

## PSYCHOLOGICAL-PEDAGOGICAL AND METHODOLOGICAL FEATURES OF THE FORMATION OF HISTORICAL CONSCIOUSNESS IN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

The article is devoted to the psychological and pedagogical features of the formation of historical consciousness in students through the teaching of subjects in primary school. It deals with the institutions of the student's self-awareness, emotional characteristics such as self-comparison with others, open expression of opinions, compromise in the relationship, as well as factors of national upbringing.

**Keywords:** Primary school, historical consciousness, literary text, perception, need, identity, national education, moderator, facilitator.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

It is known that historical consciousness is one of the most important forms of social consciousness, manifested as a result of the process of understanding the individual's existence, time, realities. Science has given different definitions to this concept. For example, the Dictionary of Philosophy defines it as: historical consciousness is the realization that everything, even a spiritual being, that exists in any knowledge has taken place [6,190]; According to the philosopher-scientist J.Tulenov, the historical consciousness inherits from ancestors the various sources and objects that reflect the historical events that took place in the past, and ensures the continuity of our history and culture [2]; "... historical consciousness is an assessment of the past, taking into account all the diversity inherent in society as a whole, in particular, in different socio-demographic, socio-professional, ethno-social, ethno-confessional groups, as well as in individuals. Historical consciousness is the sum of the perceptions of society, its social groups, and individuals about their own past and the past of all mankind. In the historical consciousness, the past, present and future are reflected in harmony"[3,12].

In the historical consciousness there is a trinity of "past-present-early" consisting of internal contradictions. Noting this feature, A.Kh. Samiev states: "Historical consciousness is the mastery of the place of man (social group, society) in his time, the connection of the past with the present and the future. This is a focus on the past, which is important for the future"[4,34].

It seems that the historical consciousness is a reflection of the educator's understanding of the relationship between a particular person, social stratum and ethnic groups in a particular period, time, history, present and future.

This form of social consciousness is formed on the basis of historical assumptions, and historical evidence is very important in this process. This category, that is, historical evidence, can be said to be a very important criterion before the people of historical science. After all, in the absence of historical evidence, perceptions of history are general and abstract, and there is no proof of what is being said.

The primary school student, as an explorer of reality, is based on the plot of the text while expressing his or her thoughts and attitudes about the historical event depicted in the works of art. It allows you to master the historical reality in the plot, analyze it, express personal conclusions. For example, when studying the story of Khudoberdi Tukhtabaev, a third-grader, "The great devotion of our great ancestor," "What do you think is the great devotion of the great Amir Temur?" Students will answer the question "Amir Temur's greatest and greatest devotion is his loyalty to justice." In order to reach this conclusion, they rely on the following principles: to instruct the people and the army of the country to "follow the path of truth, the path of truth"; accepting and listening to the mother who came to complain; Admiring the mother's tenacity, she freed not only her son, but other captives, and so on.

Students rely on the text in the textbook as their basis, and will have to cite a passage as an example of each piece of evidence. At the same time, working on the text requires a separate and continuous preparation from the reader, a specific ability to analyze the work. Therefore, they must first understand the historical environment in the literary text as much as they can imagine.

At the same time, the knowledge, skills, and competencies acquired through the analysis of literary texts read by students in lower grades or in previous lessons are applied to the text analysis that is currently being analyzed.

One of the leading factors in the formation of historical consciousness in the primary grades is the assimilation of historical concepts by students. Indeed, "... historical concepts are the source of historical thinking" [5,23]. Such notions include emir, minister, observatory, kingdom, king, caravan, "Khamsa", "Boburnoma", Jaihun, general, prince, Nesa (ancient name of Akshabad), herald, Gurganj, sultan, princess.

On the basis of historical understanding, historical memory is formed, which encodes the historical reality in the mind of the reader in a unique way, which is manifested in the processing of thinking. Historical knowledge is the generalized expression of historical consciousness and memory. According to the scientist N.Juraev, who conducted serious research, combining philosophy with the sciences of history, the understanding of history begins with an interest in the sources of historical knowledge, its study. While any process of understanding, imagination and contemplation is a prelude, at the same time there is no doubt that the need for historical knowledge stems from the existence of an interest in man himself, his origin, the destiny and history of mankind [1,194] . Through the formation of historical consciousness, historical memory and historical knowledge, the historical worldview is formed in the student. In turn, the historical worldview allows the reader to think broadly about history.

It can be said that the formation of historical consciousness in primary school students is influenced by a number of psychological factors. These are institutions such as the elementary school student's self-awareness, i.e., desire to self-assess; compare oneself with others; express their ideas openly and meaningfully; Emotional features, such as compromise with the views of others, as well as the development of the motivational sphere play an important role in this process.

The process of formation of historical consciousness is also associated with the formation of the parallel direction of the mental (intellectual) activity of students. Strengthening memory in mental (intellectual) skills; the development of perception; the brightness of the imagination; reflects the concentration of attention.

Mental intelligence is a personality trait of the human child, the ability to accurately and comprehensively reflect in our consciousness with the specific connections and laws of things and events in an objective being. It manifests itself in all mental processes, primarily in contemplation and creative imagination. Mental intelligence is often observed in the independent solution of a topical new problem.

According to JS Iskenderov's research in the field of psychology and pedagogy, the intellect has several qualities because it is formed at different levels in different people:

“... the intelligibility of the mind is the simplicity and reliability of thoughts, the absence of any thought in it. It is not only intellectual, but in a sense moral. Because the intelligibility of the mind is usually a sense of responsibility not only for action, but also for thought;

the logic of the mind is a firm continuity and systematicity in thinking;

depth of mind or thinking - the ability to know specificity in objects and events;

breadth of mind - the ability to think in terms of all aspects of the issue;

softness and flexibility of the mind - stereotypes, lack of stereotypes, the ability to change thinking;

independence and originality. It is not a simple mental softness, but a creative feature of innovative mental activity;

the critique of reason is the absence of unverified, mere judgments, the existence of a deeply studied, analyzed, serious attitude to denial. All these individual features of the human mind appear in the process of labor, it is formed and developed”[7,37].

The formation of historical consciousness is associated with emotionality. It is necessary to eliminate the negative experiences in the student, to replace it with positive emotions. For example, it is necessary to awaken kindness to people. At the same time, the student needs to build self-confidence in life situations. Kindness to others is an attitude towards them, while self-confidence is an attitude towards oneself. By this means the formation of a sense of ‘I’ in the narrow sense in the reader. In addition to benevolence and trust, the ability to give up one inner feeling and call another instead, to learn to control the fear in the inner world, is also related to the emotional causes of important psychological factors.

According to the results of psychological research, the problem of character typology and uniqueness is natural and is solved in personality theories in a strictly methodical way. Here character traits and types are seen as factors of different order, described as different levels according to the quality of the personality structure. Psychologists take a subjective approach to the study of the psyche in observing character typology, examining it according to the formation and developmental characteristics of self-conscious management. At this point, if we turn to the object of research, it is studied as a psychological mechanism of subjective activity in student self-management [8,59-68].

The formation of motivational activity of primary school students is also one of the psychological factors influencing the formation of historical consciousness.

Motivation is the process of moving motives, a set of motives that motivate a person to lead. The motif is derived from the French, meaning the driving force, the cause.

Studies have shown that the system of motives and motivations serves as an internal control of a person's activities, interactions with others, behavior, satisfaction of needs, desires, good intentions, dreams, experiences, faith, goal setting, conscience, etc. is the leading factor in the release [9].

Attitude motivation also plays a special role in the formation of historical consciousness in primary school students. To follow the hierarchy "man - man - person - individuality - subject - perfection" to decide the subjective attitude of the student to the historical reality, to abandon the erroneous theory that the subjective attitude to the person, that is, all the features of a robot can be formed uniformly, Subject considerations such as the formation of a "subject" relationship, the solution of the problem that any subject is a person, but not every person is a subject, the recognition of independence, personal position, perseverance, worldview and the ability to apply them to life are important in the interpretation of personal relationship motivation holds "[10, 58].

Also noteworthy is the scientific research on socio-psychological relations conducted under the leadership of VM Karimova in the formation of historical consciousness, historical thinking in students [11,122]. After all, human relations are manifested as an important guide in his behavior, morals, the formation of the inner world, in all psychological processes.

At the same time, it is appropriate to recognize the leadership of pedagogical factors in the formation of historical consciousness in primary school students. These factors are also characterized by the combination of the above-mentioned national-spiritual and psychological factors. In the formation of historical consciousness, national education, historical education, the organization and management of cognitive activity of the student in the learning process and the modernization of the teacher's activity in the context of modern education play a special role.

It is natural that the formation of historical consciousness is based on national education. It should be noted that the concept of national education today includes two aspects: an effective mechanism for protecting the younger generation from popular culture and its influences, as well as an effective system of tools, methods and forms of protecting children from media attacks.

At the same time, the characteristics of its manifestation in relation to the national upbringing of schoolchildren are divided into two stages: relatively sluggish (primary grades) and active (middle class period).

The first stage of national upbringing, which we call relatively weak, is characterized by a weak national imagination, a weak knowledge. The family plays an important role in the upbringing of a child of this age in the national spirit. In particular, the national language is a decisive factor in this: it is one of the main components of self-awareness. It is impossible to carry out national education without the mother tongue, which is the basis of nationality. The peculiarity of the second stage of national upbringing is that the adolescent has a conscious approach to the realities of his own nation, a growing interest in the history of his own and other nations. At this stage, a system of perceptions and assessments of the national cultural and national psychological characteristics of the nation to which it belongs, in comparison with representatives of other nationalities, emerges. In this way, a sense of national pride and pride in the historical heritage of its people is formed.

The role of historical education in the formation of historical consciousness is unique. Historical education can be established in any subject classes from primary school. Mahmudhoja Behbudi did not write in vain that "although there is a slight difference between lesson and upbringing, the two are inseparable, and the body of one is like a body with a soul enriched with the other" [12,23]. With the help of historical education, the nation first of all,

"Who are we?", "Whose generation?" to understand its historical roots in the search for answers to questions such as, secondly, to analyze the processes that have taken place in the past and learn from them the lessons necessary for today, thirdly, to have a deeper understanding of the realities, causes and factors and to draw conclusions from mistakes will be able to determine the optimal path "[13,62]. Speaking about the role of historical education in the formation of historical consciousness, it is appropriate to quote the English scholar Ralph Emerson: "... the true level of civilization is determined not by wealth, not by the majesty of cities, but by the image of people educated in the country" [14, 326] .

The formation of historical consciousness in students in the primary grades also requires the teacher to effectively organize innovative activities. Innovative activity is a force that motivates, moves forward and develops the teaching staff.

According to the candidate of pedagogical sciences M.Jumaniyazova, addressing the issue of preparing teachers for innovative activities is associated with the emergence and growth of innovative processes in the system. According to his research, this process involves not only the use of scientific achievements, but also the search for innovations, the creation, coordination, and application of the results obtained [15,22].

It is known that innovative activity begins with the search for a new idea and a new idea. Pedagogical innovation requires a new approach from the educator, as it is aimed at solving the necessary, but at the same time complex issues in the teaching process. In other words, the introduction of innovative technologies in the educational process changes the role of teachers in the teaching process, complicates the teaching profession in general. In this context, education requires the educator to be a consultant, tutor (English: teacher, tutor), moderator (Latin: soften, restrain) and facilitator (English: constitutive).

In modern education, in the context of interactive lessons, there is a special need for the advisory role of the teacher. Being a counselor is a specially organized interaction between a teacher-counselor and children aimed at solving a problem and making positive changes and innovations in students' learning activities.

Research on the theory and practice of pedagogy has noted several aspects of consulting activities: expert, project manager, and organizational models differ [16,65]. The essence of this model is that the teacher does not use the traditional narrative method that the teacher is accustomed to, but provides the necessary advice on how to master the material in a unique, new way in the teaching process. The tips focus on solving a specific problem facing the reader. In this process, the counselor-teacher can recommend to the student (or group of students) a clear solution to the learning problem or ways of working to solve the problem. In this model of education, the main goal of the educator is to allow the student (or group of students) to independently master the learning material.

The tutor activity of the educator means the general guidance of the individual work of the students. The principles of this activity are: an individual approach to the pupil; to help them organize the learning process. Its modern interpretation can be expressed as follows: first, the achievement of independent activity and self-development of the student, who takes an individual approach to solving learning problems; second, to act as a partner with the student rather than giving him or her ready-made materials; thirdly, to lead the student's personality to all-round perfection, to help him to solve his problems, both personal and educational. Although tutoring may seem like counseling at first glance, the organization of learning

activities in the classroom, on the other hand, requires action that takes into account the desires, aspirations, and needs of each student to acquire knowledge.

In recent years, the concept of "moderator" has entered education. The word (moderation) is derived from the Italian language, meaning "moderare" - "soften", "hold", "capture". Moderation in the learning environment is understood as a purposeful and systematic organization of collaborative activities called collaboration, which is organized in large or small groups. At the heart of moderation is the use of methods that help to organize group activities, as well as to allow students to make the necessary decisions by realizing the potential of the group as a whole and each member in it.

There are certain conditions for setting up moderation that need to be followed in the process. They are: the number of students in the group for joint activities should be 4-12; the moderator is always neutral in the work process; not to impede the free movement of process participants (i.e. students); availability of equipment for presentation or display of visual materials; re-communication when necessary.

The activity of a moderator is essentially different from the work process of a teacher that we are usually accustomed to. Its main focus is on organizing the work of the learners. The most important thing in this is the self-development of students. The work of the pedagogue-moderator is manifested in the organization of group work in a pre-planned manner, the ability to correctly select appropriate technologies for joint learning and help to solve the tasks that need to be performed.

In addition, the formation of historical consciousness in primary school students depends to some extent on the organization of facilitation activities of teachers. Facilitator - organizer, facilitator of group work of students to improve the quality and effectiveness of classes. More precisely, the time (rules), norms (norms) set in the training, and the organization of group work, which creates sufficient conditions for the training, ensures the efficiency of the implementation process. It is mainly to follow the rules during the discussion; ask evaluative and guiding questions to help students stay focused on the topic; to get participants to hear each other's opinions; creating an environment of intense communication; orderly statement of the problem; to present evidence; summary

An educator with sufficient experience in facilitation treats students fairly and achieves compromise among all students. As a creative person, he embodies the qualities of tolerance, constructiveness and reflexivity.

Thus, the formation of historical consciousness in primary school is carried out under the influence of a number of national-spiritual, socio-political, psychological, as well as pedagogical factors, and requires the teacher to organize this process in a truly new way, creatively.

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