

# Stages of Development of Students' Historical Thinking Based on Media Content

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**Abstract:** In essence, any process has a multi-stage nature. After all, the process and the event assumed with its help, according to the degree of complexity, record private (separate) and general results. Each individual result is achieved at a specific stage. Individual results ultimately guarantee a holistic, generalized result. Multi-stage design prevents major, serious errors or flaws from occurring in a process that ranges from simple to complex. In general, this prevents the failure of targeted activities. The development of historical thinking of students based on media content also occurs in a multi-stage process. The article examines the stages of the corresponding process, their particular and general results.

**Keywords:** University, students, thinking, historical thinking, development, development of historical thinking, stage, development of historical thinking of students.

**Introduction:** The modern educational trajectory, the leading role of innovative ideas against the background of innovative changes have formed the need for a new approach to the educational process. This need, in turn, "led to the emergence in the teaching staff of the opinion about the need to search for new forms and technologies in teaching history" [6, - p. 150].

When teaching historical disciplines in higher education institutions, students should not only have the necessary concepts in the relevant area, experience in their practical application, but also be able to independently analyze the content of historical events, processes, evaluate their social significance, study the place and role of human development in acquiring a progressive or regressive character, and also master the competencies of assessing their impact on existing and future social relations. This process is directly accompanied by the development of historical thinking.

Market relations, as well as the phenomenon of global informatization, naturally require a fundamental change in social relations, the principle of "active person - developed society." The presence of highly developed consciousness and thinking is an important

condition for achieving individual activity.

Sources that illuminate historical facts that occurred at a certain time and in a certain place in different periods of human development form the "foundation," "core" of historical sciences.

According to Polish researcher Teresa Maresch, "sources are historical facts, traces of people's views and actions. Therefore, sources provide the initial information to a person (historian, student, reader, researcher, reader and others) only for the presentation of historical facts. Therefore, historical facts are based from the very beginning on a subjective interpretation of the individual, which raises a number of questions" [5, p. 64]. The author also emphasizes the feedback between historical thinking and historical knowledge: "Historical thinking is formed on the basis of historical knowledge, just as historical knowledge is developed with the help of historical thinking" [5, p. 68].

Historical thinking develops in social subjects such competencies as analysis (highlighting specific aspects), synthesis (identifying general aspects), and conclusion (assessing the significance for humanity or a nation, studying the causes that caused negative

consequences, and taking measures to prevent their occurrence in the future) of the essence of general or territorial realities that occurred in the past of humanity.

Researchers positively evaluate the possession of historical thinking of the individual. The approach of J.J.Shodiyev in this regard expresses the following content: "change in the consciousness and thinking of citizens is an important condition for ensuring the development of society and plays an important role in the process of change. Historical consciousness and historical thinking serve as the main factor in the formation of an individual's sense of social equality, patriotism and belonging to a particular society" [9, p. 125].

In this case, remembering the theoretical interpretation of the concepts of "historical consciousness" and "historical thinking" allows one to fully understand the author's approach.

Historical consciousness is a set of views on the past and chronology of humanity, reflecting the specifics of both the general and individual links of society as its integral part [3]; the interpretation of the world in time and the assessment of this process [4, p. 55].

By studying sources that illuminate issues of consciousness and historical consciousness, one can theoretically explain the concept of "historical consciousness." Historical consciousness is a subjective reflection in the consciousness of an individual of knowledge containing information about the past of humanity or about the past of a particular nation or people.

Historical thinking is the ability to understand historical events and phenomena, to comprehend the essence of historical processes, to generalize the content of the interrelations and relationships between historical events and phenomena, to establish cause-and-effect relationships between them[2]. Thus, historical thinking means understanding the essence of historical events, phenomena and processes through analysis, generalization, providing cause-and-effect relationships and conclusions.

Based on the given definition and description of the concept of "thinking," it becomes possible to interpret the concept of "historical thinking" as follows: historical thinking is a mental activity that ensures the formation of a subjective attitude through the perception of the essence of chronological sequence through the formation in the consciousness of an individual of ideas about events, processes that took place in the historical development of mankind or a certain nation, identifying the relationship between events that took place at different times and in different spaces.

"Theory and Methodology of Historical Sciences. Dictionary of Concepts" ("Theory and Methodology of Historical Science. Terminological Dictionary") in its essence, historical thinking is divided into two groups:

- 1) historical thinking based on logic;
- 2) historical thinking expressed figuratively.

The content of these forms of historical thinking is elucidated by the authors as follows: logical historical thinking includes mental operations and is aimed at understanding the course of historical events, their causes and consequences; figurative historical thinking, based on ideas and associations, is aimed at modeling historical reality, serving not to take into account the historical result, but to understand the social significance of the value relations behind it [8, p. 311].

Any process, including pedagogical, has a multi-stage nature. According to the lexical interpretation, the concept of "stage" means "a special period, stage of some process or activity" [10]. As a rule, at each stage of the process, specific tasks are solved step by step and are aimed at achieving the main goal.

From a psychological point of view, the stages of development of thinking in the dynamics of personality are characterized by a connection with the formation of individual mental activity and are defined as follows:

Stage 1. Visual-active (or sensorimotor) thinking. This type of thinking is manifested in a combination of complex actions (sitting, standing, walking, expressing speech sounds, etc.), as well as simpler actions performed with the help of objects in areas perceived by the eye. This period, which, according to the definition of psychologist L.S. Vigotski, is "pre-speech thinking," appears at the age of 2-2.5 years.

2. Visual-figurative thinking, that is, according to the definition of physiologist I.P. Pavlov, "concrete thinking," "object thinking," "thinking expressed with the help of the hand," and according to the definition of psychologist J. Piaget – "human thinking before practical actions," that is, thinking in the form of purposeful actions carried out with the help of various objects. This type of thinking manifests itself at the age of 2-2.5 to 4-5.5 years.

3. Figurative thinking. Psychologist J. Piaget notes that "the performance of concrete practical actions is a stage of thinking that manifests itself in mental images," in which actions are carried out with the help of concrete and generalized concepts, and abstract concepts are used in such a way that their essence cannot be understood. This period covers the period from 4-5 years to 8-11 years.

4. Conceptual thinking (logical, abstract, theoretical, understandable, general thinking, expressed in words).

Psychologist J. Piaget defines this period as “practical actions based on formalism - thinking carried out through logical actions based on various types of ideas and concepts.” This period covers the age from 11-12 to 14-15 years[7].

In many studies conducted in the pedagogical direction, the stages of the process characterizing the essence of the problem under study and the definition of the tasks solved in them were assessed as an important structural element of the activity. For example, researcher E.V. Ankudinova defines the important stages of the economic socialization of the individual as follows:

- 1) the adaptation stage - during which the individual adapts to the conditions of the surrounding socio-economic processes;
- 2) the leveling stage - during which the individual's actions are organized, aimed at self-expression in a certain socio-economic group;
- 3) the stage of individualization - in accordance with this, a person occupies one of the most effective places of life activity in the social environment;
- 4) the stage of high individualization - in essence, during this period the individual achieves an extremely high level in the socio-economic environment[1].

From the point of view of age and professional orientation in the process aimed at developing historical thinking in students based on media content, priority is given to specific features (acceptance of human or national history as an object for thinking; thinking on specific subjects; mutual harmony of historical and social thinking; mastery of the dialectic of historical and cultural development).

The current situation allowed us to conclude that the process of developing students' historical thinking based on media content during the period of scientific and pedagogical research proceeds on the basis of the following stages:

1. The stage of mastering basic theoretical historical thinking. This stage is characterized by reliance on knowledge, skills and abilities acquired by students in general and professional educational institutions in historical disciplines when completing academic assignments. The educational and cognitive activity of students consists of acquiring knowledge provided by the teacher or in educational literature (textbooks, teaching aids, methodological developments). Educational tasks mainly consist of retelling the topic, completing simple test tasks and preparing an essay. The manifestation of the corresponding type of thinking mainly occurs in the first two to three months of the first stage of study at the

university.

2. Stage of mastery of subject-practical historical thinking. This stage is reflected in the fact that students, when completing educational assignments, begin to reason on the relevant subject of history, based on the specifics and main features of the subject. It is characteristic that at this stage students are not limited to acquiring knowledge provided by the teacher or educational literature (textbooks, teaching aids, methodological developments), but try to familiarize themselves with additional sources on relevant topics. At the stage of providing students with cases on historical topics, level tests will give the expected results. This stage, which is of particular importance in professional development, occurs in the second half of the first stage of higher education.

3. Stage of mastering logical and effective historical thinking. At this stage, when studying texts, historical documents, and analyzing the essence of historical events, students do not simply perceive information about them, but ask themselves many questions and try to find answers to them. At this stage, involving students in conducting small studies, creating educational projects on current topics, based on the essence of the subject, develops their educational and cognitive activity. Also at this stage, the first scientific work of students is prepared - a term paper. This stage, expressing the nature of professional improvement, is implemented at the II and III stages of higher education.

4. Stage of intuitive-productive thinking. At this stage, students, along with studying texts and historical documents, strive to study the essence of historical processes based on an analytical, critical and creative approach, independently conduct scientific research, publish articles based on scientific findings, evaluate the content of historical events, their causes and consequences as an expert specialist. At this stage, students prepare their first complex scientific work - a final qualifying work and a master's dissertation. This stage, which is important in professional development, includes the stage of the bachelor's and master's degree of higher education.

Thus, defining the stages of organizing the scientific and pedagogical process and the tasks that need to be solved at each of them contributes to the successful implementation of activities. For this reason, the stages of the process aimed at developing students' historical thinking based on media content were defined. Through theoretical analysis and observation, assessing the activities of student respondents, it was established that the process of developing students' historical thinking based on media content consists of the stages of mastering initial theoretical historical thinking,

mastering subject-practical historical thinking, mastering logical-effective historical thinking, and mastering intuitive-productive thinking. A unique approach to each stage, the correct formation of educational tasks ensures the effective completion of the planned stages.

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