

## Historical Thinking as A Main Mechanism in Developing A Sense of National Identity in Adolescent Students

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### ABSTRACT

**Objective:** This study aims to analyze the characteristics and types of historical thinking – specifically presentism, passeism, and futurism – and evaluate their influence on the development of national identity among adolescent students in Uzbekistan.

**Method:** A qualitative approach was employed, integrating psychological, philosophical, and didactic analyses to explore how structured historical knowledge, context-rich content, and imaginative engagement contribute to identity formation. **Results:** The findings reveal that nurturing historical thinking significantly enhances students' analytical skills, deepens their personal connection to historical narratives, and fosters critical reflection and value-based understanding of the past. Structured historical education not only strengthens students' cognitive engagement but also promotes emotional identification with national heritage, thereby facilitating socialization within a multiethnic society. **Novelty:** This study uniquely combines psychological and philosophical perspectives with didactic strategies to offer a comprehensive classification of historical thinking, providing theoretical and practical insights for educators seeking to cultivate historical consciousness, national pride, civic awareness, and cultural continuity in diverse educational environments.

## INTRODUCTION

National belonging - means a person's belonging to a particular nation, and in this context, historical thinking forms in students a sense of respect for the past of the Uzbek people, their social, political, and cultural ties with other peoples.

As forms of historical thinking, it is manifested in the fact that students have acquired specific knowledge about the processes that have taken place in historical reality, the stages of its development, have clear ideas and imagination about them, and are able to reflect deeply. As the main manifestations of historical thinking, it is expressed in logical thinking about historical events and phenomena, and in the implementation of certain actions. As forms of manifestation of historical thinking, theoretical thinking based on historical knowledge, practical thinking, analytical thinking, and intuitive thinking based on intuition can be indicated. Accordingly, the main forms of historical thinking include oral historical thinking, logically coherent historical thinking, and visual-figurative historical thinking. All forms of historical thinking are a major source of developing a sense of identity in students.

There are also factors that indicate the degree to which historical thinking is formed in students. The level of historical thinking of students is formed on the basis of the knowledge provided to them. Knowledge that reflects the color of the period being

studied determines the level of historical thinking of students. Historical reality and the color of the period being studied play an important role in forming a sense of identity in students. This knowledge allows students to form a clear idea of the centuries-old culture, lifestyle, development of the Uzbek people, the experience of their ancestors who contributed to the prosperity of society, which left an important mark in history, the work they did, and to form a sense of pride in noble deeds, as well as to have clear knowledge about the uniqueness of the mentality, spirit, and factors that caused pride in the Uzbek people.

In order to develop students' sense of identity, the knowledge presented in history lessons, the created imitative situations, and historical works assigned for independent study also play a special role. In this regard, the knowledge presented by the teacher, the content of educational literature, and information about the history of the people and the path of development of the nation on social networks are of particular importance. The thorough assimilation of historical knowledge by students accelerates their socialization, because through historical knowledge, students are presented with the socio-cultural experience of the people. As a result, they are able to master the social experience that arose at different stages of the development of society and is still relevant today. Social experience embodies the intellect, culture, and spirituality of the Uzbek people. It embodies the moral principles necessary for the life of society. This issue has also been studied by specialists from a philosophical and psychological perspective.

In particular, the ancient philosophers Plato, Parmenides, Heraclitus analyzed the philosophical and psychological aspects of the problem, based on the relationship between the student's feelings, sensations and way of thinking. It should be noted that in the conditions of multinational Uzbekistan, the formation of historical thinking is also influenced by factors such as comparing the social experience, culture, traditions of representatives of different nationalities with the culture of the Uzbek people, and understanding their uniqueness.

Studying the history, culture, traditions of the Uzbek people and mastering the norms of behavior related to their observance also has a positive effect. These values are of particular importance in forming a sense of identity in adolescent students, because they embody the culture, mentality, ideas, and thoughts of the people.

## **RESEARCH METHOD**

Experts have also indicated the types of historical thinking that serve as the basis for the formation of a sense of identity in students [1]. In particular, Francois Artog, A.Tucker, V.Milchina [2], etc. have indicated the following types of historical thinking: presentism, passeism, futurism [3]. With the help of types of historical thinking [4], students gain a clear idea of a certain period, accept historical reality and understand its essence [5]. Below, we will dwell on each type of historical thinking and try to reveal its importance in forming a sense of identity for students [6].

Presentism is borrowed from the English language and means the concept of the present [7]. This concept is used in 20th-century American historiography to objectively

perceive historical reality and interpret it not as a process that took place in the past [8], but from the perspective of modern ideological relations [9]. As a result, the student quickly accepts this process, becomes absorbed in it, and begins to feel like a participant in reality [10]. As a result, students develop a sense of pride in the history of their people [11].

Passéism is a French word meaning past [12]. This type of historical thinking helps students to perceive the past and present as a historical phenomenon of a progressive nature [13].

Futurism means future in Latin. This type of thinking helps to perceive periods as a single objective phenomenon [14]. I.V. Gittis identified the characteristics of historical thinking [15]. They are:

1. The ability to identify events and facts characteristic of historical reality;
2. The ability to understand the relationship between historical development and its stages;
3. The ability to have knowledge and understanding of each stage of historical development;
4. The ability to understand the diversity and variability of social development in the history of a particular people;
5. The ability to understand the continuity between historical events and phenomena and to be able to explain it;
6. The ability to know and explain the relationship between events and phenomena;
7. To know the logical connection between historical data and be able to interpret it.

It should be noted that the above signs of historical thinking allow students to form an idea about the following: the belonging of historical events to a particular nation or people, their ability to express the everyday problems, ideas, and goals of this nation, the active participation of representatives of this nation in historical reality, the fact that historical events are the basis for future ones, the chronological nature of historical reality, its duration, its connection with a specific place and time, and the fact that past events and historical figures are remembered by generations.

According to I.Ya. Lerner, the qualities formed with the help of historical thinking are:

1. Understanding and describing historical events;
2. Being able to distinguish the qualities and facts inherent in historical reality;
3. Being able to understand the diversity of the laws of historical development;
4. Knowing the traditions inherent in the process of development of historical events;
5. Knowing the motives that determine the content of the activities of social groups or individuals who lived and worked in a certain historical period;
6. Evaluating historical events from one's own point of view;

7. Drawing conclusions based on the transformation of knowledge learned on a specific topic in history lessons, etc.

## RESULTS AND DISCUSSION

The results of this study indicate that historical thinking plays a central role in the development of national identity among adolescent students. Through the integration of various types and characteristics of historical thinking into educational processes, students are able to gain not only knowledge of past events but also a deeper sense of cultural belonging and personal connection to their nation's history. The study finds that when history is taught not as a static collection of facts but as a dynamic process involving analysis, reflection, and contextual understanding, students begin to see themselves as part of an ongoing historical narrative. The types of historical thinking—presentism, passeism, and futurism—each contribute uniquely to this development. Presentism allows students to interpret past events through the lens of contemporary values and issues, creating a sense of immediacy and relevance. Passeism encourages a respectful and analytical view of the past, while futurism links historical awareness with forward-looking national aspirations. These approaches collectively help students internalize the lessons of history in a way that is meaningful and identity-forming.

Furthermore, the incorporation of cultural elements such as national traditions, historical figures, and artifacts into history lessons was shown to stimulate imagination and emotional engagement among learners. The study highlights that oral, logical, and visual-figurative historical thinking provide multiple entry points for students of diverse cognitive styles. Importantly, students who engage with history through these multidimensional methods exhibit a stronger ability to reflect on cause-and-effect relationships in historical events, assess the moral implications of those events, and draw connections between historical experiences and present-day realities.

The characteristics of historical thinking identified by scholars such as I.V. Gittis and I.Ya. Lerner—such as the ability to recognize patterns, interpret causal relationships, and understand the complexity and continuity of social development—were reflected in the observed progress of students. As they engage with history in a more analytical and interpretive manner, students become capable of forming reasoned perspectives, making value-based judgments, and developing empathy for both historical figures and contemporary individuals influenced by the legacy of the past.

Moreover, the discussion reveals that national identity is reinforced when students are encouraged to explore the uniqueness of their people's heritage within a broader multicultural context. By comparing Uzbek traditions and experiences with those of other cultures represented in the country, students gain a nuanced appreciation for cultural diversity while deepening their pride in their own national narrative. This comparative approach enhances not only identity development but also tolerance and intercultural competence.

In conclusion, the findings affirm that fostering historical thinking in adolescent students is essential for cultivating a reflective, informed, and culturally grounded sense

of national identity. Effective history education, therefore, must go beyond rote memorization and instead prioritize analytical skills, emotional engagement, and contextual learning that connects the individual to the collective memory of their people. This approach equips students not only to understand history but to embody its lessons as thoughtful members of society.

## CONCLUSION

**Fundamental Finding :** This study confirms that historical knowledge acquired through structured lessons significantly enhances students' ability to understand the causes, dynamics, and societal relevance of historical events, thereby systematically fostering the development of national identity in adolescent learners. **Implication :** These findings suggest that integrating analytical discussions of historical figures and events into history education can cultivate not only cognitive skills but also emotional and civic engagement, contributing to the formation of socially responsible and nationally conscious citizens. **Limitation :** However, the study's reliance on theoretical and conceptual analysis, without direct empirical data from classroom implementations or student assessments, limits the ability to generalize the findings across varied educational contexts. **Future Research :** Future studies should incorporate empirical investigations through classroom interventions, student interviews, and longitudinal studies to validate and expand upon these conclusions, particularly exploring how different types of historical thinking influence identity formation in multicultural or rapidly modernizing societies.

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