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DEVELOPING STUDENTS' HISTORICAL THINKING THROUGH SIMULATION OF REALITY AS A SOCIAL-METHODICAL NECESSITY

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Аннотация

В данной статье отмечается, что развитие исторического мышления у учащихся на основе имитации действительности на уроках истории является социальной методической необходимостью.

Ключевые слова

имитация действительности, ученик, знание, мышление, урок истории, исторические знания, умственные способности.

Abstract

This article highlights the social-methodical necessity of developing students' historical thinking through the simulation of reality in history lessons.

Keywords

simulation of reality, student, knowledge, thinking, reasoning, history lesson, historical knowledge, intellectual ability.

One of the main tasks of the general secondary education system is not only to form a certain stock of knowledge in students but also to enrich their worldview, expand their thinking abilities, and create conditions for self-expression as individuals. Social sciences play a special role in the formation of students' thinking skills. In particular, the subject of history has unique potential in fostering national identity and historical thinking in students. Teachers pay special attention to expanding students' cognitive activity during history lessons [1.79-p].

Our observations show that most students are more inclined to perform reproductive tasks. They are limited to merely memorizing facts, dates, and events. Therefore, teachers are required to rely on methodological foundations in selecting educational materials, and the methods and approaches for presenting them. At the same time, it is necessary to focus on developing students' ability to apply the acquired knowledge. As a result of such an approach, a foundation is created for

students to gain historical knowledge and explore historical realities. Consequently, the role and significance of historical thinking increase.

Historical thinking allows for a high level of generalization and abstraction [2.17-p]. This leads to the tendency of identifying cause-and-effect relationships. As a result, students are able to substantiate their points of view with concrete evidence. This, in turn, demands the complication of students' methods and techniques of intellectual activity.

Historical thinking rapidly develops only when students not only acquire historical knowledge but also master the methods of assimilating it. The main characteristic of students' cognitive activity is its independence. According to the justifications of pedagogues and psychologists, independently acquired knowledge is productive and serves the development of students' thinking. The pedagogical activity of the teacher is also of great importance in the development of students' historical thinking. The teacher must select and apply methods that contribute to the development of students' thinking, taking into account their age characteristics, levels of knowledge, and motivations for learning historical subjects [3.23-p].

Teachers must clearly understand what methods and approaches are necessary to develop students' interest in mastering historical knowledge. This allows them to determine how to organize independent activities with the classroom team. The main operations and manifestations of thinking can include analyzing historical reality, generalizing, abstracting, synthesizing, comparing, specifying, classifying, and systematizing [4.4-p]. In particular, analyzing and synthesizing historical knowledge plays a leading role in the formation of historical thinking. Other actions are carried out based on analysis and synthesis. For instance, abstraction involves mentally distancing and separating features specific to a certain historical event. To do this, it is necessary to identify these features through analysis. Analysis and Synthesis Require Clarification Operations. In this process, it is necessary to clarify the reality and its connections. This allows for the consideration of facts and the understanding of relationships between abstract situations. Generalization, in turn, serves to identify historical facts, objects, and items, and to comprehend the connections between them. Initially, the unique characteristics of each object or item are identified, after which the general characteristics allow for the unification of all objects, items, and facts that belong to the same group. Generalizing specific objects enables the understanding of the features of historical facts and items. A complex and important form of historical thinking is systematization. Knowledge that lacks a clear system does not serve to develop students' historical thinking. The systematic nature of historical knowledge has a variable character; the same type of knowledge set may be based

on different logical foundations. This is directly related to the purpose of systematization and the origin of the thought.

Experts have noted that a person's thinking has both reproductive and creative characteristics. Students with reproductive thinking rely on familiar methods of action, knowledge, and educational materials in their activities. They follow a specific algorithm and therefore achieve predictable and pre-imagined results, or they reach new outcomes indicated by the teacher. Such students tend to accept ready-made knowledge. In contrast, students with a creative type of historical thinking achieve new results during the independent execution of specific actions. Such action processes include:

- a) Independently transferring acquired historical knowledge to new situations, i.e., applying previously learned historical knowledge to new contexts;
- b) Introducing newly learned historical problems into familiar situations;
- c) Being able to perceive a historical object;
- d) Comprehending the structure of historical reality;
- e) Seeking alternative solutions to historical problems;
- f) Integrating existing methods for solving problematic tasks with newly acquired methods.

These creative activities are used during the performance of cognitive tasks and the resolution of problem-based tasks. Completing such tasks presents certain difficulties for students and sets the goal of creatively searching for solutions. Various types of problem-solving approaches can be employed to form historical thinking in students:

- A) Identifying a specific method for completing problematic tasks among the available options;
- B) Applying known knowledge using new methods of action;
- C) Encountering situations in which students' existing knowledge is insufficient to complete the tasks. In such cases, during the teaching of a particular topic, it is recommended that the teacher take steps to fill in the gaps in students' comprehension levels.

The formation of historical thinking in students is reflected in the following:

1. Possessing the skill to describe social events or phenomena and correctly identify their distinctive features;
2. Determining the causes of any social phenomenon;
3. Striving to identify the conditions that led to a specific event or the relationships between events;
4. Understanding that all historical events have a transient nature;
5. Recognizing the clear manifestation of certain historical events or patterns;

6. Searching for the tendencies embedded in each historical event;
7. Investigating the social motivations of social groups or individual figures;
8. Evaluating historical reality according to stages of periodic development;
9. Taking an interest in comparing the past with the present;
10. Acquiring the skill of learning lessons from the past during history lessons.

Historical evidence plays an important role in the formation of historical thinking in students. Events are interconnected based on evidence. Accordingly, each reality involves evidence to a certain extent in its explanation.

Every piece of evidence related to a historical event ensures its connection with other events. Evidence concerning historical reality is considered reliable when it is scientifically substantiated. Therefore, in forming historical thinking in students, it is necessary to rely on scientifically grounded evidence. For this reason, students must be equipped with evidence related to historical events, which in turn requires the development of their generalization skills. Generalization is carried out based on identifying existing evidence. To do this, students are required to distinguish the most significant pieces of evidence and use them as a basis to carry out thinking operations.

When thinking about historical reality or events, special attention is paid to their place in the development of society, and it is determined whether the event has a one-sided or multi-faceted character.

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