

SOCIAL FACTORS IN THE FORMATION OF HISTORICAL CONSCIOUSNESS AND NATIONAL SOCIAL MEMORY AMONG YOUNG PEOPLE

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ANNOTATION

The article discusses the role of the concepts of historical consciousness, historical memory in the spiritual life of society and the formation of national social memory through it. The main social factors contributing to the formation of historical consciousness and historical memory, writing school history books, the current state and current state of social memory formed on this basis are also described. At the same time, when teaching national history in the general secondary education system of post-Soviet countries, the attitude of some countries to the study of the national history of another country is analyzed from the point of view of scientific objectivity.

Keywords: history, homeland, historical consciousness, worldview, memory, globalization, values, patriotism, education, social memory.

In the period when the global processes are in full swing, special attention is paid by our state to the development of education and education of young people who are the future of our country, to the development of their worldview, to the formation of a generation serving the development of our homeland. The reason is that the nation-bearer, Patriot, generation with universal moral qualities is the backbone of any society or state. In this sense, the PP-5106 of the president of the Republic of Uzbekistan "on increasing the effectiveness of the state policy on youth and supporting the activities of the Youth Union of Uzbekistan" dated July 5, 2017- taking into account the fact that Amir Temur, the great statesman and Commander-In-Chief, serves as an example for the younger generation, in the decree of the number, such high qualities as loyalty to the motherland, veneration of the land, courage, self-sacrifice and justice, the name of all military academic lyceums of the Republic "Temurbeklar school"[1,13] is of invaluable importance

With regard to the formation of the national spirit and feelings of patriotism in young people, although somewhat primitive, the German experience is remarkable. "Since the lessons of history in Germany at the end of the XIX – beginning of the XX centuries put a great emphasis on national history, these are mainly historical dates, names, facts, they were so absorbed into the minds of students that students could answer questions even while they were sleeping. The reasons for the origin of the uzoro linkage of historical

processes were not so significant. Teachers used to tell dramatic events that attracted attention in order to enrich shallow material by looking at their background, which ultimately turned out to be a great fantasy of the teacher rather than data based on historical sources. Their main goal was to form a sense of patriotism in the schoolchildren ' youth.'"[2,9]

It is known that the formation of historical consciousness and historical memory begins to occur at the pre-school age when, among other indications from the parents of the infant, one can accept their own history, understanding of its place in the universe, but during the period of obtaining school education, these are formed in a dynamic and systematic way, perhaps, a historical consciousness

At school, the student, in addition to reading, writing, will have an idea about society, about his own people, about his history. If the school develops the historical consciousness of students, then in the future faithful persons of the state, society, nation will grow. In fact, the science of history, which is taught in the educational and educational system of the school, occupies a key place in the upbringing of a loyal citizen of his homeland. As evidence of this, a sociological survey on the topic "historical awareness of students" was conducted in a number of universities located in Moscow in the preparation for the events to be held on the occasion of the 70th anniversary of the victory in the Russian Federation in 2014 year. The main purpose of the study was to determine the students ' attitude to the Great

War (World War II), to study the history of war, to clarify the issues of mastering, understanding. As a result of the survey, 92,4% of the total participants identified the school course of history as a source of information on the Great Patriotic War.

Also in 2009 Year in Finland, the study of the problem of historical consciousness was carried out its development, a multidisciplinary research project that studies the conceptions of the past by people living there. The purpose of the project was to study how historical consciousness affects the Finns' knowledge of the past, their views on the present and their hopes for the future. For a whole year (2009 year), a survey was conducted among more than 4000 respondents in order to investigate the historical consciousness of the Finnish people. In addition to the questionnaire, a number of Interview data were collected among the participants in 2010 Year. More studies have involved young people who have not yet reached adulthood.

In order for the school to improve the historical consciousness of students in the socio-pedagogical aspect, it should be remembered that the first pre-school educational institutions, the first historical consciousness in the family, are formed. During this period, the child begins to master the way of life in his family, the behavior of his parents, the band that he heard, and this is sealed in his memory and applied throughout his activities. In addition, the consciousness of the child is also affected by the social environment, environs, neighborhoods, place of residence. Cultural and spiritual development processes are carried out in state and non-state educational institutions and families under the age of six to seven.

"Many years of scientific observation and research have shown that a person dies 70 percent of all the information he receives in his lifetime at the age of 5 years." [3,53] taking into account the fact that the child's consciousness is formed mainly at the age of 5 – 7 years, it is during this period that the first buds of spirituality begin to manifest in his soul under the influence of the environment in the family. The natural skills and characteristics that a person will need for

a lifetime, for example, the unique and harmonious abilities of any child, the way he behaves with the surrounding people, how he feels among his peers, the qualities of leadership or he does not have, if necessary, the worldview – all this, first of all, confirms in many examples that his innate nature is inextricably linked. It is during this period that the child begins to understand and understand all the good and bad, his carefree consciousness absorbs all the voice-phenomena in the family, side-by-side, the impressions of their contemporaries, like printed paper. His love and honor for his parents, grandfathers and mums, his attitude towards the environment that surrounds him, improves day by day. The child is accompanied by peers in preschool institutions, plays, perceives fairy tales, matals, stories, various riddles that the educator tells, in which he forms the first historical consciousness, raises it to the stage of development and becomes a historical memory.

During the school period, the student begins to have a broad perception of the world, his assimilation of the surrounding world, his socialization rises to a new level.

It can not be said that the textbooks of history, which are now being taught in the schools of our Republic, are also being carefully developed, and they, in our opinion, are free of a number of shortcomings. In fact, for the students of general secondary education and secondary special vocational education educational institutions, especially social faculties of higher educational institutions in the Republic, the creation of the main sources, archival materials, pedagogical practice in the educational system of the Republic and the creation of thoughtful textbooks checked in all-round testing (experiment) is somewhat difficult. [4,3] the disintegration of the former Union the transition of Central Asian states to the path of independent sovereign development was evident in the field of Education. In each independent republic, the attention to education has increased, reforms in this area have intensified, a new law on education and national and state programs on training personnel have been developed. The

aim was to train National Personnel serving the development of the country. At the same time, a number of reforms were carried out in the general secondary education system. This was the upbringing and maturation of a new generation, the future of independent sovereign republics. To do 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 consistent development of various events related to social development and the past, when, where, in what condition they occurred, as well as the emergence of mankind, the evolutionary process of evolution, etc." [5,11]

The history of education in the CIS countries was turned into a political weapon in some Republics, efforts to change the historical worldview of people were fueled. This process began initially in the Baltic states, gradually spreading to other regions. As a result, the historical consciousness of the younger generation was formed on a new basis, and these actions continue to this day. The main task, especially in the Independent States, was the formation and development of the historical consciousness of the new generation of adults, the textbooks of socio-Humanities, which were taught in secondary schools.

Historically living in one place and having a common history and one root, reforms in the system of Secondary Education of the republics of Central Asia, their creation and restoration of national history, the reform of historical science in a new spirit, have played an important role in the development of the historical consciousness of schoolchildren. Also, the textbooks on historical science, which are taught in secondary schools, differ greatly from their point of view today in terms of content, but also in terms of their appropriateness to different approaches. The movement to create the history of national statehood in most republics, the approach to history from the point of view of the present day, raises various debates-which, first of all, provoked Russian researchers. Specially, The project

"perception of the history of Soviet and post-Soviet youth of new independent states" (grant No. 905-02), which was granted to the non-profit company "center of public technologies" by the state Club (Gosudarstvenniy Club) of the fund for the preparation of personnel reserves in the Russian Federation "(Grant No. 713-02) and to the non-profit company" Eurasia "by the) as a result of research conducted on the basis of historical science in 12 countries of the former Union there were analyzed 187 school textbooks published on the subject. As a result, in 2009, the book "coverage of the General History of the peoples of Russia and the former Soviet countries in the textbooks of history of the schools of new independent states" ("osvetshenie obtshey istorii Rossii I narodovetskikh stran v shkolnix uchebnikakh istorii novix nezavisimix gosudarstv"), consisting of two parts, was published. Different publications in Russia, different specialists reacted to this book, and this continues until recently.

On December 31, 2012, on the website of the news agency REGNUM "Russian voices" (golosa Rossii "Krasnoyarsk gazeta" to the truth or who, Why rewrite the history?" ("Dokopatsya do pravdi, ili kto i zachem perepisivaet istoriyu") article has been published. It is written in the article that in today's national history textbooks, the era of colonialism and the former Union as a period of colonialism is presented to secondary school students. The authors of the article express a negative opinion on the evaluation of the role of Russia in the history of these peoples in the textbooks taught in the CIS countries as colonialism. Having annexed the territories of Azerbaijan, Kazakhstan, Kyrgyzstan and Uzbekistan, Tsarist Russia, began the socio-economic development of these peoples-he, no longer recognized them, took the path of "blindness", became a gynecologist in his tribe.

The article also notes that "the origins of the Second World War are assessed in the textbooks of history of Georgia, Latvia, Lithuania, Moldova, Ukraine and Estonia as an agreement of aggressors related to the Molotov–Ribbentrop Pact "[6].

Frankly speaking, the authors' tendency towards the issue in the article is clearly perceived. Let's say that Central Asia is an axiom that does not require proof that it was not annexed to Russia, but was conquered. This process is in our textbooks of historical science: "in the second half of the XIX century, the Russian Empire fell into the complication of colonization of the peoples of Turkestan. The Tsarist government not only conquered the country politically and regionally, but also tried to morally and spiritually subjugate the masculine and hardworking people"[7,152] is taught.

"As you know, history is written by winners. We call a cold stroke in 1991 year (TA'kid is ours-q.M.) we lost and, naturally, the winner began to put this date in a suitable form for him. And we are looking at the breakdown," the article says. As we have already noted above, the authors of the liberation of the republics that entered the Soviet Union in 1991 year one after another without bloodshed called "the Cold War" and provoked imperialism and argue with alarm that "the winners are making history from events that are no longer there". In principle, this proverb is a fruit of chauvinist beliefs, ideological struggles, and not a soul-biting, for the sake of original history, for the coverage of historical events from the point of view of Justice.

Another of those who have a detailed attitude to the above book is the author named Maxim Karakulov, in his article titled "How history is rewritten in school textbooks of the peoples of the former USSR", which was distributed on the Internet on April 21, 2015 which did not protect the interpretation of history in the former Union (See Appendix 3)

In the textbooks of history taught in the modern educational system of our republic, the policy of Tsarist Russia invasion and colonization is followed not only by a one-sided approach to the history of the period of the former Union, but also by some positive aspects of these periods. But today, efforts are being made to politicize history, subjugate it to its own goals and interests, and to bring about conflict in the nation. This is especially noticeable in the history lessons,

which were published after 2014-2015 years for Ukrainian schools. [9]

When we compared a number of historical science textbooks taught in the secondary schools of the CIS countries, we found that they have similar and different sides in shape, content, attitude to historical events. For example, the textbook on history, which is taught in the system of Secondary Education of the Russian Federation (Aleksashkina L.N., Golovina V.A. Vseobshaya historia s drevneyshix vremen do kontsa XIX veka. 10klass. - M.: Mnemazina, 2010. - The 431s.), first of all, information on the introduction into historical science, its subject, purpose, content is given separately. In the textbook, in addition, in order to develop the student's interest in science, excerpts from The Chronicles of various works or events were given in the range of topics (in fact, the textbooks of historical science, which were published or practiced until 2000 year, were published in this way). On pages 422 – 427 of the textbook, the list of recommended literature on the topics is presented separately-which not only helps to increase the interest in science in students, but also encourages reading in them.

Similar recommendations can be seen in the history textbooks published in the Republic of Kazakhstan for 10 – 11 class pupils. (See Sadikov T, S., Kairbekova R.R., Timchenko S.V. Vsemirnaya historia: Uchebnik dlya 10 klassov. Obshchestvenno-humanitarnogo napravleniya obshchego obrazovaniya. Report This Website-296 s.; Toleubaev A.T., Cut-Baev C.K., Koygeldiev M.K. I dr. Istoria Kazakhstana: Uchebnik dlya 10 klassov obshchestvenno-humanitarnogo napravleniya obshchego obrazovaniya. Report This Website - 240 s.) In addition, the list of various Internet sites in these textbooks has increased the desire of students to learn and master modern technologies, as well as to study their own history.

Even in the sociological study we conducted, it became known that 21% of students had a desire to use various video, Internet, computer technologies in mastering the Science (see Table 5).

In the educational system of Russia, in addition to textbooks, in the teaching of historical science, chrestomatics is also used. For Example, In Russia, Xrestomatia. Hysteria Rossii. 6-10 glassi. V 2-x chastyax. Chast 1. Sost. A. Danilov. Moscow: Prosvetshenie, 2015. - 762 s.; Orlov A.S., Georgiev V.A. Xrestomatiya po istorii Rossii. - Moscow: 2003. - 273 P. and there are other crestices. They serve to make the teaching material comprehensible in all aspects, to fully absorb the subject from the students. In this sense, it is not profitable to introduce this experience even in our country.

Another remarkable fact is that in most of the CIS republics the textbook "stories from the history of Vatan" is taught in the 4th grade, in which we have this textbook from the 5th grade program. Moreover, in our system of Secondary Education, in the textbook "History"[10,192], which is taught for the 6th grade, the history of the ancient world and Vatan is described in one volume, more precisely, the history of our homeland is divided into one section-which, in our opinion, needs takomil. In fact, the use of textbooks, manuals, archival materials corresponding to the demand of the period from historical science in the educational institutions of general secondary education and secondary special, vocational education in the Republic "in the educational system of the Republic the creation of thoughtful textbooks checked in pedagogical practice and comprehensive testing(experiment)is somewhat difficult."[4,3] this forms a superficial attitude towards science in students and, consequently, shallow knowledge.

In Russian schools, the history of the ancient world is taught in the 5th grade[11] and the peculiarity of the history of Vatan is remarkable. In addition, the 10 - class history textbooks of the schools of Russia and Kazakhstan[12] include the range from the most ancient to the end of the XIX and the beginning of the XX centuries. The positive aspect of these textbooks, in our opinion, is that through this textbook, students will be able to repeat the history from ancient times to the new era. Sociological studies we conducted showed that the use of this method

in textbooks was effective, that is, 75,7 percent of upper - graders did not remember or partially remembered the data in the textbook "stories from the history of Vatan" of the 5th grade.

At the same time, the school, which is being taught in the Republic of Uzbekistan, is written in chronological sequence in textbooks of historical sciences (for 5-11 classes), such a course of action facilitates the assimilation of the student, first of all, of historical periods, and secondly, facilitates the understanding of the sequence of historical events that took place in the past.

In addition, the publication of school history textbooks in Russia and Kazakhstan with separate maps is also a positive experience. Tiradi because of the development of the student's historical-goografik knowledge of working with the map. At us, however, at present, the fact that textbooks in our schools are provided with a map (there is a separate publication of the maps without the inclusion in the textbook, does not mean that they also reach all schools) leads to the fact that students do not know the map.

However, we also had a Class 10 textbook "world history" [13], published in 2004 year, which was released on the map. In addition, in 10-11-th grade textbooks, archive sources, excerpts from historical documents, the provision of information from Internet sites contribute to the development of historical knowledge in studentstirishga, Duny of the worldview. In the textbook "History of Uzbekistan"[14] for the students of the 10th grade, which was published at the latest, the above recommended sources tugul did not even give a chronology, a dictionary, a general conclusion.

At the end of the textbook, it is necessary to give a final, general conclusion, formulate the ability to analyze the socio-political aspects of the subject that the reader has mastered. As a result, his historical consciousness develops, his historical memory is strengthened.Unfortunately, not all of the upper-class historical science textbooks that are currently being taught in secondary schools in general have been given general conclusions after the subject. It is also

desirable to give a list of historical and artistic works that are recommended to be read at the end of the textbooks of the middle class historical science, or to make excerpts from them among the topics. Then the student's desire to master science will increase. Additional literature, on the one hand, follows the reader's imagination about the historical period under study, and on the other, develops interest in artistic literature, in which the culture of the reading is formed.

Historical events in the textbooks, too, have not finalized in the interpretation of historical figures, come across places that make the opposite impression, "put an eye on that eyebrow". Only one example is the description given to the rebel leader Dukchi eshon on the topic "Andijan uprising" of the textbook "History of Uzbekistan" of the 9th grade [7,68].

In the textbooks of the history of Uzbekistan, the main principles of the National idea are often not sufficiently integrated into the essence of the subject (this is also observed in the textbooks on the history of the national independence period), which are limited mainly by a dry description of the history of the period. In addition, separate methodological guides for teachers have not been developed, bores also do not reach the regions. In the course of the study, it was revealed in conversations with the teachers-that there is no separate extended manual and literature for each textbook that will help the teacher, enrich his / her knowledge. The review and enrichment of the methodical manual that is being created for the teacher, the creation of separate manuals that help the teachers to teach each textbook, and the improvement of the supply of historical-artistic literature, the change of their attitude to knowledge and science, will help them to work on themselves more rudely. In this sense, for 6th grade history teachers of secondary schools in 1994 academic year A.R. The manuscript published by Muhammadjonov (A.R. It's muhammadzhonov. History of Uzbekistan (from the V century to the beginning of the XVI century) Tashkent: teacher. - 320 P.) it is desirable to re-publish. Although the topics in this methodological manual are currently

being studied in the 7th grade, this book draws attention to the fact that due to its perfection, a broad and understandable description of the topics, the completeness of auxiliary information, the position of dictionaries and illustrations and other qualities it can also contribute to the facilitation of the work of today's teacher.

In the period of sociological research conducted in April-may 2017 in a number of regions of the Republic, in order to study the educational process in general secondary educational institutions, assimilation of students, provision of school and secondary special educational institutions with textbooks, availability of historical and artistic literature, as well as the activities of various circles in social directions, expert-survey was conducted

Participants asked the question "Why do you think students are forced to go to the tutor before entering a higher education institution?" the main reason why students do not have adequate knowledge in schools is that teachers have a negative attitude to the profession, there is a constant involvement in various public (including agricultural) jobs, low wages, limited benefits, as a result of lack of school hours, many talented male teachers (especially young ones) believe that there are other cases of transition to work. As a result, students are more likely to get knowledge by attending non-governmental educational centers, tutors than educational institutions.

As a result of this survey, a number of proposals were also received from experts to help increase the importance of Social Sciences. In particular, " your proposals for the effective organization of the teaching of historical science in schools?" the request received the opinion that great attention should be paid to increasing the importance of Science in the first place. Secondly, they should emphasize the need to connect the past with the present and the future on the topics that are given in the textbooks of high class history, the information given in the textbooks should be simple and understandable to the students, establish well the activities of historical museums in the regions, revise their relations with educational institutions from the point of, in addition to

textbooks for teachers, auxiliary methodical manuals are considered for the purpose of printing.

Also, during the expert-survey, the analysis of the state of history science textbooks taught in schools today and the attitude of teachers to it showed that almost all of the teachers said that the volume of textbooks is very small, which causes the shallowness of the information given in them. 57% of the respondents of the survey said that the bulk of textbooks leads to shallow cognitive formation in the student, while 36% believed that the fact that the data in the textbooks are given too short causes a

decrease in the interest in science in the students.

In the course of the study, the relationship of today's youth to the possession of our national history and the culture of the past were studied. As a result, 50% of the participants explained that now the attitude to the study of history is slowed down among young people, this situation arose for a long time due to the ineffectiveness of the reforms in the educational system. That is why 57% of experts assess their interest and aspiration to study the past in senior students up to 50%.

Table № 1. Use of local historical materials in history science lessons.

Do your history lessons use local historical materials in the area?	Son children		Girls	
	yes	174	14,5%	202
no	164	13,7%	230	19,2%
Partially used	151	12,6%	223	18,6%

The monograph, published jointly by the historians of Uzbekistan and Germany, emphasizes the following: "the actual tasks of socio-humanitarian education in Uzbekistan are inextricably linked with the problems of raising the younger generation on the basis of high spirituality and rich moral and humanistic principles. Therefore, it is an urgent task to apply to the deep roots of history, at the same time to study the reforms and updates of the history of modern Uzbekistan, its harmonization with the world community, its absolutely new attitude to the historical and cultural heritage of our people".[2,54]

As noted by the well – known French historian and author Mark Ferro, "depending on how you convey history to children, to adults as well as to adults, at this moment it is possible to learn what society thinks about itself and how its situation changes over time."[15]just today, when we arm our younger generation with whatever glorious page of our history, if we seal their historical memory, harmonic children will come out tomorrow. In the fairy tale "Three Brothers are hacked", the father did not turn to look at his adult sons, saying: "grow up without fear."

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