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DIDACTIC PARAMETERS OF DEVELOPMENT HISTORICAL THINKING IN THE PUPILS OF SECONDARY SCHOOLS

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 authors 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.

Key words: 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.

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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 student 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. Because of that “in order to take right approach to history, right understanding and carry out well-resulted research we must mingle ourselves with history and live within it. Only after that we can feel it’s aliveness, it’s unity and we can occupy it as a whole and understand it’s meaning in detail”. [1; p.19.].

Professor N. Jurayev mentioning the importance of the subject of history at present time states the following: “History – is a subject about human and people.”

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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 students about the chronologies and memorizing dates but through understanding its deep experience prepare students 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.

Materials And Methods

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.

In its research and educational functions philosophical-anthropological approach has targeted spiritual world of the main factor. Because of above reason and organizing educational basics basing in mutual understanding and relationship, following approach is distinct from other existing scientific or gnoseological approaches.

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.

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The chances of forming historical thought in students 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.

Especially, in forming historical thought in pupils following every tendency of philosophical-anthropological approach plays main role in fulfilling the formation efficiently. Because of this reason, we describe every meaning of the tendencies one by one:

antologic tendency. Following tendency accepts the term of "HUMAN" in studying historical events; understanding that other terms will emerge on its surface; viewing the free selection of human as a high advantage; demands actualization of humanitarian characters of the human;

ontologic tendency. Following tendency requires terms "existing", "development", "prosperity", "failure" and "restoring" as onto logic terms in studying historical events;

dialogic tendency. Historical activities are cooperative activity of people. Monetary and spiritual heritage created by people unite them as a one nation and one nationality. A self important characteristic of this tendency is in that that, all people living on the Earth are equal in relationship and have equal chances;

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the tendency of mutual suitability. Here main role plays in directedness to humanitarian means of all methods and forms of studying historical events, understanding the deep meaning of real situation as a main character and important adequate situation and mutual understanding;

the tendency of creativity. Following tendency advocates a creative approach in analyzing historical events and it is a form, method and means used to push students to show themselves creatively without any barriers and give them opportunities to fulfill it.

In general, philosophical-anthropological approach is based on methodology and world outlook. In the center of following approach, education as a mean and factor stands to form a person who can educate, develop and prosper himself.

Initial formation of historical thinking starts from interest to historical knowledge sources and studying them. Verily, the process of prelude of every single thinking and imagination lays in self interest of person to his past, destiny of humanity and his history.

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, 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.

- | | |
|---------------|--------------------|
| 1. Jonbos-4 | |
| 2. Hujakent | <i>Paleolithic</i> |
| 3. Bomi | Hujakent |
| 4. Joytun | |
| 5. Korabura | Zarafshon |
| 6. Zarafshon | Kayrokkum |
| 7. Kayrokkum | |
| 8. Tuzkon | Korabura |
| 9. Teshiktosh | Teshiktosh |
| 10. Kavut | |

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:

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

2. 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.

3. 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.

4. 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.

In forming historical consciousness in students by using archeological skills, interactive games are of great help.

One of such interactive games is "the chain of uninterrupted logical misguidance". For example, while attracting the students at the map of "Monuments of Stone Age" in history classes, the lecturer can use "the chain of uninterrupted logical misguidance" method in this order. First, the lecturer writes on the blackboard the names of monuments of Stone Age in disorder. Then, asks the students to write them down in order by Age.

1. Jonbos-4 2. Hujakent 3. Bomi 4. Joytun. 5. Korabura. 6. Zarafshon. 7. Kayrokkum. 8. Tuzkon. 9. Teshiktosh. 10. Kavut

As a result, following table appears in their notebooks:

- | | |
|---------------|-------------------|
| <i>Joytun</i> | <i>Kaltaminor</i> |
| Bomi | Jonbos-4 |
| Joytun | Tuzkon |
| | Kavut |

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When the students fulfill the given task in their notebooks, the teacher writes the historical monuments in order on the board and registers them in the paper. The papers are shuffled and ask a student to hold them. Then students are asked to come at the blackboard one by one and place the events in the chain in order. When everybody comes to a single opinion, the teacher asks them to pay attention to the text while reading and check their answers for correctness.

The game "I'm – an archeologist". According to its rule the game is played at 6th class after studying large periods of Primitive Ages (Paleolithic, Mesolithic, Neolithic and others) separately. This game can be used as a generalizing the learnt skills.

Starting from green color, alike layers of culture, thick papers are sewed in landscape view.

Here, are glued various things resembling with household conditions of natural – geographic and material culture life of primitive people. Testing papers are prepared beforehand.

Team members are given such 3 albums. Game participants are seated to discuss comfortably and they open the cultural layers and analyze what they have found while excavations. Later, time will be given to "archeological report". During the game questions will be given related to the place of excavation (work tools, places of living, household items) and about The Age they belong to. Finally, analyzing group which gave questions, filled up the forms and helped to find out items will give final summary.

Museum pedagogical vastly increases pedagogical possibilities a development history thinking pupils. Museum pedagogical appeared as area of the scientific knowledge and practical pedagogical activity. The Idea of the joining to culture youth by means of museum not nova: and constantly develop the schools under leading museum, museum in educational institutions [6].

The Public crisis, being accompanied devaluation to value of the culture, consumer attitude to nature, disrespect to monument of the culture and histories, place, where was born and lives the person, as well as to representative of the senior generation, destroying acts upon personality and society.

Museum pedagogical integrates the museum culture and pedagogical. So on way of the joining to culture facility formation important place belongs to the muse: he can "come" in auditorium, become the source of the cognition, due to information technology, audio-visual facility of the education, and network Internet. Museum pedagogical appeared as area of the scientific knowledge and practical pedagogical activity. Her purpose – cultural valuables before future generations, she allows to graft the student, pupils skill to see in subject surrounding reality broad historian-cultural context; reveal the subjects of museum importance in surrounding world;

have a belief about contribution of the different generations in culture of our native land.

They interesting and useful learn of past its families, schools, neighborhood, city, country. The traditions, relationship of the generations begin with love to small native land, pride for it, interest to past and persisting, respect to labor their own predecessor, and it's all that is valued in all times: respect, understanding, mercy, cooperation, industry.

The Museum gives integrated knowledge's, his subject helps to learn the psychology of the person past, promotes understanding lives, her sense, humanistic oriented systems of valuables. In museum of the knowledge are gained by other way, than on lesson, due to spatial displacement, possibility of the cut-ins in creative cognition and activity [9].

Value of the museum ambience and museum subject is expressed in abilities to cause emotional, aesthetic reaction, which particularly significant for forming personalities. The potential museum pedagogical for civil and patriotic education to personalities is realized in museum space through functions museum: communication, aesthetic, exploratory [8].

The main principle museums pedagogical are principle:

- an orientation on participation museum in scholastic-education process;
- a broad shaping the humanistic world outlook, making the conditions for cognition of the development to personalities in condition of the residence given region;
- an opening history phenomena's and processes, occurring in nature and public life of our edge;
- an association different aspect condenses museum pedagogical in united integer with provision for problems and need of the region;
- an education ecological formed to personalities responsible before modern and future generations, for conservation and improvement of the nature of the native edge.

Museum educational program includes the following sections: "Nature of our edge" (the journey on division of the nature); "World of the public culture" (the acquaintance with tradition, custom, holiday, creative activity fames people (painting, poetry, theatre, applied arts, theatre); "Our city" (the acquaintance with historian of the arising the city, architectures- monument, heraldry and etc.); "Nobody not forget and nothing be not forgotten" (the acquaintance with military historian of our edge).

Museum pedagogical expects the organization and undertaking the research functioning.

The pupils in close co-operations with museum conducted the regional of the study on subjects: "Honorable people of the city Tashkent", "Tashkent - a history city-monument", "Glorious people of the Land Uzbek". For development on the base museum

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to histories school of the direction on base cooperation with district history museum was designed project "Patriotic education youth facility museum pedagogical", which task were:

1. The Development and introducing the system action on the study of a particular region.
2. Education student method museum to activity including on base of the use information-computer technology.
3. Shaping the interest beside pupils to histories and culture.
4. The Development communication and creative abilities pupils.
5. The Participation in scientifically-practical conference, seminar on problem of the theories and practical persons functioning. On base museum within the framework of realization of the project were organized lessons: "Do-it-yourself providences of the city Tashkent", "History excursus in world ремесел", "Shrines of the city Tashkent", "Tashkent at years of the Great Domestic war", "Our countryman's - a hero of the Great Domestic war", "Study of the study of a particular region on lesson of the histories, as base of

the patriotic education". During these lesson pupil became not only listener and spectator, perceiving information, but also accessory of history searching for, cognitions.

Conclusion

For efficient pedagogical and museum activity are used varied such forms of the functioning, as excursions, literary-music compositions, meeting with creative people, lessons.

At present in college is accumulated methodical and reference-information material on program: abstracts, term papers, scenario holiday, video lesson.

Museum pedagogical vastly increases the possibility of the teacher in decision of the tasks, in accordance with history, formation. She is directed on increasing of attention training to surrounding reality, helps to find around itself museum importance, value the authentic belongings of the gonad epochs, household relics. This does their life more saturating and interesting, raises their cultural level, develops the intellect, gives him in hands new instrument for cognition of the world.

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