



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 18 th June 2021.

Link: <https://ijiemr.org/downloads/Volume-10/ISSUE-6>

DOI: 10.48047/IJIEMR/V10/I06/07

Title: **THE FACTORS OF DEVELOPING PUPILS' HISTORICAL THINKING**

Volume 10, Issue 06, Pages: 34-41

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THE FACTORS OF DEVELOPING PUPILS' HISTORICAL THINKING

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Abstract: This article outlines pedagogical and psychological features and factors of developing pupils' historical thinking. Historical thinking is a concept that reflects the human nature and his world as a historical creature. Development of historical thinking in pupils was determined as an integrated description of interdependent historical consciousness, historical knowledge, historical memory and historical outlook. It was scientifically substantiated that the development of historical thinking in pupils depends on socio-political, national-spiritual, psychological and pedagogical factors, as well as their modernized indicators, which help to increase the efficiency of this process.

Keywords: history, thinking, historical thinking, factors, development, pupil, modernized indicators.

Introduction

As development of pupils' historical thinking is a complex and multifaceted process, it is desirable to separately consider the components and priorities of historical thinking and factors influencing its development. In other words, it is necessary to find answers to such questions as: "What is historical thinking?", "What features does it have?", "What aspects belong to it?", etc.

First of all, let's clarify the essence of the concept of "thinking".

According to E.Z. Usmonova, thinking is a process shaped in conditions of social life. First of all, it is manifested in the form of a large-scale (practical) activity, which later turns into a form taking the character of "mental" behaviour [1, p.3].

"Thought, thinking is the activity, indispensable feature and form of living of the healthy human brain" [2, p.12], wrote M.M. Khayrullaev and M.Hakberdiev. Thinking is a complex process that has not yet been fully analysed by science. Therefore, the aforementioned authors' opinions about the fact that the human brain ceases to function and may not think only then when it sleeps are controversial.

It has been scientifically proven that certain cells of the brain do not stop functioning during human sleep. There were also cases when some people found in their dreams what they could not find in reality.

Thus, thinking is considered to be the highest form of human mental activity and conscious behaviour, and a conclusion or decision resulting from opinions, ideas and views that coordinate the society and social environment, the causes of existing processes and means of understanding the reality, as well as people's activities to satisfy personal needs. Thinking is a cognitive process that accurately, clearly and objectively reflects existing processes and events in relation to senses, perceptions and ideas.

Based on thinking and its peculiarities, we will focus on the historical thinking, its components and essentials.

Historical thinking is the ability to comprehend historical processes and establish cause-and-effect relationships in them by knowing the historical events and occurrences, and summarizing the essence of their relationships.

Historical thinking is a concept expressing the essence of humanity and its world as a historical being. After all, man, as a historical being, is not only a reality related to

his social nature, but also a value responsible for historical continuity, historical succession and the future through a great deal of moral and ethical criteria. Only through historical thinking does man act as an intermediary, a link and a bridge between the past and the future. This social reality manifests itself as a phenomenon directly related to the evolutionary development of human society.

Main part

Historical thinking has a complex structure that is manifested as a sum of the following interconnected and related components: historical consciousness, historical knowledge, historical memory and historical worldview.

Historical consciousness is one of the most important forms of social consciousness and is manifested as a result of the process of person's comprehension. Historical consciousness is defined in a variety of terms: historical consciousness is the realization of the fact that everything existing in any knowledge and even spiritual existence have already happened (Philosophy: encyclopaedic dictionary) [3, p.190]; historical consciousness is a variety of sources and objects reflecting the historical events occurred before that are passed on from one generation to the next as heritage, ensuring the continuity of our history and culture (J. Tulenov) [4, p.7]; historical consciousness is a form of social consciousness, an understanding by the society of the relationship between own origin and place in time, past, present and future, and an objective perception of social reality (D.Abdullajonova) [5, p.83]; historical consciousness in science usually refers to a set of views, traditions, customs, habits and concepts about own origin from social groups, classes, peoples and nations, important events in own history and great leaders in the past, as well as about the relation of own history with the history of other human teams and the entire human community" (R.Abdullaev) [6]; historical consciousness is also an assessment of the past taking into account the diversity characteristic of society as a whole and, in particular, of various socio-demographic, socio-professional, ethno-social,

ethno-confessional groups, as well as some individuals. Historical consciousness is the sum total of the ideas of society, its social groups and individuals about their own past and that of humanity. Historical consciousness reflects the combination of past, present and future (R. Rakhmonov, F. Fayziev) [7, p.12].

Historical consciousness has an internal conflict consisting of "past-present-tomorrow". Recognizing this feature, A.Kh.Samiev argues that "historical consciousness is the assimilation of own temporal place by the individual (social group, society), and the relevance of the past to the present and the future, that it is a focus on the past which is important to the future" [8, p.34].

Thus, historical consciousness is a reflection of the understanding of the relationship between the temporal place, past, present and future of a particular individual, social group and ethnos.

Historical consciousness is shaped on the basis of historical representations, and a historical fact plays an important role in this process.

The category of historical fact is the most important measure and scientific criterion for history researchers. Actually, the imaginations of history without a historical fact is abstract, and the ideas are without proof.

According to the American historian E. Carr, it is not any event, but the ones of historical significance can be a historical proof. A researcher should know and have the maximum amount of information about the period he or she is studying. Both of them must have their own judgment. A historian must have objectivity, and the fact must be proven as the basis of reality. Only then, the forces become equal and control each other resulting in an unbiased conclusion. Carr, in view of this, says, "History is a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past" [9, p.204].

Historical memory is shaped on the basis of historical consciousness, and is a specific codification and re-manifestation of historical reality in the consciousness of the individual.

There are many complementary definitions of this notion: historical memory is one of the foundations of national pride (Independence. A popular-science dictionary); historical memory is the re-manifestation, remembrance and appreciation of the material and spiritual riches created by ancestors in the minds and daily activities of people (Philosophy: encyclopaedic dictionary); having a selective feature, historical memory selects (the elements of historical consciousness) and serves to systematize them or historical memory collects and stores information related to arts, traditions and rituals (D.Abdullajonova); historical memory is a power that connects a man with the material and spiritual riches created by all mankind and provides spiritual nourishment for his mind and daily practical activities (T. Kurbonov).

The general picture of historical consciousness and memory is manifested in the form of historical knowledge. According to N. Juraev, who has done fundamental research on the philosophy of history, the understanding of history begins with an interest in the sources of historical knowledge and studying it [9, p.193]. The scientist goes on to argue that, as any process of understanding is a prelude to imaginations and thoughts, at the same time, there is no doubt that the need for historical knowledge arises because of a person's interest to himself, his origin, as well as the destiny and history of mankind[9, p.194].

Historical knowledge is a system of impressions, ideas and concepts related to human past. According to its nature, historical knowledge requires studying the emergence of the ancient, earliest human being, the formation of human society, the emergence of need for people to live in groups, collectively and the ever-growing genealogy related to the emergence of management methods of this group, tribe and community.

In pupils, a historical worldview takes a shape through the formation of historical consciousness, historical memory and historical knowledge. In turn, the historical worldview gives pupils an opportunity to do a broad range of historical thinking.

According to the argument of A. Erkaev, the worldview is very close to the consciousness, but it is a much narrower concept. The worldview is the most general and stable imagination, idea, assessment, understanding, view, theory, belief, social goal and ideal of a person, social group, class or society of a particular period about the universe, man, society and development. Transient or secondary things are not characteristic of the worldview. With its commonness and stability, the worldview differs from the consciousness and forms the core of the consciousness. The worldview is often controversial because of its complexity, as it may at the same time include scientific, non-scientific, right or wrong ideas and beliefs[10, p.118].

Historical worldview is a system of views that is related to the human past, which arose in the course of its study. Historical worldview is shaped through public opinion on the basis of the idea of social life, historical development of society and its stages.

Developing pupils' historical thinking is carried out on the basis of a number of factors, which some scientists have interpreted as tools as well. While philosophical and political researches focus on the material and spiritual factors of the formation of historical thinking, the study of socio-psychological factors has a leading role in scientific and pedagogical researches.

In particular, as D.S. Abdullaeva notes, knowledge of the past that has been preserved in different forms over the centuries helps to draw the necessary conclusions for tomorrow. The same can be said about the national historical memory embedded in material cultural forms such as the nation's ideas of the past, national language, customs, examples of historical fiction, proverbs, epic poems, place names, historical songs and other forms of folklore, spiritual and architectural monuments, rare books, manuscripts and items. Elements of objectified material and spiritual culture are considered important sources of actualization of various layers of the subjective national historical memory.

Historical fiction, as a component of spiritual culture, reflects the nation's past, its griefs, joys and sufferings, as well as its way of thinking. While the dominance of the ideas of love and kindness to human being in the works of this genre plays a positive role in the life of the nation, the superiority of inhuman ideas and superficial illumination of the past can lead the nation to ignorance and misguidance[11, p.35].

When it comes to the socio-political factors in the development of pupils' historical thinking, it is worth noting the issues of political socialization.

It is natural that, like in any event, there is also a constant change and progress in the development of historical thinking. Here, it can be seen that different factors have their specific effects and role. Of these, the political factor is particularly important. After all, the life of every society goes around the axis of current politics. Therefore, this effect may have strong or negative implications depending on the nature of the policy being pursued[11, p.54].

The political factor, as a driving force behind the processes happening in the political arena of public life, may have a positive or negative impact, impede, restrict or otherwise stimulate.

Total combination of laws and normative documents in force in the society and the level of development of legal awareness and culture of the people are considered the legal basis for the activities happening in various spheres of social life.

One of the most important tasks of social life at various stages of human development is carrying out the process of political socialization of the individual. In other words, the social life of people, their participation in the political processes, their interaction with the existing political systems, assimilation of the system of ideology, legislation, spiritual views and values are carried out in the process of their participation and involvement in socio-political activities and public work. In turn, the socialization of a new generation that has stepped into political life ensures the continuity of political processes in public life and the succession of political development. This allows

achieving a balance of relationship between the state and citizens, and guarantees the sustainable development of the existing system.

Political socialization is the process by which an individual acquires the existing political beliefs, attitudes, orientations, values and norms in the political system[12].

Pupils' political socialization consists of two interrelated stages. Initial political socialization is the formation of pupils' individual electoral attitudes in the political system through the understanding of political categories. The main task at this stage is that the specific institutionalization of features being formed in students broadens their perceptions of politics and enables them to participate independently in the political processes.

The second stage of political socialization is characterized by the processing of information received by pupils during educational activities, expression of an independent ideological stance on the influence of any group and reassessment of cultural norms and traditions.

As we reflect on the spiritual factors of historical thinking, it is necessary to emphasize the respect for Motherland, scientific, cultural and literary heritage, and universal values.

Patriotism is a feature characteristic of all historical periods and generations. With the development of the society and changing of existing conditions, the essence of the concept of patriotism also goes on assuming particular importance. To understand the essence of the concept of patriotism one must be aware of the historical genesis of the establishment and consolidation of states and their struggle for national independence. That is why patriotism is a strong feeling that has developed in people for thousands of years.

As every nation seeks its own place in world civilization, it cannot be limited to the national cultural heritage. Speaking about the ideology without human values and without historical, philosophical, ethical, scientific and religious heritage that has been accumulated for centuries by mankind is no less than self-praise. In historical, cultural and spiritual heritage of every nation, human values are also expressed

in specific forms and varieties. The revival of national values does not happen in isolation from world spirituality and human values. National and human values are closely interconnected and have influence on each other. The roots of national and universal values are the unity of social, economic and political relations existing in epochs, societies and countries, as well as people's labour, living conditions and standards, intentions, aspirations, goals and interests. Every epoch, country and nation have own universal aspects in addition to the peculiarities in these areas. Universal values are social, political, spiritual events and wealth that are linked to the history, heritage, independence, perspectives and interests of all people, which form the basis of common foundations and interests, and correspond to the universal interests in the new stage of development.

Developing historical thinking in secondary school pupils requires taking the effects of many psychological factors into account. Specifically, such traits as being able to be conscious of oneself, that is, having inclination and desire to assess oneself, comparing oneself with other persons, expressing opinions freely, frankly and meaningfully, such emotional features as being able to hear and agree with others' opinions, and the development of personal motivational sphere assume vital importance in this process.

The process of developing historical thinking is also connected with the development of pupils' intellectual activity. Intellectual skills reflect the development of memory, the development of perception, the development of imaginations and the development of attention[13, p.56].

Intellect is a feature of a person, the ability to accurately and deeply reflect in our minds the objects and phenomena in the objective existence with their specific relationships and regularities.

Intellect is evident in all mental processes, first of all, in thinking and creative imagination. It is observed more clearly in an independent solution of a new problem.

The development of historical thinking is related to emotionality. It is necessary to eliminate pupils' negative feelings and to compensate them with positive ones. For example, it is necessary to arouse love in people. At the same time, it is important to develop in pupils' a sense of self-confidence in various situations. If love of others means the attitude towards others, then self-confidence means the attitude towards oneself. That is to say, a pupil forms a narrow sense of "I". Apart from love and trust, being able to abandon one emotion and call another, and teaching how to manage fear also belong to emotional reasons of important psychological factors.

V.I. Morosanova pays special attention to the problem of character typology in her article entitled "Individual self-regulation and human character". In her view, the problem of combining character typology and features in the most natural and methodologically strict way is solved in factor theories of personality, when features and types are considered as factors of various orders that describe qualitatively different levels of personality structure. It seems to her that from the point of view of the subjective approach to the study of the psyche, the problem of character typology can and should be considered differently – from the point of view of the peculiarities of the development of conscious self-regulation, which is considered as the psychological mechanism of subjective activity.

The results of her research make it possible to assert that individual self-regulation not only allows controlling the manifestations of character that impede the achievement of goals, but also that it is associated with the formation of an individual's character and personal orientation[14].

The development of pupils' motivational activity is also one of the psychological factors influencing the development of historical thinking.

Attitude motivation also plays an important role in the development of pupils' historical thinking. In order to establish a subjective attitude to the historical reality of the pupil, it is necessary to adhere to the hierarchy

of “man - human - person - individual - subject - perfection”, abandon the subjective attitude to the person, i.e. the mistaken theory that as in a robot it is possible to shape all the features evenly, create a relationship of the “subject-subject”, solve the problem that any subject is a person, but not every person is a subject, and acknowledge the fact that, in order that the person can be a subject, there is a possibility for independence, personal position, determination, worldview and their implementation into life. The aforementioned considerations play an important role in the interpretation of the motivation of personal attitudes.

It is necessary to emphasize the importance of pedagogical factors in the development of historical thinking in secondary school pupils. These factors are characterized by the fact that they wholly reflect the above-mentioned socio-political, national-moral and psychological factors. National education, historical education, organization and management of pupils' learning activities, and modernization of teaching activities in the context of interactive education plays an important role in the development of historical thinking.

It is worth noting that the concept of national education in modern conditions reflects the following two aspects:

an effective mechanism to protect pupils from the varieties and influences of popular culture;

a system of effective forms, methods and means of protecting pupils from mass media attacks.

The role of historical education in the development of historical thinking is incomparable. Although this concept is not widely accepted in pedagogical literature, it is important to note that there is a particular need for its application in modern conditions. The application of the concept of “history education” is common in practice. The use of this concept can be seen in many researches. On this basis, it can be said that, as Mahmudkhoja Behbudi stated, “although there is a slight difference between the lesson and the education, the two are inseparable from each other, like the body and

soul that are interconnected with one another” [15].

Based on the foregoing, the study also focused on the issue of “historical education”. After all, through the historical education, it is possible for the nation firstly to understand its historical roots while searching answers to such questions as “Who are we?”, “Whose generations are we?”, etc., secondly, to learn from them the lessons needed for today by analysing past processes, thirdly, to deeply understand the reality and the causes and factors that led to it, and to determine the optimal path for tomorrow by drawing conclusions from the mistakes made.

In the organization of historical education, it is extremely important to rely on folklore, examples of fiction and poetry, compact advice and counsel, parables, narrations, historical songs, as well as ancestors' experience reflected in centuries-old traditions.

When it comes to the role of historical education in the development of historical thinking, it is also necessary to consider the following side of the problem. English scholar Ralph Emerson wrote that “the true test of civilization is not the census, nor the size of cities, nor the crops, but the kind of man that the country turns out” [16]. Historical education that is aimed at shaping this kind can be directed to two types of purposes – negative and positive. The education aimed at one-sided, biased and inadequate shaping of the historical memory of an individual, social group or nation has a negative connotation. This is because a one-sided historical education is provided while teaching the growing younger generation. Studies show that it is not easy to eradicate the misinformation that was infused into the mind of a child at a young age. Biased infusion of history into the younger generation can be seen as a political act aimed at undermining and destroying a pillar in the nation's historical memory [11, p.77].

The development of historical thinking in secondary school pupils, in turn, requires the teacher to effectively carry out innovative activities.

Innovative activity is the driving force that leads forward and develops the pedagogical team. "Innovative activity is an activity aimed at solving complex problems that arise as a result of the incompatibility of traditional norms with new social requirements, or the clash between the existing and newly emerging norms of practice," says V.I. Slobadchikov[17].

According to M. Jumaniyazova, addressing the problem of training teachers for innovative activities was the result of the growth in the dynamics of innovation processes in the society. Its analysis not only includes the use of modern achievements of science and technology, but also covers such processes as searching, creating, adapting and implementing innovations, and re-checking the obtained results[18, p.22].

V.V. Slastyonin, one of the scientists who studied the structure of innovative activity, described it as follows: "The structure of innovative activity is a technological and methodological preparation for bringing in creative approaches, creative activities and innovations; it is a new way of thinking and culture of communication. The levels of innovative activities can be reproductive, heuristic and creative" [19].

"Innovative activity is caused by the teacher's dissatisfaction with own work. It is based on the fact that the teacher encounters some obstacles to solving a particular pedagogical task and tries to successfully solve it" [20].

Innovative activity begins with the search for a new idea. Pedagogical innovation requires a new approach from the teacher as it focuses on a critical and complex issue in the educational process. More precisely, the introduction of innovative technologies in the learning process not only suppresses the teacher by modern information technologies, but also changes its role, and complicates teaching activities. The development of a modernized didactic support requires the teacher to be a consultant, tutor, moderator and facilitator.

Conclusion

Modernization of education comprises the basis of the state policy in the field of

education, and it is the introduction of changes and innovations in all the components of the whole educational process as a social and nationwide task. The modernization process is carried out by taking into account the interests and needs of the state and society, pupils and teachers, parents and the general public.

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