

**POSSIBILITIES OF FORMING A SENSE OF NATIONAL IDENTITY ON THE BASIS
OF DEVELOPING HISTORICAL THINKING IN TEENAGE STUDENTS****Toremuratova Gulnaz****Nukus State Pedagogy named after Ajniyoz****independent researcher of the institute**

Abstract. In this article, historical thinking, which is the basis for the formation of the sense of national identity in students, its pedagogical and psychological interpretation, the components of historical thinking, its necessity, functions, the awareness of national identity in adolescent students its role in the formation is described. This article serves as an important resource for the scientific and pedagogical community, researchers and school teachers.

Key words: historical knowledge, historical thinking, adolescent students, awareness of national identity, national consciousness, imagination, historical process, historical consciousness, past, ancestors, descendants, historical figures, national mentality.

Understanding of national identity determines the traditions, lifestyle, thinking, worldview of a representative of a particular nation. As a result of self-awareness, adolescent students will be able to understand the essence of customs, traditions and mental qualities of the Uzbek people. In order to form a sense of national identity in adolescent students, it is necessary to understand the essence of concepts and knowledge specific to it. Accordingly, it is necessary to introduce students to these concepts. Among them are national mentality, historical thinking, custom, tradition, historical process, national consciousness, national identity.

National mentality (Latin mens - mind, thinking, way of thinking) is a concept that expresses the character of national consciousness and activity. National mentality is formed on the basis of traditions, culture, social structure and lifestyle of the nation. It affects the culture, traditions, and lifestyle of the nation. Components of national mentality are formed spontaneously and are presented from ancestors to generations. National mentality has a two-sided character:

1. The national mentality has a conservative character and is presented in exactly the same form from ancestors to generations. Therefore, the stability of national traditions is ensured.
2. The national mentality has a changing character, but these changes take place gradually. Changes in national mentality are the basis of national development. As a result, there is a renewal of national consciousness and national thinking.

In other words, **national mentality** is a set of aspects, characteristics, spiritual, spiritual

and cultural aspects and differences that distinguish national identity, historically formed stable social ethnic units, that is, nations and peoples from other stable social units, for example, social classes. . The national mentality of the Uzbek people is reflected in the intelligence and spiritual and cultural strength of each of its representatives.

Historical thinking is the reflection of historical reality in the mind of the nation, the activity of thinking, reasoning, and discussing about it.

Tradition (a. - recognition, evaluation; picture, custom, habit; study) - phenomenon of spiritual life; universally accepted as traditions, historically the content is a wholesale order; a picture, a concept that expresses a principle. Traditions and customs are inextricably linked, and one is a component of the other. Traditions and customs are formed under the influence of the history, lifestyle and other factors of each nation and people, and are one of the features that determine their unique appearance.

Tradition is a material material that preserves certain elements of cultural experience, passes from generation to generation, is inherited from the past to the future, manifests itself in various spheres of social life, and serves to connect the historical-genetic (generational) continuity of social processes. and spiritual value. Tradition is social and cultural heritage. Tradition is the order and rules that have been passed down from our ancestors for a long time and have reached us, accepted by many people. "Tradition", "custom", "ritual" are connected to each other and are often promoted on the basis of the concept of tradition.

Historical process means the emergence and continuation of a certain historical reality.

Knowledge of these concepts forms a sense of national identity in adolescent students. As we mentioned above, human thinking is a psychological phenomenon. Accordingly, thinking, along with other psychological processes, serves to reflect, analyze, and study historical reality in human intuition, perception, and imagination. With their help, the knowledge specific to the historical reality acquired by the students is analyzed, and their relevance and objectivity are determined. This knowledge is checked and evaluated based on the behavior of students and the results of educational activities.

In the sources of pedagogy and psychology, it is theoretically justified that thinking is the highest level of human mental activity. Historical thinking means the activity of a person, that is, a representative of a certain nation, which consists of high-level thinking and understanding of historical processes, drawing clear conclusions about them. The scientific interpretation of the concept of thinking has attracted the attention of experts since ancient times. Because human thinking is an expression of a complex psychological process. Experts approached the concept of

thinking from different angles. Thought is a person's expression of the connection between different concepts, symbols, images, and the functioning of a person's consciousness, the manifestation of his abilities. It includes actions aimed at ensuring the direct manifestation of reality based on the search for news, analysis, and generalization.

The reflection of the objective existence in the human mind and its expression in the speech ensures that the person can form ideas about events and events and perceive the relationship between them. As a result, a person's perception of reality expands. Acquiring new knowledge is a product of cognitive activity. As a result of cognitive activity, students will be able to creatively master the historical experience of the people. Mastering national historical experiences creates a foundation for adolescent students to understand their identity. In the process of learning, students will be able to understand the essence of past events with the help of historical knowledge.

As a result of the formation of historical thinking, students analyze the events that happened in the past. By identifying the important aspects of historical reality, they are able to understand the connection between events. This creates motives for students to search for new knowledge about history. The practical importance of historical knowledge is manifested in the development of the sense of national identity based on the students' understanding of it. It should be emphasized that the accuracy of the conclusions made by the students based on the existing historical knowledge is reflected in the formation of the sense of national identity in them. According to R. Safarova, A. Ibrohimov, H. Sultanov, N. Zorayev, speech is an expression of thinking.

The concept has been defined differently in different periods. It primarily has the meanings of thinking, thinking, observing and discussing.

Thinking is thoroughly studied in pedagogical studies. It has such types as historical thinking, social thinking, pedagogical thinking, and professional thinking. Historical thinking plays an important role in forming a sense of national identity in students. Historical thinking is directly related to historical reality and represents its reflection in the human mind. The accuracy and correctness of historical thinking allows students to study historical events during their educational activities. The unique feature of historical thinking is the generalized reflection of the historical reality in the mind of the individual, the manifestation of the relationship between them, and helping to understand the complex relationships between historical figures. In scientific sources, historical thinking is described as an expression of a person's mental activity and worldview. Historical reality is directly reflected in thinking. As a result of historical thinking, thoughts and views about certain events are formed.

L.V. Zanina and N.P. Menshikova approached the concept of "thinking" from a pedagogical point of view. They tried to scientifically base the aspects of thinking specific to pedagogical activity.

Historical thinking allows to analyze the events that happened in different periods in relation to each other. There are different approaches to understanding the essence of historical knowledge. In these approaches, with the help of historical knowledge, various forms of understanding of historical reality have emerged. Certain descriptions of historical thought are presented in the sources. Studying historical reality in relation to the concept of historical thinking is the ability to have a clear idea about it, to understand the essence of historical processes. Also, to understand the mutual relations between events, to establish cause-and-effect relationships between them, to know the sources related to historical processes and to understand their essence, to have the skills necessary to analyze the historical reality, it is an intellectual activity related to imagination, to be able to separate and react to the evidence that informs about the historical reality, to understand the connection between the past and the present. It should be emphasized that in the framework of historical thinking, historical knowledge, methods of intellectual activity, their use by students, specific historical events, their content, which must be mastered by adolescent students understanding, valuable directions of teenagers should also find their expression.

The development of historical thinking takes place in proportion to the development of the cognitive process, laws, pedagogical principles and specific aspects of studying the history of the Uzbek people. Doctor of Pedagogical Sciences, Professor B. Khodzhaev also spoke about the function of historical thinking and expressed the following opinion: "Only through historical thinking can people fulfill the role of a link between the past and the future."

I.M. Umonaliev defined historical thinking as follows: the concept of "historical thinking" can be interpreted from a pedagogical point of view as follows: a person has an idea about events, phenomena and processes that occurred in the history of a particular nation through the acquisition of historical-cognitive knowledge. to understand the unity and connection between them in accordance with the principle of "cause and effect", to work effectively with historical sources, documents, maps and chronological data the ability to think that means getting."¹

As a result of the formation of historical thinking, adolescent students develop human feelings such as national belonging, national pride, awareness of national identity, patriotism,

citizenship, and responsibility for the development of the nation. For this, it is required that the students of teenage age acquire historical knowledge in depth.

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