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THE ROLE AND SIGNIFICANCE OF ACADEMIC JOURNALS IN TEACHING HISTORY

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This article demonstrates the significance of using academic journals in teaching history through the example of the governance system of the Mamluks in Egypt. To elucidate this issue, several recent academic studies published in the republic and abroad (including articles by Reuven Amitai, Carl F. Petry, David Ayalon, Jane Hathaway, J. P. Berkey, and A. Hasanov) have been analyzed from a historiographical perspective. The article also highlights how the use of academic articles enriches the teaching process and serves as an essential tool in developing students' critical thinking and historical reasoning skills.

Introduction

Today, the rapid increase in the flow of scientific information and the continuous publication of new research and analytical approaches further strengthens the role of academic journals in education. As the English scholar P. Suber points out, the open accessibility of scientific knowledge allows students to master modern methodological

approaches on time, quickly absorb scientific innovations, and independently use them in the learning process. According to him, academic journals are valued as the primary sources shaping students' scientific thinking.

Literature review

Research on the use of academic journals in teaching history shows that scholarly articles serve as one of the most important sources for developing students' historical thinking. This idea is supported by the views of the well-known American scholar Eugene Garfield. He describes academic journals as "the main driving force of scientific progress" and emphasizes their role in uniting the scientific community [1. 1979].

Garfield also stresses that a student must learn academic style through scholarly sources; while working with scientific journals, students should understand the structural elements of an academic text and evaluate the methods, facts, analytical approaches, and consistency of conclusions. His citation-indexing system is fundamental in determining the academic value of research and teaching students the culture of working with scholarly sources. Academic articles do not merely repeat historical facts; rather, they reassess them through scientific analysis, compare different viewpoints, and develop critical thinking skills. Through reading academic articles, students learn features of scholarly language, article structure, terminology, logical coherence, and the use of scientific evidence [2. 2010. 45–47].

This process prepares them for independent research and broadens their worldview, enabling them to analyze historical reality from multiple perspectives.

In working with academic journals, students must also learn proper citation, bibliography preparation, and academic ethical standards. The authenticity and proper documentation of sources are fundamental requirements of academic research. Using journals enhances students' practical skills such as writing annotations, abstracts, reviews, and comparative analyses, which are essential not only during their studies but also in their future academic careers.

Furthermore, academic journals help students define their place within scientific progress. Through regular work with scholarly publications, they identify research problems, understand ways to investigate them, and gradually integrate into academic research.

Another prominent scholar, P. Stearns, in his article "Teaching History With Academic Journals: Enhancing Critical Thinking in Undergraduate Classrooms" (Journal of History Teaching, 2019), explains the advantages of using academic articles in the educational

process. According to him, regularly familiarizing students with academic research strengthens their ability to analyze historical events, determine authorial perspectives, distinguish evidence, and compare source systems [3. 2010. 45–47].

These approaches can be observed through the analysis of several articles dedicated to the history of the Egyptian Mamluks.

Research methodology

In studying the topic, materials from foreign periodicals were comparatively analyzed using the historical-comparative method. Sources and obtained data were interpreted using analytical methods.

Analysis and results

The Mamluk dynasty (1250–1517) holds significant importance in the history of the Middle East and North Africa. Academic articles published in recent years, both locally and abroad, have expanded historiographical perspectives and methodological approaches on the Mamluk period. These studies are highly valuable in teaching history, both theoretically and practically.

Scholars increasingly interpret the Mamluk state not merely as a military power but also as an administrative, cultural, and economic center. For example, in his 2010 publication on the theory of teaching and learning history, British scholar P. Li emphasizes that developing historical thinking requires exposing students and researchers to real historical research, not limiting them to general textbook information, but engaging with analysis, debates, and evidence found in academic articles [4. 2010. 45–47].

American researcher S. Wineburg argues that “developing historical thinking skills” is the main goal of teaching history, and that using academic articles and source studies is the most effective method for this purpose [5. 2001. 62–65].

Uzbek scholar A. Hasanov also regards academic journals as “a continuously updated source of scientific information for teachers and a key tool that strengthens the scholarly principle of teaching” [6. 2019. 118–121].

Academic journals enrich the content of history education, introduce new scholarly perspectives into the learning process, and develop critical thinking among students and researchers. Studies on the political, economic, and military processes of the medieval period broaden teachers’ and students’ understanding and help reveal the true essence of historical developments.

Among researchers who have made valuable contributions to the socio-economic governance of the Mamluks are Reuven Amitai, Carl F. Petry, David Ayalon, Jane Hathaway, and J. P. Berkey.

Reuven Amitai, in his article “Mongol–Mamluk Relations in the Late 13th Century” [7. 1999. 231–245], examines the political and military system of the Mamluks, emphasizing the strategic importance of the Battle of Ayn Jalut. He highlights that the strength of the Mamluks lay in their professional military system, composed of highly loyal warrior-slaves [8. 1999. 231–245].

These findings help deepen students’ understanding of the topic and introduce modern scholarly interpretations.

In explaining the political and economic system of the Mamluks, Carl F. Petry’s research is of particular importance. His contribution included in *The Cambridge History of Egypt* examines the city of Cairo, trade relations, urban elites, and the *iqṭāʿ* system. He argues that the *iqṭāʿ* served as the economic foundation of the Mamluk state, managed by amirs and integrated with the centralized power of the sultan [9. 1998. 265–280].

David Ayalon analyzes the institutional structure of the Mamluk administration, the balance of power among the amirs, and the centralization of sultanic authority. He defines the Mamluk ruling elite not by lineage but by merit and military service, which is valuable for understanding their political system.

Jane Hathaway examines the Mamluk legacy and its influence on later periods [10. 2003. 93–104], while J. P. Berkey studies the cultural and social life of Mamluk society. His work helps explain urban life and cultural traditions in Mamluk Egypt.

Conclusion and recommendations

In conclusion, the study of history requires reliance on sources, analysis, and the incorporation of new scholarly perspectives. Academic journals play an essential role in this process. The articles discussed above help students analyze topics comprehensively, work with sources, and develop historical conclusions.

New findings and approaches published in recent years deepen students’ engagement with primary sources and allow them to develop multidimensional perspectives. This method promotes interdisciplinary analysis involving political science, economic history, military history, cultural studies, and source studies.

Comparing the Mamluks with the Seljuks, Ayyubids, and Ottomans strengthens students' historical thinking and analytical skills. Furthermore, the approach emphasizes teaching not memorization of events, but the study of historical causation.

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