

## Functional Aspect of the Development of Historical Consciousness and Historical Thought in Students

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**Abstract:** In this article, Students of the general education school were presented with scientific and theoretical justification of the development of historical consciousness and historical thinking and synthesis of practical skills formed on the basis of content and structural components of their educational stages, educational and educational tools improving the structure of development, principles of pedagogical, sociologist, Methodist scientists and psychologists, scientific.

**Ключевые слова:** Историческое сознание, историческое мышление, специфика, структурное обоснование, содержание развития, принципы, концептуальная сущность, развивающие учебно-воспитательные средства, синтез практических навыков.

It is known that pedagogical, methodological, sociological research of any scientific and social significance over the next years involves the study of historical consciousness. Historical consciousness is an integral part of social activity. At the same time, its types, forms and stages of development are one of the main objects in the study of historical science. At the time of historical consciousness, ideas, views, norms, value orientations, relationships are embodied.

In the development of historical consciousness and historical thinking in students of general secondary education schools, the peculiarities of their social concepts with philosophical political, legal, moral rights, religious, aesthetic, scientific proportionality are intertwined with each other. The structural basis of historical consciousness and various units in it were realized in the scientific expression of the complex. The field in the analysis of scientific research of specialists, historical consciousness is interpreted as a synthesis of new knowledge studied as a socio-cultural system and as an environment in which spiritual culture determines the socialization of the individual, the regulation of behavior. It is from this point of view that it is also the same fact that there is a certain learning problem of historical consciousness as a subjective factor in social practice.

Indeed, how the system of value orientations of the functional social essence of historical consciousness is developed young generation cognitivism subjective attitude of the country's historical past, customs, morality of society to various historical events, correspondence to national and universal values to a certain extent presupposes the acquisition of knowledge. "Historical consciousness is the assimilation by an individual (social group, Society) of his place in time, the connections and relationships of the past with the present and the future. This is very important to refer to the past in the future"<sup>2</sup>. "Historical consciousness is one of the most important forms of social consciousness, manifested as the result of the process of perception of an individual. Various definitions are given to the concept of historical consciousness: historical consciousness is the realization that everything, even spiritual existence, has taken place, which will be in any knowledge"<sup>3</sup>. In the development of historical consciousness and historical thinking in students of general secondary education schools, it is reflected in the independent reading of the cultural heritage of the ancestors in them, its practical application and its strong growth and continuous implementation.

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<sup>2</sup> Самиев А.Х. Историческое сознание и развитие духовного мира человека. - Душанбе: Дониш, 1994. - 154 с. - С. 65

<sup>3</sup> Falsafa: qomusiy lug`at (Tuzuvchi va ma`sul moharrir Q. Nazarov). T.: Sharq, 2004. - 494 b.



In the historical consciousness there is an internal conflict consisting of "past - today - early". In recognition of this feature, A.X.Samiev said that " historical consciousness is the assimilation by Man (social group, Society) of his place in time, the connection of the past with the present and the future. It is a focus on the past that is important for perspective," he expresses<sup>4</sup>. "Historical consciousness is a feeling that expresses the presence in a person of elements that reflect his thoughts and views about the past. Historical consciousness can also be used as a synonym for historical memory, but in general it is a broader concept, since historical memory as a " spontaneous " phenomenon and as scientific and historical thoughts about the past are embodied in the structure of historical consciousness, that is, historical memory is the core of historical consciousness"<sup>5</sup>.

"A retrospective analysis of the principles of the formation of historical consciousness indicates that its foundations should be traced from the past. That is, in order to build such qualities as respect for civil principles, respect for the historical past of their people, feelings of patriotism, it is necessary to preserve it avidly for generations, relying on the experience of past generations. Farobius wrote about differences in the worldview of different peoples, who established the laws of development of ideas about the formation and existence of certain events and phenomena of the objective world, taking into account the views and traditions of the inhabitants of a particular country". "A retrospective analysis of the principles of the formation of historical consciousness suggests that its foundations should be traced back to the past. That is, it is necessary to preserve it for generations, relying on civil principles, on the experience of past generations to form such qualities as respect for the historical past of their people, feelings of patriotism. Farobius wrote about differences in the worldview of different peoples, who established the laws of development of ideas about the formation and existence of certain events and phenomena of the objective world, taking into account the views and traditions of the inhabitants of a particular country"<sup>6</sup>.

"The formation of the historical consciousness of schoolchildren is possible and seems acceptable only if the teacher himself has such a feature. Thus, we consider historical thinking as the most important component of professional competence and general cultural competence of students of historical and pedagogical specialties. It can be said about the need for a graduate of a higher educational institution to have such qualities as pedagogical skills, respect for high culture, cultural heritage and traditions, tolerance, self-development and striving for self-education"<sup>7</sup>.

On the basis of the model for the development of historical consciousness and historical thinking, the harmony of its structural components is considered important.

In educational invasions, historical consciousness and historical thinking are formed in students of the Comprehensive School. In this context, historical consciousness and historical thinking become a means of forming personal characteristics in readers, such as self-awareness and self-development, in an axiological sense of citizenship. The basis of this process is the study of history. Consequently, the independent and meaningful Organization of this activity is carried out in proportion to the fact that the focus on modern approaches is directed in a particular structure. Therefore, it is necessary that students approach the study of history with responsibility, at the same time grow up to be a socially active person and can independently summarize and draw logical conclusions as a vital necessity, having studied historical information extensively. The etiquette of communication, the personal views of Secondary School students based on the culture of speech, allows society to develop a sense of genius.

Independent creative, logical, creative, critical thinking occurs in the development of historical consciousness and historical thinking in students, which brings together the peculiarities of events and phenomena in history to the surroundings of tevarak at the same time in the general educational

<sup>4</sup> Самиев А.Х. Историческое сознание И развитие духовного мира человека. – Душанбе:Дониш, 1994.-154 с.

<sup>5</sup> **Toxoriyon A.Sh.** Tarixiy ong va tarixiy xotira shakllanishining pedagogik jihatlari ilmoy talqinda. Zamonaviy ta'lim / 2020, 11.-31 b.

<sup>6</sup> Фараби.Историко-философские трактаты.-СПб:Питер,2017.-1131 с.-С.766-768.

<sup>7</sup>Замилова Р.Р. Совершенствование технологии формирования исторического мышления у будущего преподавателя истории посредством художественно- исторической литературы.(DSc) по педагогическим наукам .Наманган-2022. 64-с



system, students interpret historical consciousness and historical thinking in different ways. The above considerations synthesize irrational thinking in brain activity. The fact that general education schoolchildren imagine historical objectivity is not given to feelings with the help of these, but that the reading of fiction perfectly organises scientific texts and perceives them in a holistic, complex way makes the subject of Education interpret it wisely in the educational process stronger.

The observations made are taxable and the organs show that historical consciousness and historical thinking are formed in connection with educational subjects integrated with the science of history. In particular, there is an association with literature, native language music, physics and biology, which is taught in the general education system.

In the teaching of history, the curriculum is marked by the fact that the teacher does not teach historical information to students, but develops their civic position, creative thinking of the ideological worldview and identity on the basis of our cultural and spiritual heritage. It is necessary to study the ancient history and culture of our people and our great selves as a consistent continuation of their significant work on the study and promotion of their Manavi heritage.

Noted sociologist scholar J. In toshenko's opinion: "if we characterize the content and essence of historical consciousness, it can be said that it is a set of ideas, views, visions, feelings, moods, ideas, which embody the perception and assessment of the past with its entire diversity, characteristic of society in general, in particular, various socio - demographic, socio - professional and ethno-social groups, as well as individuals"<sup>8</sup>.

"The formation of historical thinking in students through the means of problematic education can be divided into four levels:

- a) Independent, traditional historical thought-the historical, fact that the teacher offers, mastering the methods of learning by the student of knowledge, the beginning of independent work by students, limitation to exercises with the property of remembering;
- b) Semi-independent historical thought is characterized by the participation of students in the application of previously acquired historical knowledge on new topics and the search for ways to solve educational problems;
- c) Independent historical thinking in this, with the text of the history textbook, the reader himself Works, applies the knowledge gained to new topics, revises, changes, solves problems of moderate complexity, assignments, proves his hypotheses with the help of a little of the teacher;
- d) Creative historical thinking requires discovery and creative activity, such as creative, requiring logical thinking, logical analysis, comparison, finding new ways to solve educational problems, independent proof, drawing independent conclusions, generalization"<sup>9</sup>.

A high indicator of the level of development of historical consciousness arises from the structure of complex processes on a regional scale, the socio-cultural development of modern societies, the history, a comprehensive interpretation of today's day and future prospects for social progress, national values increase its interest in improvement.

The process of development of historical consciousness is based on the fact that readers understand the content of axiological approaches and understand the reasons for the emergence of historical events, and have visions for them. The connection of historical consciousness with the past is manifested in the sum of the relationship between history and the future. Hence, the historical consciousness is readable; we cannot say that the problem of Arda development has arisen quite recently. The analysis of scientific and theoretical studies shows that this is when the interest in the solution of the problem is

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<sup>8</sup> Тощенко Ж.Т. Историческое сознание и историческая память. Анализ современного состояния // Новая и новейшая история. – 2000, № 4, 4-бет.

<sup>9</sup>. Shonazarov Q.R. Bo'lajak tarix o'qituvchilarini maktab o'quvchilarilarida tarixiy tafakkurni shakllantirishga tayyorlash. P.f.dok Toshkent.-2002.-47-48 b.



constantly growing differently. historical consciousness is expressed as a condition for the self-identification of society and man. In this, the focus on the knowledge of the world in the content of the development of historical consciousness, the study of the expression of socio-cultural and historicism from the essence of the given context is characterized in the proportion of the goals that develop Man and society.

The development of historical consciousness relies on the basic methodological guidelines with which various historical periods are defined, which must first include the philosophical meaning and interpretation of the basic concepts of consciousness and history.

The philosophical reflection of historical consciousness makes it possible to form a general concept of historicism, the value characteristic of the position of this consciousness worldview and the relevance of human life as a social basis.

There are many views, approaches and models of scientists who have studied historical consciousness. Definitions of the term "historical consciousness" in the scientific literature are a phenomenon of understanding the nature and genesis of its occurrence. In particular, the identification of historical consciousness through cognitivism is known as objective reality-the subjectivity of the connoisseur; in the attitude to the subject through ideal activity is considered as a complex organized material system.

Later scientific and methodological sources explain that in the definition of historical consciousness, the content of consciousness as a spiritual and practical phenomenon, ideas and theories are increasing. In this, the role of the informative approach and the priority of the information and communication model allow the processes underlying the definition of historical consciousness, the methodology for its development, the evidence of knowledge obtained as a result of the mental activity of the subject to be clear and meaningful.

Therefore, the development of historical consciousness and historical thinking of students in general secondary education schools contributes to the growth of axiological approaches to the study of cultural heritage in them. In them, feelings of humanity, patriotism, respect for national values are absorbed, professional and colloquial attitudes are activated. It acts as a complex and methodically important spiritual and practical phenomenon in modern social life and requires taking into account all the conditions and factors in its study. In the context of the use of historical experience, its active influence on its activities, historical consciousness as a whole for the progressive development of Man and society is synthesized by the method of scientific knowledge and research of almost all aspects of social life.

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