



## THEORETICAL ASPECTS OF FORMING HISTORICAL THINKING IN PRIMARY CLASS STUDENTS IN EDUCATION

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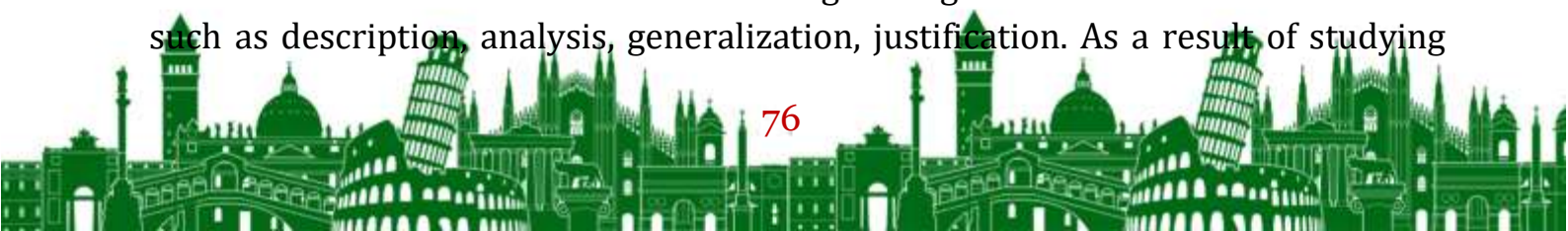
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Annotation: In this article, the essence, theoretical foundations, and analysis of concepts aimed at forming historical thinking are presented. Scientifically based opinions on the stages of development of students' historical thinking and the integrative importance of understanding historical consciousness and national identity are presented in the educational process.

Key words: historical thinking, historical consciousness, historical memory, values, creative thinking, historical imagination, philosophy.

The formation of independent thinking of students in the educational system has always been an urgent issue. Ancient and medieval Eastern and European thinkers emphasized a lot that a child should have his own opinion during the education process. Aristotle, Socrates, Musa al-Khwarizmi, Abu Nasr Farabi, Abu Ali ibn Sina, Abu Rayhan Beruni, Abdurrahman Jami, Alisher Navai and many other scientists considered the ability to think independently as the main characteristic of personality development. Based on the analysis of the research conducted on this issue, it should be emphasized that the formation of independent thinking is a multifaceted process, that representatives of different disciplines approached from the point of view of their research field and paid attention to the solution of the problem.

Among philosophers, V. Alimasov pointed out that the thirst for thinking is the source of independent thinking, A. Erkaev on the formation of freedom of thought, G. Matthews paid attention to the philosophical interpretation of independent thinking by showing the place of philosophical doctrines in the development of a child. Little attention is paid to the development of independent thinking skills among primary school students based on historical awareness as an object. However, in today's globalized environment, it is very important to direct students to independent and creative thinking by forming historical consciousness from a young age. After all, the same historical lessons help the child to move towards the future, drawing correct conclusions from the past, have a positive effect on the formation of his ME in society, the development of the concept of Self. At the stage of primary education, the study of the world around us and the science of education is aimed at achieving such goals as the formation of skills such as description, analysis, generalization, justification. As a result of studying





this subject, the student learns about the history of the Motherland (pictures of people's life, work, traditions of different historical periods), the history of the motherland - the Motherland (people's work, specific features of the profession, important historical information). lum acquires knowledge of historical evidence. In the process of learning these subjects, schoolchildren should be able to describe separately studied events from the history of the Motherland, show state borders, population areas, etc. on a map, globe. The issue of formation of historical consciousness in elementary school students has been a concern of teachers and methodologists for many years. This was related to the specific characteristics of historical material acquisition and historical evidence by young students. In this regard, in the works presented by stylists in the pre-independence period, to determine the ways of enriching the historical imagination of students through the use of figurative teaching of history in primary grades, the teacher's story, conversation, and visual teaching tools. necessity is justified.<sup>1</sup>

Russian stylists and practitioners made a great contribution to the theory and practice of the formation of historical consciousness and historical ideas in schoolchildren, historical consciousness and ideas were defined as the first necessary stage of the formation of historical concepts, which, in turn, is the primary leads to the formation of the historical outlook of students. Stylists proposed a number of effective classifications of historical images, managed to develop methods of creating each type of historical images based on time, space, and evidence of the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a condition for developing their independent thinking skills. However, the analysis of scientific and educational literature shows us that at the current stage, teachers are not offered methodological recommendations for the formation of historical consciousness and historical ideas in primary school students, including lesson plans, and that there is a need for deeper research on this topic. means So, until now, by developing the age-related laws of the development of primary school students, taking into account them, the introduction of information based on historical materials into the content of academic subjects, it is possible to help a young student to independent and non-standard thinking, to study in society. z we can achieve an active citizenship position.

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<sup>1</sup> Kharatova, S. K., & Ismailov, T. X. O. G. L. (2022). Use of innovative technologies in the educational process. *Science and Education*, 3(3), 713-718.



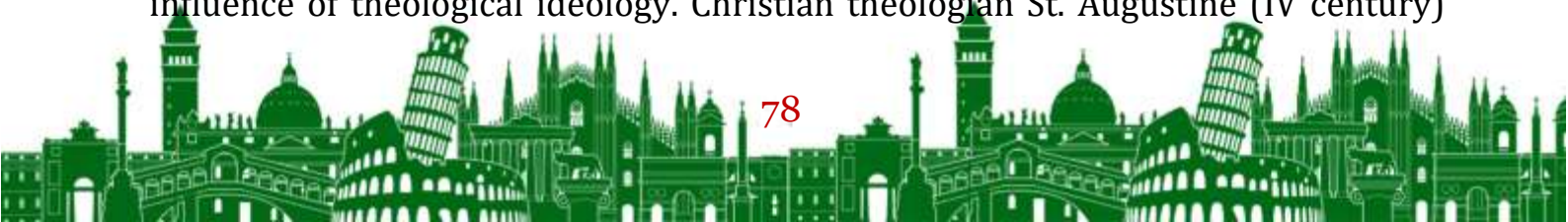


The development of historical consciousness consists of several stages. History, as one of the knowledge acquired by mankind, covers various aspects of social life. History is the general detail of human life. If we understand history in a broad sense, the range of historical research and research is unlimited. But in history, an individual person cannot have a visible and significant impact on the historical situation. From a religious point of view, historical development depends on forces that lie outside of history, but decisively affect it. However, in many cases, as the primary cause of social changes, sometimes as a great person, sometimes as an amorphous mass, in the form of Brownian movement, man became the evidence of historical movement. History as a science is an integral element of the spiritual development of an individual and society as a whole.

History is not only the activity and heritage of mankind, but also the set of actions and events of mankind in a certain period of time. History is also a combination of time, it exists only in time. The historical progress reflected in the historical consciousness, the appearance of its contradictions has always occupied the thinking of mankind. The concept of historical consciousness is the main topic of the philosophy of history. The historical consciousness of mankind has its own genesis, which has traveled a long way. Historical consciousness did not appear suddenly, as Aphrodite appeared from the foam of the sea. Its formation went along with the economic and political development of humanity. Social consciousness exists in the forms of political, ideological, legal consciousness, morality, religion, science, art and philosophy. But historical consciousness emerges in different forms of social consciousness as an element, a part of it, and their evolution and diversity is determined by the evolution and diversity of nature and society.

At the same time, worldview is a person's understanding of the world to a certain extent, understanding, knowledge, evaluation and practical mastery based on this. It is also to determine the place and role of z. One element of this philosophical worldview is the philosophy of history or historical consciousness, which embodies the past state of the development of society before our eyes.

In the works devoted to the genesis of historical consciousness, many researchers limit themselves to European traditions, although the first buds of historical consciousness appeared in the most ancient cradle of human civilization - the East. The elements of the scientific basis for the theoretical analysis of the development of historical consciousness appeared in the ancient, medieval stages, during this period, the first steps were taken to free history as a science from the influence of theological ideology. Christian theologian St. Augustine (IV century)





contributed to the first development of the philosophy of history. His entire philosophical outlook is subject to the principle that "there is no knowledge and no truth without religious belief." Augustine's merit is that he created a Christian-theological concept of world history. He explained world history as the result of God's predestination. In his opinion, the essence of every event in human history is the result of God's command. Augustine said that historical events depend on divine destiny.

Our compatriot Al-Biruni is one of the scientists who contributed to the concept of historical development, and the scholar put forward the cyclical concept of human development. The encyclopedist scientist described the historical development on the example of the history of different nations. Al-Biruni's work as a historian has not been studied until now. In the works created by the historians of our country in the Middle Ages, the processes of social, economic and political life of our country in different periods of historical periodization are described. But there are no works on the essence of history.

The term philosophy of history was introduced to science by the famous Enlightenment Voltaire, and Voltaire based his work of the same name on the idea of the progressive development of society independent of the will of God. He believed that the course of history depends on the change of ideas. Voltaire looked critically at the works of historians of the ancient world and their historical consciousness. This period could not distinguish the very subtle mythology from the historical sources.

Since the 18th century, historical development, historical consciousness has become the main research topic for thinkers. During the Age of Enlightenment, enlighteners freed the historical consciousness from the pressure of theology and began to write real history. Philosophers of the new age described the history of mankind as a collection of countless mistakes of people. During this period, historical and philosophical observation was widely developed. In this process, the following words of the first President are worth noting: "Enlightenment is the basis of society's development, the only force that will save it from inevitable destruction." In this century, the struggle of enlightenment against superstition led to radical changes in development. Economic ups and downs from growth to depression and depression, fundamental changes in production, socio-political religious movements, etc. Sometimes history is seen as the way to salvation, the key to the solution of accumulated social, economic and political problems. An





attempt was made to comprehensively understand and analyze the historical development of mankind.<sup>2</sup>

Stages of development of "historical consciousness" and "historical memory" in elementary school students. Until now, a number of research works have been carried out on the genesis of historical consciousness. Concepts of historical consciousness and historical memory are described from the point of view of philosophical and cultural studies. Here we look at them from the point of view of the philosophy of history and focus on the stages of their formation and development from a historical point of view. Historical consciousness and historical memory, as one of the forms of social consciousness, is an element of the worldview of an individual, society, nation, and people. Worldview is a person's holistic concepts and ideas about the world.

The historical consciousness of elementary school students is formed under the influence of various factors. At the same time, its condition is primarily affected by the knowledge acquired in the processes of teaching subjects and extracurricular activities, the objectivity and reliability of which depends on the content of school textbooks and the position of teachers, because the school students almost do not use historical materials in educational processes. For them, historical information should be reflected only in the content of history and social sciences. Effective use of historical materials, coherence, interdisciplinary communication in increasing the efficiency of science teaching in primary grades contributes greatly to the process of national identity awareness.

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