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## **EFFECTIVE ASPECTS OF USING MODERN RESEARCH METHODS IN STUDYING THE GREAT SILK ROAD**

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### **Abstract**

The article presents information about the modern methodology of studying the Great Silk Road by applying research methods used in European countries in the field of historiography. The important aspects of the Great Silk Road in the interdependence of the Eurasian countries in the cultural and humanitarian spheres are highlighted based on information from foreign scientific literature. Useful models for researching the historiographical aspects of research using visual materials are explained. Through the comparative method, which is one of the methods of historical research, the degree of research of the Great Silk Road in European, American and Asian historiography was analyzed. Using modern analytical methods, the level of study of the scientific and educational-methodological aspects of the history of the Silk Road was analyzed by scientists of the socio-humanitarian field in different interpretations. As a result of the research, recommendations on the modern methodology of researching the Great Silk Road were presented.

**Keywords:** The Great Silk Road, Eurasian peoples, historiography, China, Uzbekistan, cities, methodology, scientific research.

The Great Silk Road is one of the indispensable phenomenal phenomena of human history, and from its creation to the 16th century (when the importance of land trade routes decreased due to the discovery of waterways during the period of the Great Geographical Discoveries), it permeated all aspects of the past of the peoples of Eurasia.

The main goal of our research is the comparative analysis of the creation of the Great Silk Road and the role of cities in its domestic, foreign trade, economic and



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cultural relations through foreign historiography written on the basis of modern research methods.

The methodology of historical science has such a basic concept, which is called historical knowledge or historical knowledge [1]. If we focus on the descriptions of the concepts of historical knowledge in the way of the subject of history, we can see that they are mutually integrated. The creation of the Great Silk Road can be considered as one of the phenomenal historical processes in the history of mankind. The Great Silk Road, which acted as a bridge to the convergence of socio-economic, political, and spiritual changes taking place in Eastern and Western societies, served as a basis for the development of innovations in the Eurasian society as a whole. For example, when the scientific research works on the historiography of Central Asia are analyzed, similarities disappear in their own way. Because, historically, the peoples of Central Asia have lived together as a whole.

In order to teach the history of the Great Silk Road using modern historical research methods, it is appropriate to use the literature from the column "Scientific research methods in the science of history" published at the end of the 20th and 21st centuries. Because one of the main principles of these research methods is that the student understands the historical reality or concept and teaches the researcher to think on a broad scale while doing scientific work on the selected topic. One of the literatures dedicated to modern historical research methods is the work "The methods and skills of history" [2], co-authored by Michael J. Salevouris and Conal Furay. Widely acclaimed for its openness and engaging approach to the subject, this publication combines theory and teaching to make it a comprehensive guide to writing a historical research paper. One of the main concepts presented in this book is the integration of theory and practice in research written using historical methods.

In the process of discussing the use of history, which means the existence of human life, through scientific research methods, first of all, its role in determining the realities of the relationship between the past and the present is emphasized.

The key word of our research is the term "Great Silk Road". From the time of its first appearance, at first (in the second century BC) during the Han Empire, the



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emperor sent ambassadors together with a group of soldiers in order to form a military alliance (alliance) against the Huns [3].

The study of the scientific and theoretical aspects of the Great Silk Road began in the 70s of the 19th century, and these processes took place in Germany, which has the most advanced science and technology in Europe. An analytical article entitled "Richthofen's Silk Road: The Direction of Archaeological Conception" was published in the 2007 volume 5, issue 1 of the scientific journal "The Silk Road", which belongs to the non-profit organization "The Silk Road Foundation", founded in 1996. In this article, the archeological basis of the naming of the Silk Road by a geographer is explained on the basis of concrete facts. In Europe, the silk product was called "Serica", which means "the land of silk", and Greek-Roman sources prove this. F. Richthofen was the first to use the term "Seidenstrasse" (Silk Road), for which the scientist had to create a specific context. The main goal of the scientist's research is not to analyze the knowledge of Westerners in relation to China, but to analyze the knowledge of Chinese in relation to the West. That is why he studied the history of the "Great Silk Road", which is one of the phenomenal processes of human civilization, for the first time in Europe, based on a unique scientific theory and methodology. To do this, he pays special attention to the acquisition of geographical knowledge from the time of the Chinese Han Dynasty and the Roman Empire, which connects the two [4].

One of the objects that serves as a basis for revealing the aspects of the history of the Great Silk Road related to the Middle Ages is the activity of the Italian traveler and merchant Marco Polo (who traveled along the Silk Road in 1271-1295). Modern researchers have cited a lot of information about him from a number of his works. Among them, Robin Brown's "Marco Polo: the incredible journey" [5], Lawrence Bergreen's "Marco Polo: from Venice to Xanadu" [6] and Jonathan Clements' "A history of the Silk Road" [7] describe Marco Polo and his Silk Road. information on the historical processes related to the road.

Studying the history of the Great Silk Road and developing it as a special course in educational institutions is one of the urgent issues facing today's historians. When analyzed from the point of view of historiography, by analyzing foreign literature



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written about the Silk Road, it is important to introduce new information unknown to the field in the history of Uzbekistan.

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