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PRIORITY AREAS FOR DEVELOPING FUTURE HISTORY TEACHERS' KNOWLEDGE OF THE LAWS OF THE HISTORICAL PROCESS BASED ON A HERMENEUTIC APPROACH

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ABSTRACT

In this article, the effectiveness of future history teachers' knowledge development based on the hermeneutic-cognitive technology, hermeneutic-cognitive technology, and the hermeneutic approach is studied. Also, the hermeneutic approach and its importance in developing the knowledge of future history teachers about the laws of the historical process are analyzed.

KEYWORDS

History, historical process, legitimacy, component, empirical, pedagogical feature, methodology, competence, hermeneutic, cognitive, technology, trend, technological, hermeneutic approach.

INTRODUCTION

In today's globalized world, cultivating individuals with deep thinking and strong scientific potential is a key factor for the sustainable development of any society. In our country, the demand for competitive specialists with a new worldview in capable higher education institutions is increasing. Therefore, assessing the

effectiveness of the pedagogical process aimed at developing knowledge about the laws of historical processes and introducing new approaches through identifying existing shortcomings is one of the important pedagogical requirements.

METHODS

The issues of preparing future history teachers for professional activity, developing knowledge to understand and interpret historical processes, and creating historical dialogue have been explored in the works of J. Anderson, D. Blazar, S. A. Henry, L. N. Aleksashina, V. V. Barabanov, P. A. Baranov, L. S. Baxmutova, Y. Y. Vyazemskiy, O. Y. Strelowa, M. V. Korotkova, M. T. Studenikin, N. N. Lazukova, E. M. Persanova, O. G. Davlatov, A. F. Ismailov, Q. R. Shonazarov, B. Kh. Khodjayev, O. Musurmonova, M. Quronov, S. Nishonova, U. Mahkamov, E. Turdiqulov, R. Safarova, B. Adizov, A. Choriyeu, Sh. Mardonov, D. Ro'ziyeva, N. Egamberdiyeva, Sh. Shodmonova, Sh. Sharipov, O. Jamoldinova.

RESULTS AND DISCUSSION

It is well known that every researcher conducting studies in the field of history will have their own sources and methodology. The group of sources selected as primary by the researcher helps to uncover certain issues of a region's history. A key aspect of modern historians is their focus on illuminating the life, destiny, daily life, and social relations of individuals. In this context, personal memories, diaries, and letters are considered important sources. Such sources are referred to as personal origin sources in scholarly literature and historical studies. The emergence of such new directions improves the historical approach by shedding light on social history, interpreting it, expressing individuals' experiences, examining interpersonal relations, and studying the various socio-political and economic conditions of the time in detail.

Modern approaches in historical research direct historians to explore the perceptions of the participants and contemporaries of historical events, ensuring the active participation of personal origin

sources in the illumination of history. In this regard, A. Y. Gurevich makes the following observation: "The social significance of the historian's profession lies in establishing connections with the people of the past and in creating the ultimate meaning of the historian's activity in the communication of people living in different periods and cultures today."

In modern historical science, a new consensus has emerged which holds that subjective sources in historical research are not merely weaknesses, but that their value as information carriers enhances the breadth of issues addressed. As P. Repin points out: "Such 'unreliable', 'subjective' sources, such as letters, diaries, memories, and other creative works that describe a person's emotional, mental, and intellectual world, as well as self-awareness and life experience, have risen to prominence due to their subjectivity." It is clear that the terms used by the scholar in quotation marks are metaphorical. Through letters, diaries, and memoirs, we can not only observe an individual's inner emotions, but also gain insights into the social life of the time, the political regime, the living conditions of ordinary people, and their lifestyle. Thus, the concept of personal origin sources encompasses all forms of written historical materials and reflects the personal perception of events, increasing their authenticity and subjectivity.

As a historical source, personal letters (correspondence) are based on the author's communication with a specific person or addressee and are usually intended for familiarization with the addressee. The materials of private correspondence are commonly referred to as "epistolary sources." According to established tradition in source studies, official correspondence between individuals or organizations embodies the thoughts, proposals, or

grievances of citizens regarding the activities of the organization. Letters, notes, or correspondence typically share the features of having dates, signatures, and addressing both personal and social matters in an informal style, with the presence of a particular moment in time.

One of the leading trends in the educational system is the humanization of education, which is increasingly aligned with the expected results of training specialists in the current social context. Today, the educational systems provided by general education and higher education are being questioned more than ever. As a result, new teaching methods and curricula are not being accepted without debate by the younger generation. The relationship between teachers and students is also changing. In situations where traditional curricula are followed, the likelihood of their rejection by younger generations is increasing. We are facing growing limitations in our ability to meet the legitimate need for knowledge among the youth. Thus, today's history teachers face the challenge of choosing significant theoretical and practical issues, integrating them into the curriculum, creating a strong foundation of knowledge, and shaping professional skills.

In light of current requirements, traditional methods of teaching, such as reinforcing material in seminars while delivering lectures, have become ineffective, as they do not meet the requirements for competent education and fail to address problems comprehensively. Therefore, there is a need to reconsider the organizational forms of the educational process by increasing the share of independent, individual, and group work, expanding the scope of practical research and independent studies, and carrying out more extracurricular activities.

By placing the student in the role of an expert on daily life issues and comparing their narrative of past centuries' daily life with the teacher's expert assessment, the teacher begins to discuss past social and political events. This approach has generated sustained interest and emotional responses among many students. In this context, the traditionally delivered lecture transforms into a debate – the most interesting, unclear, or controversial issues are discussed.

Based on the results of the work conducted, both students and teachers apply a new (comparative) approach to the history lesson. Changing the level of communication allows for a fresh perspective on the historical period and its events. Therefore, we can conclude that such changes in the communication system always occur when the teacher alters their teaching methodology. The teacher effectively intervenes in the communicative environment, which is reflected in the behavior of both the student and the teacher.

The acceleration of changes in the cultural sphere and the complex nature of society determine the multifaceted aspects of the educational process, particularly in history teaching. The complex didactic goal in education is to achieve a result where students acquire new knowledge, form intellectual and cognitive skills, independently search, select, and analyze information from various sources. In our research, the following complex didactic goals are advanced:

- To develop complex concepts among students about the historical uniqueness of Uzbekistan and its place in world and European civilization (culture).

- To form systematic knowledge about the main laws and features of world historical processes, with a particular focus on the study of Uzbekistan's history.
- To develop the spiritual world of young people by promoting national (Uzbekistan) and universal (global) values through historical development, thus embedding experiences of self-determination in relation to these values and strengthening their focus on social processes and improving their qualifications.
- To identify and test effective technologies and methods that meet modern requirements for registering future history teachers in the pedagogical system, based on contemporary trends and approaches in the preparation of specialists in historical processes.

Today, the goal of teaching history is not only to provide students with the program's knowledge but also to encourage them to actively search for new knowledge during the educational process. This, in turn, necessitates the activation of their educational activities and direction toward their future specialization.

There is a need to develop the ability of future history teachers to participate in discussions, ask questions to the lecturer, and confidently respond to questions. Moreover, the content of lectures should cover the most complex and controversial issues, such as the formation and development of national democratic states, searching for ways to reform the country, analyzing foreign policy, and the stages of social relations and public thought development. The solution to this issue can be facilitated by complex competencies—i.e., interactive and dynamic teaching methods. These methods should help students not

only acquire declarative knowledge about historical facts (e.g., social dynamics in industrial societies, the structuring of families in different historical periods, gender issues, etc.) but also develop social skills. This allows students to improve their social competence level by acquiring practical knowledge that can be applied in everyday situations.

CONCLUSION

Based on the hermeneutic approach, the development of future history teachers' knowledge of historical process laws can help them understand why many losses and mistakes occurred in the history of humanity. This understanding can be achieved by studying the causes of the rise of various peoples and dynasties, whether short-lived or long-lasting, as the dialectical unity of existence and non-existence manifests itself in historical events.

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