

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHIQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)  
International Scientific Journal  
**Theoretical & Applied Science**  
p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)  
Year: 2022 Issue: 06 Volume: 110  
Published: 21.06.2022 <http://T-Science.org>

Issue

Article



Saodat Abdurashidovna Toshtemirova  
Chirchik State Pedagogical Institute of Tashkent region  
PhD, Associate Professor

## SOME THEORETICAL ASPECTS AND STAGES OF DEVELOPMENT OF THE CONCEPTS “HISTORICAL CONSCIOUSNESS” AND “HISTORICAL MEMORY” IN PRIMARY SCHOOL STUDENTS

**Abstract:** This article describes the content, theoretical foundations and analysis of the concepts of “historical consciousness” and “historical memory”. The need for “historical consciousness” and “historical memory” in the formation of students' independent thinking in the educational process, the stages of their development in students and the importance of the integration of historical consciousness and national identity are presented.

**Key words:** “historical consciousness”, “historical memory”, independent thinking, values, creative thinking, the concept of “I”, historical ideas, stages of development, philosophy of history.

**Language:** English

**Citation:** Toshtemirova, S. A. (2022). Some theoretical aspects and stages of development of the concepts “historical consciousness” and “historical memory” in primary school students. *ISJ Theoretical & Applied Science*, 06 (110), 307-311.

**Soi:** <http://s-o-i.org/1.1/TAS-06-110-51> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.06.110.51>

**Scopus ASCC:** 3304.

### Introduction

The formation of independent thinking of students in the educational process has always been a topical issue. Ancient and medieval Eastern and European thinkers emphasized that the child should have an opinion in the process of education. Aristotle, Socrates, Musa al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali ibn Sina, Abu Rayhan Beruni, Abdurahman Jami, Alisher Navoi, and many other scholars considered independent thinking to be a key feature of personal development. Based on the analysis of research on this issue, it should be noted that the formation of independent thinking is a multifaceted process, with different disciplines approaching from the perspective of their field of research and focusing on the solution of the problem.

### Literature analysis and methodology

V. Alimasov, a philosopher, said that the thirst for thinking is a source of independent thinking [2]; A. Erkaev Formation of freedom of thought [3]; G. Matthews focused on the philosophical interpretation of independent thinking by showing the role of philosophical teachings in child development [4].

Scientific researches of D. Abdullajonova, J. Tulenov, I. Jabborov, R. Abdullayev, scientists of the Republic, devoted to the problem of historical memory and historical consciousness were published. In these studies, historical consciousness has been studied in detail from a philosophical-cultural point of view. They are described as a form of social consciousness that is closely related to social reality, revealing the essence of historical consciousness. Especially noteworthy is the book by R. Rakhmonov and F. Fayziyev “Historical consciousness and historical memory in the formation of youth worldview” [5]. In addition to the philosophical analysis of the concepts of historical consciousness and historical memory, the book focuses on its origin and formation. In addition, a number of scholars have worked on scientific consciousness and other cultural and philosophical concepts related to it. In particular, the works of H. Samiboyev, Sh. Shirinbaev, T. Kh. Kurbanov, R. A. Kamenskaya, V. J. Kelle, Z. M. Orudjev, T. V. Kuznetsova. The work of the first President of the Republic of Uzbekistan “High spirituality is an invincible force” is an encyclopedia of our spirituality, in which history strengthens the faith of our people in harmony with the inalienable

## Impact Factor:

|                  |         |                |         |              |         |
|------------------|---------|----------------|---------|--------------|---------|
| ISRA (India)     | = 6.317 | SIS (USA)      | = 0.912 | ICV (Poland) | = 6.630 |
| ISI (Dubai, UAE) | = 1.582 | PIIHQ (Russia) | = 3.939 | PIF (India)  | = 1.940 |
| GIF (Australia)  | = 0.564 | ESJI (KZ)      | = 8.771 | IBI (India)  | = 4.260 |
| JIF              | = 1.500 | SJIF (Morocco) | = 7.184 | OAJI (USA)   | = 0.350 |

values and legends, and extends its spirituality for 20 years and was analyzed on the basis of scientific language that it is a tremendous force.

However, little attention is paid to the development of independent thinking skills in primary school students as an object of historical consciousness. However, in today's environment of globalization and information threats, it is important to guide students to independent and creative thinking by forming historical consciousness from an early age. After all, these historical lessons help the child to draw the right conclusions from the past, to move towards the future, to positively influence the formation of their "I" in society, and to the development of the "I concept".

### Results and discussion

In elementary school, the study of the world around us and education is aimed at achieving goals such as developing skills such as description, analysis, generalization, and justification. As a result of studying this subject, the student learns the history of the Motherland (photos of life, work, customs of people in different historical periods), the history of their country (people's labor, the peculiarities of the profession, important historical information) and get to know the historical evidence. During the study of these subjects, students will be able to describe the events studied separately from the history of the Motherland, and must be able to show the state borders, settlements, etc. on a map, globe.

The issue of the formation of historical consciousness in primary school students has long been a concern of teachers and methodologists. This was due to the peculiarities of the mastery of historical material and historical evidence by younger students. In this regard, in the works presented by methodologists in the pre-independence period, to identify ways to enrich students' historical imagination through the use of figurative teaching of history in primary school, the teacher's story, conversation, visual aids have been justified by the need.

Russian methodologists and practitioners have made a significant contribution to the theory and practice of the formation of historical consciousness and historical ideas in schoolchildren, historical consciousness and ideas have been identified as the first necessary stage in the formation of historical concepts, which in turn leads to the formation of students' historical worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and

independent thinking skills. However, the analysis of the scientific and educational literature shows that at this stage there is a need for in-depth research on this topic, as teachers are not offered methodological recommendations for the formation of historical consciousness and historical ideas in primary school students, including lesson plans. Thus, to date the development of age-related laws of primary school students, taking into account the inclusion of information based on historical materials in the content of educational subjects which allows young students to think independently and non-standardly, in society we can achieve an active civil position.

The development of historical consciousness consists of several stages. History, as one of the knowledge acquired by mankind, covers various aspects of social life. History is a general detail of human life. If we understand history in a broad sense, the scope of historical research is endless. But in history, an individual cannot have a visible and significant influence on a historical situation.

From a religious point of view, historical development depends on forces that lie outside history but have a decisive influence on it. But in many cases, as the originator of social change, sometimes the great person, sometimes the amorphous mass, in the form of the "Brown movement", has been evidence of human historical movement. History as a science is an integral part of the spiritual development of the individual and society as a whole.

History is not only a human activity and heritage, but also a set of human actions and events over a period of time. History, however, is the harmony of time, it exists only in time. The historical development reflected in the historical consciousness, the contradictions of which have always occupied the minds of mankind.

The concept of historical consciousness is the main theme of the philosophy of history. Mankind's historical consciousness has its own genesis that has come a long way. Historical consciousness did not appear suddenly, "as Aphrodite arose from the foam of the sea." Its formation went hand in hand with human-economic and political development. Social consciousness exists in the forms of political, ideological, legal consciousness, morality, religion, science, art and philosophy. But worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and independent thinking skills. However, the analysis of the scientific and educational the matter. The peculiarity of the philosophical worldview is that it

## Impact Factor:

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIIHQ (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

informs people about the general laws of nature, society, and the development of human thought.

At the same time, the worldview is a person's understanding, comprehension, knowledge, evaluation and practical mastery of the world to a certain extent. It is also the way a person sees, perceives, imagines the world as a whole or in a variety of ways, and defines a person's place and role in the world. One element of this philosophical worldview is the philosophy of history, or historical consciousness, which embodies the past state of development of society.

In their work on the genesis of historical consciousness, many researchers have confined themselves to European traditions, even though the first buds of historical consciousness appeared in the East, the most ancient cradle of human civilization.

In the ancient, medieval stages of the development of historical consciousness, the elements of the scientific basis for its theoretical analysis emerged, during which the first steps were taken to free the analysis of historical consciousness from the influence of theological ideology.

The Christian theologian St. Augustine (4th century) contributed to the early development of the philosophy of history. His whole philosophical worldview is based on the principle that "without religious belief there is no knowledge, there is no truth." Augustine's contribution was that he created a Christian-theological concept of world history. He explained the history of the world as the result of God's destiny. According to him, the essence of every event in human history is the result of God's command. Augustine argued that historical events depended on divine destiny.

Our compatriot Al-Beruni was one of the scientists who contributed to the concept of historical development, and the scientist put forward the cyclical concept of human development. The encyclopedist scholar described historical development on the example of the history of different peoples. Al-Beruni's career as a historian has not been studied. In the works of historians of our worldview. The stylists proposed a number of effective classifications of historical images, and were able to develop methods for creating all types of historical images based on time, space, and evidence from the past.

In their work, modern stylists draw the attention of teachers to the need to form historical consciousness in primary school students as a prerequisite for the development of basic science and independent thinking skills. However, the analysis of the scientific and educational development of society independent of the will of God. He attributed the course of history to a change in ideas. Voltaire was critical of the works of ancient world historians and their historical consciousness. This period could not distinguish the very delicate mythology in historical sources.

From the 18th century onwards, historical development, historical consciousness became the main research topic for thinkers. In the Enlightenment period, the Enlightened people began to write real history, freeing historical consciousness from theological oppression. Modern philosophers have described human history as the sum of countless human tragedies. During this period, historical and philosophical observation developed extensively. In this process, the words of the first President are noteworthy: "The basis of the development of society, the only force that can save it from inevitable destruction is – enlightenment" [6].

In this century, the struggle of the Enlightenment against superstition has led to radical changes in development. Depression from economic ups and downs, radical changes in production, socio-political and religious movements, etc. have always encouraged a special high interest in history. At the same time, history is sometimes seen as the way to salvation, the key to solving the accumulated social, economic and political problems. Attempts have been made to comprehensively understand and analyze the historical development of mankind.

Stages of development of "historical consciousness" and "historical memory" in primary school students. So far, a number of studies have been conducted on the genesis of historical consciousness. The concept of historical memory of historical consciousness is described from a philosophical and cultural point of view. We will focus on the stages of their formation and development from a historical point of view, looking at them from a philosophical point of view.

Historical consciousness and historical memory as one of these forms of social consciousness is an element of the worldview of the individual, society, nation, people. Worldview is a holistic view of the universe. More precisely, the worldview is a system of generalizations of different content and level, formed on the basis of conclusions, knowledge, which arises as a result of the necessary understanding, knowledge and evaluation of man and the world. Worldview is a unique way of understanding oneself and the world as a whole. This means that the worldview is not a simple concept, but a spiritual factor that is the basis of human activity, his understanding of the phenomena of nature and society, and his attitude to them. Historical consciousness is also an element of the human worldview.

Historical consciousness and historical memory, which are forms of social consciousness, are complex and multifaceted phenomena. There are many definitions of historical consciousness, as well as the historical memory that is an integral part of it, and their relationship to each other and to other forms of social consciousness. In particular, R. Rakhmonov and F. Fayziyev explain the historical consciousness

## Impact Factor:

|                  |         |                |         |              |         |
|------------------|---------|----------------|---------|--------------|---------|
| ISRA (India)     | = 6.317 | SIS (USA)      | = 0.912 | ICV (Poland) | = 6.630 |
| ISI (Dubai, UAE) | = 1.582 | PIHII (Russia) | = 3.939 | PIF (India)  | = 1.940 |
| GIF (Australia)  | = 0.564 | ESJI (KZ)      | = 8.771 | IBI (India)  | = 4.260 |
| JIF              | = 1.500 | SJIF (Morocco) | = 7.184 | OAJI (USA)   | = 0.350 |

as follows: the evaluation is the same, taking into account the whole diversity. In our opinion, historical consciousness is a set of ideas about society, its social groups and individuals about their past and the past of all mankind. In the historical mind, the past, the present and the future are reflected in harmony” [7].

Of course, this concept is clear and broad in content, we will only pay more attention to these two words. Although historical consciousness and historical memory are one, but historical consciousness is primary. When the historical consciousness is formed and reaches its perfect level, the historical memory is highly visible in the person, the people, the nation. Historical consciousness is the realization that everything that happens in any knowledge, even a spiritual being.

Researcher D. Abdullajonova describes historical consciousness as follows: “Historical consciousness is a form of social consciousness, the society's understanding of its origin and place in time, past, present and future, social is an objective perception of reality” [8]. Hence, it can be said that historical consciousness belongs not only to a people or an individual, but also to a nation.

Uzbek philosopher J. Tulenov explains the historical consciousness as follows” [9]. We will focus on just two words in the scientist's description above, social group and class. Can there be historical consciousness in a social group and class, and if so, how and in what way? In our opinion, these concepts exist in the worldview of society and the nation, the individual, and social groups and classes know and use the concepts of historical consciousness, historical memory in terms of their own interests.

If We pay attention to another description of J. Tulenov, I. Jabbarov they say: “In science, historical consciousness is usually defined in social groups, classes, peoples, nations, its origin, important events in its history and the greatness of the past. It is a collection of views, traditions, customs, habits, concepts about people, their relationship to the history of other human communities and human society in general” [10]. The definition is comprehensive and satisfying.

Many researchers believe that when analyzing the content of historical memory, information related to art, customs, and ceremonies is selectively collected and stored in historical memory. This concept refers to information about art and tradition, rituals, but we need to understand how influential they are in historical memory and how they are preserved. The concept of historical consciousness is the main theme of the philosophy of history. Therefore, we do not analyze it in this direction, but only briefly consider its stages of development from a historical point of view. As the first President of the Republic of Uzbekistan I.A. Karimov said: “After gaining independence, our people are becoming more and more interested in knowing the history of their

country, language, culture and values. This is natural. There is a human being who wants to know the identity of his ancestors, his lineage, the village, the city where he grew up, in short, the history of his homeland”[6].

Historical consciousness emerges in various forms of social consciousness as an element, a part of it, and the evolution and diversity of these is determined by the evolution and diversity of nature and society. One element of this philosophical worldview is the philosophy of history, or historical consciousness, which embodies the past state of development of society. In their work on the genesis of historical consciousness, many researchers have confined themselves to European traditions. Fans of Eurocentrism see the formation of historical consciousness in Greece and it is believed to have appeared in the famous work “History” of Herodotus in the 5<sup>th</sup> century. From an empirical point of view, Herodotus' work is considered to be the first true historical work. It is known that the first buds of historical consciousness appeared in the East, the most ancient cradle of human civilization, but why the apparent appearance of historical consciousness is associated with the history of Herodotus, and he is glorified as the father of history.

## CONCLUSION

The process of formation of historical consciousness is extremely complex and depends on many factors that affect each other. In particular, the specificity of the formation of historical consciousness in the child is determined by the multicultural composition of the nation, each society has its own values, traditions, religious rites and culture, formed on the basis of personal experience and study. The factors that determine historical consciousness are many and varied.

The historical consciousness of primary school students is formed under the influence of various factors. At the same time, its condition is primarily affected by the knowledge acquired in the process of teaching subjects and extracurricular activities, the objectivity and reliability of which depends on both the content of school textbooks and the position of teachers, because the school students use almost no historical materials in the learning process. For them, historical information should be reflected only in the context of history and social sciences. It is advisable to include in today's existing primary school textbooks the content aimed at the formation of the historical consciousness of the child. Mankind's historical consciousness has its own genesis that has come a long way. Its formation went hand in hand with human-economic and political development. Although historical consciousness and historical memory are one, but historical consciousness is primary. When the historical consciousness is formed and reaches its perfect level, the historical memory is

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
ПИИИ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

highly visible in the person, the people, the nation. Historical consciousness is the realization that everything that happens in any knowledge, even a spiritual being. Effective use of historical materials, membership in them, the implementation of

interdisciplinary communication contribute to the process of understanding national identity in order to increase the effectiveness of teaching science in primary school.

## References:

1. Hoshimov, K., Nishonova, S., & Hasanov, R. (1996). *History of pedagogy* (p. 446). Teacher.
2. Alimasov, V. (2007). *Thirst for philosophy or thinking* (p. 278). Philosophy and Law.
3. Erkaev, A. (2007). *Freedom of thought* (p. 160). Manaviyat.
4. Gareth, M. (1988). *Philosophy and the young child* (p. 210). Cambridge: Harvard Templ University Press.
5. Rakhimov, R., & Fayziyev, F. (2008). *Historical consciousness and historical memory in the formation of youth worldview*. (p.18). Tashkent: Uzbekistan.
6. Karimov, I. A. (2001). Each of us is responsible for the development of the country. In *Volume 9* (p. 438). Uzbekistan.
7. Rakhimov, R., & Fayziyev, F. (2008). *Historical consciousness and historical memory in the formation of youth worldview*. (p. 18). Uzbekistan.
8. Abdullajonova, D. (2004). Historical consciousness and historical memory. *Philosophy and law*. - Tashkent, - № 2, p. 83.
9. Tulenov, J. (1959). *Law as a philosophical concept*.
10. Tulenov, J., & Jabborov, I. (2000). *The development of historical consciousness is a requirement of the time* (p. 7). Mehnat.