



STRUCTURE AND PEDAGOGICAL COMPONENTS OF FORMING HISTORICAL THINKING OF FUTURE HISTORY TEACHERS

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Annotatsiya. Ushbu maqolada oliy pedagogik ta'lim muassasalarida bo'lajak tarix o'qituvchilarining tarixiy tafakkurini shakllantirish muammosi va uning dolzarbligi yoritilgan. Tarixiy tafakkurning kognitiv, aksiologik hamda amaliy-faoliyat komponentlarining ilmiy-nazariy mohiyati ochib berilgan. Shuningdek, talabalarda tahliliy va tanqidiy fikrlashni rivojlantirishga xizmat qiluvchi muammoli ta'lim texnologiyalari, raqamli vositalar, germenevtik yondashuv va kognitiv hamkorlik muhitini dars jarayoniga integratsiya qilish usullari tahlil qilingan.

Kalit so'zlar: tarixiy tafakkur, pedagogik komponentlar, kognitiv kompetensiya, analitik yondashuv, aksiologik komponent, germenevtik tahlil, muammoli ta'lim, oliy pedagogik ta'lim.

Аннотация. В данной статье освещается проблема формирования исторического мышления у будущих учителей истории в высших педагогических образовательных учреждениях и её актуальность. Раскрыта научно-теоретическая сущность когнитивного, аксиологического и практико-деятельностного компонентов исторического мышления. Также проанализированы способы интеграции в учебный процесс проблемных образовательных технологий, цифровых средств, герменевтического подхода и среды когнитивного сотрудничества, направленных на развитие у студентов аналитического и критического мышления.

Ключевые слова: историческое мышление, педагогические компоненты, когнитивная компетенция, аналитический подход, аксиологический компонент, герменевтический анализ, проблемное обучение, высшее педагогическое образование.

Abstract. This article highlights the problem and relevance of developing historical thinking in future history teachers at higher pedagogical education institutions. It reveals the scientific and theoretical essence of the cognitive, axiological, and practical-activity components of historical thinking. The article also analyzes ways of integrating problem-based educational technologies, digital tools, the hermeneutic approach, and a cognitive collaborative environment into the teaching process in order to develop students' analytical and critical thinking.

Keywords: historical thinking, pedagogical components, cognitive competence, analytical approach, axiological component, hermeneutic analysis, problem-based learning, higher pedagogical education.

In the modern educational paradigm, the role of the history teacher is changing from a mere transmitter of facts and dates to a facilitator who develops students' skills in critically analyzing the reality of the past, understanding cause-and-effect relationships, and drawing correct conclusions. The formation of historical thinking, that is, analytical, cognitive, and creative thinking, of future history teachers in higher pedagogical educational institutions is the

core of the educational process. This process is a multifaceted and holistic system, and the integration of its structure and pedagogical components on a scientific and methodological basis is one of the pressing issues in today's education sector.

The issue of forming historical thinking in future history teachers requires, first of all, a correct determination of its internal structure. Because historical thinking is not just a set of historical knowledge, but a complex professional-intellectual quality that ensures the student's ability to perceive, analyze, evaluate, justify and apply historical reality in pedagogical activities. In this regard, historical thinking is formed in the context of the interaction of cognitive, value-based, analytical, reflexive and practical components.

When determining the structure of historical thinking, it is necessary to take into account its professional and pedagogical orientation. A future history teacher should not only know historical facts, but also be able to explain them in accordance with the age characteristics, cognitive abilities and social experience of students. Therefore, historical thinking is not only an indicator of personal intellectual development for a future teacher, but also a methodological basis for the effective organization of the future teaching process.

In this process, the formation of historical thinking occurs in stages. First, the student acquires historical knowledge, then analyzes it based on sources, then understands the cause-and-effect relationship between events, and at the final stage, he acquires the skills to apply the knowledge and conclusions obtained in pedagogical situations. This consistency ensures the advancement of historical thinking from the level of simple knowledge to the level of professional competence.

Historical thinking is not only the ability to know events in chronological order, but also the ability to deeply analyze them based on causal relationships, objectively evaluate historical sources, and compare them with modern socio-political problems [1]. Researcher R. Zamilova notes that the historical thinking of a future history teacher guarantees the preservation of humanistic and cultural-historical values, as well as ensures the development of valuable orientations and creative self-development of the student [2].

It is appropriate to divide the conceptual structure of the historical thinking of future history teachers into the following main components:

Cognitive (knowledge) component: The ability to assimilate, logically analyze and synthesize historical facts. This includes comparing historical events, abstraction processes and a deep understanding of historical laws. Abstraction, as an operation of historical thinking, allows us to distinguish the most important features of the reality of the period, development trends and conditions [4].

Axiological (value-emotional) component: The formation of a personal and civic attitude towards the historical past means appreciating our rich national and scientific heritage. For example, using the rich heritage of Eastern thinkers such as Abu Rayhan Beruni and Al-Khwarizmi as a source, historical awareness and national pride are formed in the student [3].

Practical-activity (creative) component: Applying the acquired theoretical knowledge to pedagogical practice, innovatively organizing the teaching process, and being able to form the same thinking in students, that is, didactic transformation skills.

The above components develop not in isolation from each other, but in close connection. While the cognitive component creates the substantive basis of historical knowledge, the axiological component forms a value-based attitude towards this knowledge. The practical-

activity component ensures the manifestation of knowledge and values in real pedagogical activity. Therefore, neglecting one of these components in the formation of historical thinking negatively affects the effectiveness of the entire process.

For example, a student may know historical facts well, but if he cannot analyze them based on sources or connect the essence of a historical event with values, his historical thinking cannot be considered fully formed. Similarly, a student may express a value attitude towards a historical event, but if this attitude is not reinforced by scientific evidence, a source basis and an analytical conclusion, it will remain at the level of a subjective view. Therefore, cognitive knowledge, axiological attitude and practical application skills should be formed in a single pedagogical system.

To ensure the interdependence of components, it is advisable to organize a theoretical lecture, seminar, source analysis, problem assignment, project work and pedagogical practice in an integrated manner in the educational process. In this case, the student first receives theoretical knowledge on the topic, then analyzes a historical document or scientific source, and then, based on this knowledge, develops a lesson fragment, case assignment or interactive training project. As a result, historical thinking is reflected not only in the student's knowledge system, but also in practical pedagogical activities.

Thus, the pedagogical components of historical thinking serve as a kind of "internal mechanism" in the professional formation of a future history teacher. Through this mechanism, the student understands historical knowledge, connects it with values, critically evaluates it, and is ready to apply it creatively in the pedagogical process.

The systematic development of students' historical thinking requires special pedagogical conditions. The following pedagogical components ensure the effectiveness of this process:

1. Problem-based learning and analytical approach. The technology for developing analytical thinking in students is systematic. The main feature of the subject is to motivate them to think analytically and teach them independent analytical practice. Creating problem situations in classroom lessons, for example, searching for alternative solutions to the decisions made by historical figures, intensively stimulates the cognitive activity of the brain.

2. Digital technologies and the model of the future teacher. Nowadays, digital technologies are dramatically expanding the didactic possibilities of history education. The use of virtual museums, digital 3D maps, electronic archives and multimedia resources helps to interpret historical processes in a visual and interactive way. Developing students' digital competencies in the model of the future teacher directly facilitates their independent research on sources [5].

3. Work on the hermeneutic approach and source studies. Hermeneutic analysis, the technique of feeling the essence of the text and correctly interpreting it, is very important for the formation of a critical attitude towards sources from the distant past in future specialists. By identifying contradictions in various historical sources and scientifically comparing them, the student develops the ability to objectively assess historical truths.

4. Creative environment and cognitive cooperation. The basis of the educational process is the cooperative activity between the teacher and the student. As B. Ergashev noted, the development of cognitive competence is central to the pedagogical activity of future teachers, as it not only increases intellectual potential, but also reveals divergent thinking [1].

5. Modeling the process in higher education. For future history teachers, the subject "History Teaching Methods" is considered the main area of pedagogical realization of historical

thinking. By introducing an educational model based on the integration of collaborative and cognitive components in higher education, the following is achieved:

- Students' historical and scientific research culture and research skills will improve;
- Consistent study of history will move to a concentric system, as a result of which they will be able to adapt complex realities to students;
- Spiritual and ideological immunity will be formed, and the ability to present historical arguments against ideological attacks will mature.

The historical thinking of future history teachers is not based solely on logic and dry facts. Modern historical didactics requires addressing more complex layers of thinking. These layers include historical empathy, a multidimensional approach to reality, and interdisciplinary integration.

Historical empathy is not just about feeling sorry for people from the past, but also about cognitively entering the environment of that time, understanding the actions, decisions, and worldview of historical figures based on the conditions of their time [6]. When explaining history to their students, a future teacher should not condemn or overly glorify the past with today's moral standards and values. Empirical thinking develops in the student the ability to avoid anachronism, that is, the mistake of evaluating past events from the perspective of the present.

Historical realities have always been perceived differently by different social groups, civilizations, or individuals. Multiperspective thinking allows future historians to look at the same event from several perspectives. For example, analyzing the process of the Great Geographical Discoveries not only from the perspective of Europeans, but also from the perspective of local Indians, and covering the processes during the period of social stratification from the perspective of both peasants and rulers. This approach serves to free future teachers from dogmatic thinking and ensure historical objectivity [7].

Historical thinking does not develop in a vacuum. In order to deeply understand events and their causes and consequences, a future teacher must be able to connect history with geography, sociology, economics, and philosophy. Through a geohistorical approach, a student can analyze the emergence or collapse of states in relation to geographical location and climate change. Without economic knowledge, it is difficult to understand the true nature of wars and revolutions. Therefore, one of the main pedagogical conditions for the formation of historical thinking is the organization of problem-based lessons in an interactive and interdisciplinary manner.

Pedagogical monitoring plays an important role in ensuring the effectiveness of the process of forming historical thinking. Monitoring allows you to regularly monitor how the student is mastering historical knowledge, what difficulties he encounters in working with sources, the level of analysis of historical reality and drawing pedagogical conclusions. Such an approach turns the formation of historical thinking into a controlled and consistent pedagogical process, not a random one.

Pedagogical monitoring can be carried out in several directions. The first direction is to determine the student's historical knowledge base. This assesses his knowledge of historical periods, important events, individuals, concepts, and sources. The second direction is to monitor analytical skills. In this process, the student is trained to identify cause-and-effect

relationships, compare different sources, evaluate a historical event in the context of the period, and draw independent conclusions.

The third area is the assessment of the level of practical and pedagogical application. The future history teacher is assessed by how he or she can apply the acquired historical knowledge and analytical conclusions in the future lesson process, develop appropriate tasks for students, integrate historical sources into the content of the lesson, and create problem situations. This indicates the degree to which historical thinking has become a professional competency.

In the monitoring process, it is advisable to use assessment forms such as essays, source analysis, historical cases, work with interactive maps, lesson development, reflective journaling, and project defense. Such forms allow us to determine not only the student's knowledge, but also his or her thinking style, reasoning culture, creative approach, and ability to evaluate his or her own work.

As important as the methods of forming historical thinking are in the pedagogical process, so is the correct assessment of the results of this process. It is impossible to measure cognitive and analytical skills through traditional closed tests. The following system of criteria and indicators is proposed to determine the degree of development of historical thinking of future history teachers [8]:

1. Source-evidence criterion (Evidential indicator). The degree to which a student relies on primary and secondary sources in acquiring historical knowledge. Indicators include the ability to verify the authenticity of a historical document, determine the author's purpose, and the ability to distinguish between subjective and objective information in the source.

Analytical-synthetic criterion (Causal indicator). The ability to create a multifactorial cause-and-effect chain of past events. Indicators - the ability to avoid simple chronology, systematize the political, economic, and social causes of events, distinguish between coincidences and laws, and express in one's own words the final conclusions of a particular historical period.

Contextual-creative criterion (Practical indicator). The ability to adapt the acquired complex historical knowledge to the age of future students and create lesson plans. Indicators - the ability to create case studies, create scenarios for historical role-playing games, and find similarities between today's global problems and history.

Based on these criteria, assessing students' independent work, essay writing practice, and lesson developments in pedagogical practice in higher education guarantees the development of competitive personnel with high-quality historical thinking.

In conclusion, it can be said that the formation of historical thinking of future history teachers is not a simple exchange of information that occurs spontaneously. It is a complex pedagogical and psychological system that integrates cognitive, value and practical-activity components, has a unique architecture. The systematic use of innovative problem-based lessons, digital technologies and hermeneutic analysis in the practice of the higher education system is the main key to training a specialist who meets the requirements of the time..

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