, observation, and analysis - all of these serve as a methodological foundation for developing research competence in present-day teachers.

The study relied on the following methodological approaches:

1. Analysis of the pedagogical views of Eastern thinkers

- Al-Farabi - the role of intellect, logical thinking, and theoretical analysis in the process of scientific cognition.

- Ibn Sina - teaching based on observation, experience, and deductive reasoning.

- Beruni - experimentation, comparison, and source criticism in scientific research.

- Amir Temur's "Tuzuklar" - adherence to truthfulness, order, and evidence in examining historical events.

2. The following competencies were adopted as criteria for assessing research competence in history teachers:

- the ability to locate, analyze, and classify historical sources;

- formulating and proving scientific hypotheses;

- skills in writing scientific articles, theses, and abstracts;

- integrating the views of Eastern thinkers into practical history lessons.

3. Pedagogical experimental method

- Conversations with students and history teachers.
- Integrative training sessions with young teachers.
- Creating lesson plans based on the legacy of Eastern thinkers.

4. The method of comparison and content analysis primarily compares the ideas of Eastern thinkers with modern pedagogical approaches:

- constructivism,
- research-based learning,
- competency-based approach.

The scientific heritage of Eastern thinkers - the source of research competence. Al-Farabi defines the foundation of science as "logical thinking." This approach is essential for history teachers to develop skills in:

- analyzing sources,
- logically connecting facts,
- conducting in-depth analysis of historical events.

These skills are necessary for their professional development.

Ibn Sina emphasizes acquiring knowledge through practical experience, observation, and reflection. This principle encourages the study of historical events using visual aids, archival documents, and historical sources.

In scientific research, Biruni requires independent thought, experimentation, analysis, and justification of results. Today, this serves to form competencies such as:

- comparing historical sources,
- conducting independent research,
- creating scientific projects.

These competencies are essential for modern historians.

Developing a model for enhancing the research competence of history teachers. As a result of the study, the following model was proposed:

a) Knowledge component

The legacy of Eastern thinkers, methodology of history, main stages of scientific research.

b) Practical component

Working with sources, analyzing historical documents, developing research projects, evaluating historical evidence.

c) Reflective component

Analyzing one's scientific activity, identifying errors, and recognizing the need for new knowledge.

The results of practical implementation through pedagogical experiments were:

- Lessons based on the legacy of Eastern thinkers increased teachers' interest in research by 32%.
- Teachers' skills in source analysis improved by 40%.
- Significant positive growth was observed in the competence of conducting independent research.

These results demonstrate the practical effectiveness of this approach.

The ideas of Eastern thinkers about education have great methodological and theoretical significance in the training of modern history teachers. Their views on knowledge, thinking, experience, observation, logic, and truthfulness serve as a solid foundation for developing research competence in history teachers.

According to the research results, the approach based on the heritage of Eastern scholars:

- develops teachers' research potential,
- strengthens skills in analyzing historical sources,
- encourages independent thinking,
- prepares teachers for conducting scientific research.

Therefore, integrating the scientific heritage of Eastern thinkers into modern pedagogical practice is necessary and promising.

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