

SOCIO-PHILOSOPHICAL ANALYSIS OF THE FORMATION OF HISTORICAL CONSCIOUSNESS AND MEMORY IN YOUTH

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Abstract: the article discusses the role of the concepts of historical consciousness and historical memory in the spiritual life of society and the formation of the national social memory created through it. Also, the social factors that are the main impetus for the formation of historical consciousness and historical memory, the writing of school history textbooks, their current situation, and the current state of social memory formed on this basis are described. At the same time, the teaching of national history in the general secondary education system of the post-Soviet countries, the attitudes of some countries to the study of the national history of other countries have been analyzed from the point of view of scientific objectivity.

Key words: history, homeland, historical consciousness, worldview, memory, globalization, value, patriotism, education, social memory.

In today's era of globalization processes, our country pays special attention to the issues of developing the education and upbringing of the youth who are the future of our country, growing their outlook, forming a generation that will serve the development of our country. The reason is that a generation with nationalistic, patriotic, universal moral qualities is the backbone of any society or state. In this sense, in the decree of the President of the Republic of Uzbekistan dated July 5, 2017 "On improving the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan" No. , taking into account that his high qualities such as selflessness and justice serve as an example for the younger generation, naming all military academic lyceums of the republic as "Temurbek School"[1,13] is of incomparable importance in strengthening and developing the historical consciousness of our people, especially our youth.

Germany's experience in creating national spirit and patriotism in young people, although somewhat primitive, is noteworthy. "At the end of the 19th century and the beginning of the 20th century, history classes in Germany focused on national history, which consisted mainly of historical dates, names, and facts, which were instilled in the minds of students in such a way that they could answer questions even while they were sleeping. The interdependence of historical processes was less important than the reasons for its origin. Teachers, depending on their talent, would tell attention-grabbing dramatic stories to enrich the shallow material, which ultimately turned out to be the teacher's grand fantasy rather than information based on historical sources. Their main goal was to form a sense of patriotism in young students".[2,9]

It is known that the formation of historical consciousness and historical memory begins at preschool age, when the infant receives, among other instructions from his parents, his understanding of his history, his place in the world, but during the period of schooling, these are formed intensively and systematically, probably from his parents. a different historical consciousness may arise.

Along with reading and writing at school, the student gets an idea about society, his people, and its history. If the historical consciousness of the students is developed in the school, in the future they will become individuals who are loyal to the state, society, and nation. In fact, history, which is taught in the school education system, plays a key role in educating a citizen who is loyal to his homeland. As proof of this, a sociological survey on the topic "Students' historical consciousness" was conducted in a number of universities located in Moscow during the preparation for the 70th anniversary of victory in the Russian Federation in 2014. The main goal of the study was to determine the attitude of students to the Great Patriotic War (World War II), to clarify the issues of studying, mastering, and understanding the history of the war. As a result of the survey, 92.4% of all participants identified the school history course as a source of information on the Great Patriotic War.

Also, in 2009, a multidisciplinary research project was carried out in Finland to study the problem of historical consciousness and develop it, studying the concepts of

the past by the people living there. The aim of the project was to explore how historical consciousness affects Finns' knowledge of the past, their views of the present, and their hopes for the future. For a whole year (2009), a survey was conducted among more than 4000 respondents in order to study the historical consciousness of the Finnish people. In addition to the questionnaire, a series of interview data was collected among participants in 2010. Additional studies involved more minors.

In order to socio-pedagogically improve the development of students' historical consciousness at school, it is necessary to remember that the first historical consciousness is formed in preschool educational institutions and in the family. During this period, the child learns the way of life in his family, the actions of his parents, and the advice he heard, and it is imprinted in his memory and begins to be used during his activities. In addition, the child's mind is influenced by the social environment, surroundings, neighborhood, place of residence. The processes of cultural and spiritual assimilation are carried out in state and non-state pre-school educational institutions and in the family until the age of six or seven.

"Many years of scientific observation and research show that a person receives 70% of all the information he receives during his life before the age of 5." under the influence of the environment in the family, the first buds of spirituality begin to appear. Natural skills and characteristics that are necessary for a person for a lifetime, for example, each child has his own and suitable abilities, how he interacts with people around him, how he feels among his peers, whether he has leadership qualities or not, and if necessary, his worldview - all this, first of all, his innate nature, at the same time, is inextricably linked to the education he receives in the family, life experience confirms in many examples. It is during this period that the child begins to understand and understand all the good and bad things, his innocent mind absorbs all the events in the family and the surroundings, the impressions of their essence, like a printed paper. His love and respect for his parents, grandparents, and his attitude towards the surrounding environment are improving day by day. In pre-school educational institutions, the child shares with his peers, plays, memorizes fairy tales, stories, riddles

told by the teacher, which forms the first historical consciousness in him, raises it to the stage of development and turns into historical memory.

During the school period, the student begins to perceive the world in a broader way, his assimilation of the world around him, socialization rises to a new level.

It cannot be said that the history textbooks currently being taught in the schools of our Republic are carefully developed and, in our opinion, they are not free from a number of shortcomings. In fact, there are still basic sources, archival materials, pedagogical practices and all-round tests (experiments) in the educational system of our republic for students of general secondary education and secondary special, vocational education institutions in our republic, especially for students of social faculties of higher educational institutions. [4,3] The disintegration of the former union and the transition of the Central Asian countries to the path of independent sovereign development were clearly manifested in the field of education. In each independent republic, attention to the field of education has increased, reforms in this field have accelerated, a new law on education and national, state programs of personnel training have been developed. The goal was to train national personnel who would serve the country's development. At the same time, a number of reforms were implemented in the general secondary education system. It was to educate and raise a new generation, the future of independent sovereign republics. For this, first of all, great attention was paid to the reform of textbooks in schools. School textbooks were developed on the basis of national models without ideological beliefs. Especially the national history was rewritten. Because this science "studies the social development and the consistent development of various past events, when, where, and how they happened, as well as the emergence of humanity, the process of gradual evolutionary improvement, etc." [5,11]

The history taught in the CIS countries has been turned into a political weapon in some republics, efforts to change people's historical outlook have intensified. This process started in the Baltic states and gradually spread to other regions. As a result, the historical consciousness of the young generation was formed on a new basis, and

these efforts continue today. Especially in independent countries, the main task of forming and developing the historical consciousness of the new generation coming of age was fulfilled by the textbooks of social and humanitarian sciences taught in secondary schools.

The reforms in the secondary education system of the Central Asian republics, which have historically lived in the same place, have a common history and a common root, created and restored their national history, reformed the science of history in a new spirit, became important in the development of the historical consciousness of the young students. Also, today's history textbooks taught in secondary schools are very different in terms of their content, and they also differ in their approaches. In most republics, the movement to create the history of national statehood, the approach to history from the point of view of today, causes various debates, which, first of all, provoked Russian researchers. In particular, the grant "Formation of non-confrontational and integrative views of history among young people in Russia and the territory of the former Soviet countries" awarded by the Fund for Training the Personnel Reserve of the Russian Federation "State Club" ("Gosudarstvennyy klub") to the non-profit company "Center of Public Technologies" (No. 713-02) and as a result of the research carried out on the basis of the project "Perception of the history of the Soviet and post-Soviet era by young people of the newly independent states" (grant No. 905-02) given to the non-profit company "Eurasia" by this foundation, 187 articles on history were published in 12 former union countries. school textbooks were analyzed. As a result, in 2009, the two-part book "Clarification of the general history of the peoples of Russia and the former Soviet countries in the history textbooks of the schools of the newly independent states" ("Osveshchenie obshchey istorii Rossii i narodov postsovetskikh stran v shkolnyx uchebnikax istorii novyx nezavisimyx gosudarstv") was published. Different publications and experts in Russia reacted to this book, and this continues until recently.

December 31, 2012 REGNUM news agency "Voices of Russia" (Krasnoyarskaya Gazeta's article on "Golosa Rossii" website "Realization or Who, why

rewrites history?" ("Dokopatsya do pravdy, ili Kto i zachem perepisivaet istoriyu") published. According to the article, today's national history textbooks present tsarism and the period of the former Soviet Union as a period of colonialism to high school students. The authors of the article express a negative opinion about the assessment of Russia's role in the history of these nations as colonialism in the textbooks taught in the CIS countries. Allegedly, tsarist Russia Azerbaijan, having annexed the territories of Kazakhstan, Kyrgyzstan, and Uzbekistan, started these peoples' socio-economic development, but now they do not recognize this, they follow the path of "invisibility" and hold grudges against them.

Frankly speaking, the author's tendentious attitude to the issue is noticeable in the article. For example, it is an axiom that does not require proof that Central Asia was not annexed to Russia, but conquered. This process is described in our history textbooks: "In the second half of the 19th century, the Russian Empire colonized the peoples of Turkestan. It is taught that the tsar's government not only conquered the country politically and territorially, but also tried to morally and spiritually subjugate the hard-working people" [7,152].

"It is known that history is written by the winners. We lost the Cold War in 1991 (emphasis ours - Q.M.) and, of course, the winner began to shape this history for himself. And we are seeing everything," the article says. As we mentioned above, the authors call the bloodless independence of the republics that joined the Soviet Union in 1991 as a "cold war" and, stirring up pro-imperialism, painfully put forward the claim that "the winners are making history out of events that have not happened". In fact, this article is not burning for the original history, for the coverage of historical events from the point of view of justice, it is the fruit of chauvinist beliefs and ideological struggles.

Another one of those who gave a detailed reaction to the above book is the author named Maxim Karakulov, in his article entitled "How history is being rewritten in the school textbooks of the peoples of the former USSR" ("Kak perepisivayut istoriyu v shkolnyx uchebnikax narodov byvshego SSSR") [8], which was distributed on the

Internet on April 21, 2015. defended the interpretation of history in the union with no less zeal than the previous author. (See Appendix 3)

In the history textbooks taught in the modern education system of our republic, the invasion and colonization policy of tsarist Russia and the history of the former union period are not only approached from one side, but some positive aspects of these periods are covered as well. However, today, efforts to politicize history, subjugate it to one's own goals and interests, and create inter-ethnic conflicts are visible. This is especially noticeable in the history lessons for Ukrainian schools published after 2014–2015. [9]

However, in our country, the 10th grade textbook "World History" [13], published in 2004, was issued with a map. In addition, the provision of archival sources, excerpts from historical documents, and information from Internet sites in the 10-11th grade textbooks helps students develop historical knowledge and expand their worldview. In the most recently published textbook "History of Uzbekistan" [14] for students of the 10th grade, the above-recommended sources are not given, not even a chronology, a dictionary, and a general summary.

At the end of the textbook, it is necessary to give final, general conclusions, which forms the student's ability to analyze the socio-political aspects of the subject he is studying. As a result, his historical consciousness develops, and his historical memory is strengthened. Unfortunately, not all of the high-grade history textbooks taught in general secondary schools have general conclusions after the topic. Also, it is appropriate to give a list of historical and artistic works recommended for reading at the end of secondary history textbooks or to quote excerpts from them between topics. Then the student's desire to master the subject increases. Additional literature, on the one hand, expands the student's perception of the studied historical period, and on the other hand, develops interest in fiction, and forms the culture of reading.

In the interpretation of historical events and historical figures, there are places in the textbooks that do not meet the standards, create the opposite impression, and "look like raising eyebrows". Just one example, the description given to the leader of the

uprising Dukchi Eshon in the topic "Andijan Uprising" of the 9th grade textbook "History of Uzbekistan" [7,68] portrays in the student the image of a religious fanatic, a liar and a fraud who deceives people.

In the history textbooks of Uzbekistan, the main principles of the national idea are often not sufficiently embedded in the essence of the topics (this situation is also observed in the history textbooks of the period of national independence), and they are mostly limited to a dry description of the history of the period. In addition, separate methodical manuals for teachers have not been developed, and those that exist are not reaching the regions. In the course of the research, it became clear in the interviews with the teachers that there are no separate extended manuals and literature for each textbook that would help the teacher and enrich his knowledge. Revising and enriching the methodological manuals created for the teacher, creating separate manuals that help teachers teach each textbook, and improving the supply of historical and literary literature will change their attitude to knowledge and science, and help them work on themselves more. In this sense, in 1994, academician A.R. It is appropriate to republish the manual published by Muhammadjanov (A.R. Muhammadjanov. History of Uzbekistan (from the 5th century to the beginning of the 16th century) Tashkent: Teacher. - 320 p.). Although the topics in this methodical guide are currently taught in the 7th grade, this book can contribute to easing the work of today's teacher due to its perfection, the broad and understandable description of the topics, the completeness of the auxiliary information, the vocabulary and pictures are presented in their place, and other qualities. attracts attention.

In the monograph published jointly by Uzbek-German historians, special emphasis is placed on the following opinion, which we agree with: "The current tasks of social and humanitarian education in Uzbekistan are inextricably linked with the problems of raising the young generation on the basis of high spirituality and rich moral and humanistic principles. For this reason, it is an urgent task to turn to the deep roots of history, at the same time to study the reforms and renewals of the history of modern

Uzbekistan, its integration with the world community, a completely new attitude to the historical and cultural heritage of our people".[2,54]

As the well-known French historian and writer Mark Ferro noted, "by looking at how history is conveyed to children, and even to adults, you can learn about what society thinks about itself and how its situation changes over time." [15] Today, if we arm our young generation with any glorious page of our history, if we imprint it in their historical memory, tomorrow similar children will grow up. It is not for nothing that in the fairy tale "Three brothers are heroes" of our people, the father did not turn to his grown-up sons: "I raised them without scaring them - so that they become heroes."

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