

Principles of Development of Historical Thinking

Navruzov Ikrom Nurillayevich

Senior Lecturer, Department of History, Navoi State Pedagogical Institute

Abstract:

Following article had shed light on the importance and role some modernization didactic parameters of development historical thinking in pupils of secondary schools. The author classifies the main points, tendencies and methods of philosophical-anthropological approach, opines practical-technological effects of using archeological skills in development historical thinking in secondary school pupils and pedagogical possibilities museum pedagogical.

Keywords: human, history of humanity, approach, philosophical-anthropological approach, thought, history, historical thinking, category, tendency, method, archeology, archeologic skills, museum pedagogy, principles of museum pedagogy, museum educational program.

Introduction

Historical memory, in return, lays a foundation to emerging historical thought in person. Historical thought is a weigh of a mankind to measure dexterity to grasp, to estimate and analyze historical events. In developing historical thought among the pupils of secondary schools, History, amid the social science subjects, plays main role. The subject not only covers the life of mankind, but also serves as a catalyst to well develop human being. It helps a pupil to cogitate on life matters free of limitations and assists him to plant in his brain a sense of historical understanding and thought which will help him to develop his personality.

History – is a concrete subject which requires exact knowledge of chronology of past events. And it is interrelated with other subjects. But, the difference is in that, history reviews the public development as a whole and analyses social life events and their all sides. In analyzing the events it takes the “human” as the basic issue.

Main Part

It is not a subject about events, feelings, experiences and relationship of today’s people, but spiritual experiences, purposes of living and things that happened in the past of our ancestors.

In fact, history is not a subject which covers only past memories and information. Its great power in covering ideas, in opinions to direct, in understanding today’s people, in knowing and estimating today’s real life by analyzing and researching through educating and mentoring the people. If we look at the history in this way we can feel its whole volume and its role in prosperity of mankind and society [1; p.24.].

Thus, main function of history is not only in teaching the pupils about the chronologies and memorizing dates but through understanding its deep experience prepare pupils about grasping the real picture of events and making them be active participants of every social and creative fields of our society. Following task, naturally, requires grasping independently events of modern society and formation of historical consciousness. Without this, it is not possible to direct own experiences and make estimations properly.

By judging what has been mentioned above, we can conclude that in order to form historical thought among the pupils of secondary schools, possibilities of philosophical- anthropological

approach will give expected results. The basics of such approach, as a concrete and whole study of everyday life, has selected “human” factor as a main source of study. Searching for the truth of life, today’s events, life, connection with world are an ancient practice of ancestors, and in this way one can understand the real meaning and purpose of life.

Self characteristics of the following approach is in that that it requires to look at all educational subjects not only as an outlook, but as a method of existence.

Following method of existence, in first, must be understood by grasping what is universe. Secondly, it would be right to define this method of existence as an uninterrupted routinely connection of self, others and other cultures.

The chances of forming historical thought in pupils through philosophical – anthropological approach will be clearly seen in its main categories, tendencies and methods: main points – life, existence, spirituality, heart, individual, human, being individual, personal experience, dialogue, dialogic movement, meaning of life, education, self education, self development, trust, mutual understanding; tendencies – anthropological, ontological, dialogic, understanding and unity of mutual understanding, dexterity to self education, creativity, mutual suitability of development of person and the process of education; methods – dialogue, situations, explaining, self education, independent assignment, games, plan, research based.

In order to form historical thinking in pupils approximately following characteristics must be developed: properly picturing social events and happenings, right selection of proper tools and stencils to analyze these events; attempt to find out every possible reason to its occurrence; to find out mutual relationship, conditions related with the event, and attempt to understand every detail related with that specific event; understand the description of the process of every historical event; attempt to find out historical importance of step by step development periods and levels of events; understand the exact emergence and multi appearance of historical laws; to search for self characteristics of every detail happened in historical events; to search for social motives describing the activities of each person and various social groups; to estimate the historical events from the point of national and humanitarian traditions; to be interested in comparing the past with current life.

Formation of historical thinking requires study of early ages, appearance of the first man, formation of societies, and need of people to live together as a group and methods of management to rule these groups. In this process main role plays ethnographic, anthropological, numismatics and linguistic skills. History is an outstanding subject with its archeological lore which covers social, economic, political and cultural life [5; p.15.]. Basing all mentioned, we can classify archeological skills into following:

Political. For example, we can come to know social-group management of “Avesto” period by studying monuments (Sopollitepa, Jarkutan) of Bronze Period.

Social. For example, we can observe differences and similarities of Southern and Northern Central Asian people by comparing Chakmakli and Kaltaminor monuments of Neolithic Period.

Economic. For example, in Zamonbobo place has been found a number of pieces of catering and household items, bones of household animals alike cow, sheep, goat and wild animals, pieces of hand mill made of stone, pieces of serp, pointers of arches, various necklaces made of valuable stones and many other proofs related to Eneolithic and Early Bronze Period. These findings proves that people of Zamonbobo had experienced agriculture and household catering.

Cultural. For example, while archeological excavation, in 1939-1940 at Begram city of ancient Baktriya, has been found artistic piece made of ivory. Moreover, during the excavations of Tillatepa (Southern Baktriya), in 1978-1979, has been found great about 25 thousand masterpieces made of gold.

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