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## THE ROLE AND IMPORTANCE OF THE FUTURE HISTORY TEACHERS IN THE DEVELOPMENT OF KNOWLEDGE OF MODERN CONCEPTS OF THE PHILOSOPHY OF HISTORY

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### Abstract

This article describes the role and importance of future history teachers in the development of knowledge of modern concepts of the philosophy of history. Also, the opinions of the authors on the development of knowledge of modern concepts of the philosophy of history among future history teachers were analyzed.

**Keywords.** Philosophy of history, development, knowledge, concept, historical process, development of thoughts, globalization.

The fact that the post-industrial era of global development in the world is taking place through multi-variant, non-linear, uneven features puts before the science of philosophy of history a difficult task of analyzing the future appearance of the world. In the philosophy of history, the theories and methods of the tendency to explain the social changes taking place historically, as well as to determine the goals of the historical development of mankind, are gaining strength. As the negative factors destroying human existence such as nuclear weapons, ecological crisis, anthropogenetic pandemic increase in the global world, turning to the truths of the philosophy of history and uncovering new truths of history for humanity is an urgent task of today. In advanced higher education institutions, the processes of training specialists in the field of social and humanities, in particular history, are being organized based on the improvement of students' perceptions of the reality of history and its importance in the individual's general cultural worldview in their pedagogical activities. In the conditions of globalization in the world, the improvement of information technologies increases the factors that distract young people and reduces their mobility to engage in science. In such conditions, the importance of social and humanitarian sciences in human life and lifestyle, especially the importance of history in the scientific-intellectual development of the young generation, in the development of a general cultural worldview, is increasing.

There is a tendency in the world to try to understand the modern concepts of the philosophy of history in a new way, to create doctrines related to it. Because today,



new concepts of the philosophy of history are being created within social sciences such as history, political science, and sociology, but in any case, they rely on the teachings and theories of the history of philosophy. Therefore, in a number of scientific research institutes and universities of developed countries, immanent signs of social processes, logical repeating segments of historicity and succession, characteristics of each passing time based on the principles of determinism, problems of creating concepts and models of the future, and a new perspective of history forecasting issues are being researched. In the development of world science, the issue of developing knowledge of modern concepts of the philosophy of history among future history teachers is being researched as an important pragmatic problem of social sciences. The problem of developing knowledge of modern concepts of the philosophy of history among future history teachers is actively researched in the context of social sciences along with epistemological principles such as mutual trust, compromise, conventionalism, and in their future pedagogical activities, and it is used in modern scientific research. learning on the basis of cognitive methods explains the need to further develop the scope of the object and subject of social-pedagogical, political-philosophical sciences.

In the years of independence, in order to educate the mature generation, who are the future of Uzbekistan, in the spirit of the concepts of "respect for the history of the Motherland", "historical memory", "historical appreciation", "historical pride", raising the knowledge of our great heritage to a high level, education at all levels The goal of the education system is to develop the historical consciousness of the students. Today, the public council on the latest history of Uzbekistan has been established, attention is being paid to increasing the efficiency of spiritual and educational work, and the creation of international scientific research centers that research the scientific work of great thinkers. decisions, as well as reforms in the field of education, are aimed at the goal of raising a mature, patriotic generation in all respects. "In particular, realizing our national identity, studying the ancient and rich history of our Motherland, strengthening scientific-research works in this regard, and comprehensively supporting the activities of scientists in the field of humanitarianism" are gaining importance. It is of theoretical and practical importance to develop knowledge of modern concepts of the philosophy of history in future history teachers, to study its role in social and spiritual life and in the system of personal education. New Uzbekistan, as an integral part of the modern world, directs itself to a complex, intensively developing human society, directly depends on the experience and direction of the evolution of the philosophy of history. At a



time when Uzbekistan is striving to build the foundations of the Third Renaissance, it is important to realize that fundamental turning points can be created by understanding the overall essence of the development of human society. "National history should be created with a national spirit. Otherwise, it will not have an educational effect. We need to teach our youth to learn from history, to draw conclusions, to arm them with the science of history and historical thinking." In this regard, it is known how important it is to carry out tasks such as philosophical conceptual analysis of the evolution of the concepts of the philosophy of history.

In the current period, the deepening of scientific knowledge about historical knowledge and historical knowledge gives rise to different interpretations about their essence. This situation is based on the results of scientific research achieved in various disciplines, on the content of these concepts

clarification, requires the development of scientifically based definitions. In particular, historical knowledge usually means the result obtained in the process of historical knowledge of a certain reality in the past, verified in practice and logically based, reflected in the human mind as imaginations, concepts, opinions, theories of this reality. Because of any nation

their knowledge about their own history, conclusions and evaluations are formed outside of their perceptions of the history of other peoples, their study and comparison. In our opinion, historical knowledge is formed on the basis of the history of different peoples, nations and peoples, experience accumulated over the centuries, high knowledge and imagination reflected in values, material and spiritual culture. This allows us to consider it as a unique product of historical knowledge. It also reflects the knowledge of the past as a mirror of history, that is, it is a means of consolidating, preserving and delivering the accumulated knowledge to the next generation. Revision of the positivist epistemological foundations of historical knowledge took place under the banner of relativism and presentism. The most influential and consistent critics of positivism were the famous philosophers of the 20th century, B. Croce and RJ Collingwood, who, following Hegel, imagined the historical process as the history of the development of the soul. They emphasized that unlike nature, history cannot be objectively reflected in the researcher's mind. The facts of nature and history are not facts of exactly the same meaning. Natural facts are things that can be observed and perceived by a scientist or reproduced in a laboratory.

The role of historical facts is played by events that happened in the past and conditions that do not exist now. They become the object of historical thought only



after they become imperceptible. The term "history" as opposed to theoretical knowledge, is derived from the testimonies and documents of those who have been directly observed or observed, as well as from events and evidence that have been reported means any empirical knowledge consisting. The historian has only documents or other ancient things, remnants of the past, from which he must somehow restore the facts. The peculiarity of historical knowledge is that, at the same time, all knowledge that understands knowledge as a direct relationship between a subject and an object that exists in the present and opposes each other.

Their theories make history impossible as a science. However, according to R. Collingwood's expression, "the theory of historical knowledge within the framework of general meaning" offers its own criteria of truth, i.e. it is of particular importance to check the compatibility of the historian's opinions with the conclusions of authoritative scientists.

The possibilities of any interpretation of history were recognized: each person is his own historian, said Becker in the title of one of his articles. However, those who deny the idea of the objective character of historical knowledge are professional, based on the criticism of sources, recognizing the works

they accepted, that is, in practice they fully or almost completely recognized the positivist methodology of history. Moderate relativism, emphasizing the specific features of historical knowledge and its subjective side, unlike presentism, has a wider methodological base and is reflected in its attempts to build synthetic concepts. The First World War and October

The first experience of understanding the new historical reality caused by the revolution and, accordingly, the role and tasks of historical science, belonged to the great Russian scientist Robert Yuryevich Vipper (1859-1954), who was characterized by the disruption of the customary order of things in the West. considered the deep crisis of culture to be a direct consequence of the current period. These are historical imaginations inevitably led to a radical review of the entire system, the essence of which Vipper saw in the need to re-understand the subject of history itself. Historical knowledge does not depend on authoritative figures or memory. Collingwood argued that the historian can rediscover something that has been completely forgotten because the evidence about it has disappeared: he can also discover something that no one knew before.

The scientist makes interpolation (lat. processing, repair - mat-finding the values of an unknown quantity in the range of known quantities) between the considerations received from the sources. But this interpolation is not arbitrary, it is a different kind



of construction in which nothing is included that does not necessarily follow from the available data. Collingwood defined the principles of professional (professional) history as follows: "The historian has the right to have his own judgment about the correct solution of any program that comes before him in the course of work, using the methods appropriate to his discipline. and forced". In other words, the historian always re-examines previously learned facts. His conclusions, unlike the general conclusions of a physicist, are always a personal experience and opinion.

When studying any event of the past, the historian distinguishes between the external and internal sides of this event, Collingwood says. The external side of the phenomenon is all that can be described by terms related to objects and their movement refers to Caesar crossing the Rubicon with certain people at a certain time, or the drops of his blood on the floor of the senate building at another time. By the inner side of the event he understood what could only be described by categories of thought: Caesar's appeal to the laws of the Republic, or his assassins of his constitutional policy. conflict with politics. Collingwood argues that the work of the historian may begin with the externalization of events, but never ends there: "He must always remember that the event was an action, and his main task is to reflect on this action to penetrate, and the purpose of this is to know the thoughts of the person who committed this act...".

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