



## **HISTORICAL THINKING AS A PEDAGOGICAL PROBLEM**

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<p><b>Received:</b> June 10<sup>th</sup> 2023 <b>Accepted:</b> July 10<sup>th</sup> 2023 <b>Published:</b> August 14<sup>th</sup> 2023</p>	<p>The article presents the author's vision of the use of fiction as a means of forming historical thinking among future history teachers. The problem of the formation of historical thinking among students is currently one of the central ones in the preparation of future teachers. Fiction contributes to the moral education of future teachers of history, which is a very important aspect in the process of personality formation. A fiction book helps the teacher to maintain the attention of students, contributes to the development of interest in the subject, and increases the evidentiary power of presentation.</p>

**Keywords:** thinking, historical thinking, critical thinking, self-development, motivation, historical consciousness, historical thinking, cognitive psychology, personality self-actualization

### **INTRODUCTION**

In modern domestic pedagogy, new directions are developing, within which attention is focused on the study of the functioning and transformation of historical knowledge in a future history teacher. The deepening transformational processes taking place in the life of independent Uzbekistan, which is moving confidently along the path of democratization of the state and society, especially in the educational spheres.

The socio-economic transformations taking place today in various spheres of Uzbek society determine the reform of the labor market, affecting a wide range of socio-professional issues related to solving the problems of adapting university graduates to modern conditions of professional activity. These reforms have a significant impact on the educational process of the higher professional school, presenting new requirements for the quality of student training in our country. Today, graduates of higher educational institutions are required to have new professional thinking, high mobility, competence, tolerance, orientation towards intra-group activities, etc.

These requirements are primarily related to the need to form and develop the historical thinking of university students, which is an integral part of their professional activities. Only with a sufficiently high level of formation of historical and critical thinking of students opens up prospects for further professional activity. Students of a higher professional school should be well prepared for constant self-development, innovation, a variety of ways to achieve goals, independent decision-making, collegiality, initiative and flexibility. However, an analysis of the practical activities of university graduates indicates that at the beginning of their professional activities, most of them do not know how to implement these qualities in practice and do not have experience in implementing such competencies even in educational activities. University graduates are often insufficiently prepared for real professional activities, having little motivation for effective interaction in a team, reflection on mistakes and shortcomings, etc.

The higher education system is designed to develop historical, critical thinking, to guide the student to mastering creative ways of solving life problems, to self-education and self-education. At present, pedagogical science has actualized the problem of increasing the level of students' skills in obtaining knowledge, participating in joint decision-making, developing the logic of argumentation and evidence.

The problem of the formation of historical thinking among students is currently one of the central ones in the preparation of future teachers. Graduates of pedagogical educational institutions have insufficient pedagogical culture, are distinguished by a low level of reflection development, are prone to the implementation of rough, directive influences in the "teacher-student" system, and are little oriented towards spiritual work related to self-knowledge and self-improvement. Young teachers find it difficult to apply theoretical knowledge to a specific pedagogical situation. One of the reasons for this is the circumstance that, in teaching at pedagogical universities, the process of assimilation of knowledge is somewhat ahead of the process of the formation of professional-pedagogical thinking skills. In this regard, there is a need for future teachers to develop this type of professional thinking, which would give them the opportunity to independently update their knowledge, improve their skills, think critically and find new original ways to solve pedagogical problems.

### **MATERIALS AND METHODS**

Historical thinking is formed through events, facts and phenomena. Historical facts reflecting single events that took place in history once, at a certain time, in a specific place with the participation of a certain circle of people. These facts are unique. Historical phenomena, reflecting features, are characteristic of a certain historical period, era. Facts vary in length, complexity, and significance. To understand and assimilate complex facts, it is necessary to reveal them with the help of simpler facts. Historical events and phenomena are closely related to each other. The study of single facts (events) allows us to understand typical facts (phenomena). In the process of teaching history in a general education school, three types of historical representations are created (Kupriyanova, 2016; p.689).

- a) about the facts of the past;
- b) about historical time;
- c) about historical space.

In the psychological dictionary: "Thinking is insofar as the process of reflecting objects, since it is the creative transformation of their subjective images in the human mind, their meaning and meaning in order to resolve real contradictions in the circumstances of people's life, to form its new goals, discover new means and plans to achieve them " (Toshchenko, 2000).

Teachers working in higher educational institutions and relying on traditional approaches to the formation of historical thinking, today face difficulties in including students in the process of developing thinking in various types of professional and social relationships. In this regard, we can conclude that the process of forming the historical thinking of university students needs to be updated, both the content and the forms and methods of forming historical thinking.

Historical thinking is usually understood as a historical consciousness focused in a special way, which reflects aspects of information about the past that are relevant to the present. At the same time, historical memory fixes, first, aspects of the past that are most relevant for the present. Historical memory is an expression of the process of organizing, preserving and reproducing the experience of a people, country, and state for its possible use in people's activities or for its return to the sphere of public consciousness. Historical memory is not only updated, but also selective - it often focuses on individual historical events, ignoring others (Toshchenko, 2000).

When comprehending the phenomenon of historical education, it is useful to clarify the meaning of the most general concept of "history", "historical thinking" in relation to the process of historical education. The concept of "history" refers to studies and descriptions of the past as a special professional field of activity (historical science), as well as images of the past in the public mind (collective historical memory). These terms are often treated as synonyms.

The formation of historical thinking and the study of history aims at the most accurate reflection of the past. In historical science, over time, events lose their immediate relevance, which allows historians to claim the objectivity of the scientific study of these events. A different regularity is characteristic of historical consciousness and historical memory. The oral tradition of transmitting information about the past is mythological in nature and is aimed at an uncritical perception of the images of the past. The memory retains and "reproduces" information about the past based on the imagination generated by feelings and sensations caused by the present. Memories of past events are reproduced through the prism of the present (Sokolova, 2007).

The representative of cognitive psychology Solso (2006) offers the following definition: "Thinking is a process by which a new mental representation is formed; this happens through the transformation of information, achieved in the complex interplay of the mental attributes of judgment, abstraction, reasoning, imagination, and problem solving. Thinking is the most meaningful element of the three components of the mental process, and it is characterized more by comprehensiveness than by exclusivity" (Solso, 2006).

In other words, thinking as a process that includes the operations of analysis, synthesis, abstraction, generalization, is subject to uniform laws and is carried out by uniform psychological mechanisms; however, thinking, considered in the context of an individual's activity, in the context of solving problems and tasks specific to a given profession. According to Usmanova, thinking, being a process that is formed in the conditions of social life, first manifests itself as a broad-subject (practical) activity, then thinking acquires the character of "mental" activity (Usmanova, 2000).

### **RESULTS AND DISCUSSIONS**

The criticality of the mind is extremely necessary at all stages of the process of historical education, since the reliability of facts, comparison, and analysis are required everywhere. Without a critical assessment of the task, the problem is impossible to put forward assumptions, comprehend a historical work, which is largely determined by the general culture of the student and the willingness to perceive the events and characters of a distant time. Critical thinking occurs at the stage of summing up, evaluating the process and result of educational activities, that is, at the stage of diagnosing the process of completing a task, solving a problem, evaluating the results of activities or behavior, confirming conclusions, and finding the most rational way to solve a problem or task.

There is an opinion among teachers of higher education that the critical thinking of students is formed automatically in the educational process, and it reaches the highest level in professional activity only as a result of many years of experience. However, practice and research do not confirm a direct relationship between the length of service of a specialist and the level of formation of historical thinking. Therefore, an important task of vocational education is the search for technologies for the purposeful and systematic formation of students' critical thinking already at the stage of professional training (Zamilova, 2021).

In fact, it is necessary to focus on the formation of principles for understanding historical facts in students. Since in tragic circumstances and at turning points in people's lives, they often turn to works of art as a source of spiritual strength and courage. Historians consider individual moments of the battle and its general results, defensive and offensive maneuvers of the troops, express judgments about the orders and orders of military leaders. Future teachers of history in a strict consistent system must state the facts and, considering them, seek to establish and formulate the patterns, causes and effects of phenomena; they must express the results of their research in figures, concepts, and conclusions. Writers paint reality in living pictures. In addition, it is only thanks to these pictures that a work of art, even if it includes reflections on philosophical, political, historical topics, becomes a creation of art. Historical thinking and historical knowledge play an extremely important role in the system of formation of students' worldview. They concentrate the social experience of humanity and are necessary for a correct understanding of the complex and contradictory events of our time. In the learning process, historical knowledge helps to create:

- 1) Ideas about historical reality;
- 2) A scientific picture of the development of human society;
- 3) It serves as an indicative basis in the process of mastering historical knowledge and understanding modern society;
- 4) It allows to effectively influencing the formation of a person's personality, one's feelings and consciousness.

The structure of historical knowledge includes:

1. Historical representations,
2. Historical concepts,
3. Knowledge about the methodology of historical knowledge (Zamilova, 2021).

The development of historical thinking in future teachers of history is associated with historical representation. Historical representation is a reflection in the minds of students of the external, most expressive features of historical facts, events, personalities and their localization in time and space. Historical perceptions are always subjective. This is due to the peculiarities of the perception of historical reality. Most historical knowledge is at the level of representations.

### CONCLUSION

To conclude, we can say that development of historical thinking in future teachers of history is based on a historical and heroic image. It is impossible to paint a picture of life, remaining indifferent to what you depict. Different artists reproduce even the same object in different ways, because they see and evaluate it differently, think and feel it differently. A writer cannot be dispassionate. He always affirms something, denies something. His paintings are always animated by thought and feeling. That is why they bring out in us a whirlwind of complex and varied experiences. The stronger the feeling of the writer, the brighter he sees the world around him, the more he knows about it, the more skillful and talented he is as an artist, the stronger the response is found in the soul of the creation of the reader.

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