



METHODOLOGY FOR DEVELOPING STUDENTS' LOGICAL THINKING SKILLS THROUGH HISTORY LESSONS

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ABSTRACT

This study analyzes the results of modern pedagogical and psychological research on improving students' logical thinking skills through history lessons. Also, new research was conducted on the use of modern methods based on new innovative ideas in teaching history, and on improving students' spiritual outlook. According to these results, we believe that further strengthening students' interest in history will help them grow into spiritually mature people.

Introduction

The development of logical thinking skills in students through history lessons is one of the priority areas at the modern stage of the educational process, and this process is directly related to the ability of students not only to remember facts and events, but also to understand their cause-and-effect relationships, to logically analyze historical processes, and to logically assess the interaction and consequences of events. Although logical thinking is an important skill at all stages of education, it is precisely history that has favorable theoretical and practical opportunities for the formation of this skill, since it requires logical thinking about the cause-and-effect relationships between historical events, periods, processes, phenomena, individuals and their activities, understanding the dynamics of changes in time and space, and the legitimate development of social thinking. In history lessons, the process of students' logical thinking occurs through the creation of conditions that activate their mental activity, the creation of problem situations in the lesson, the use of methods that encourage the assimilation of educational materials based on an analytical approach, and this process deepens students' thinking, teaches them to think independently, and forms the ability to critically respond to each historical fact. The formation of logical thinking in education performs such tasks as increasing the intellectual potential of students, expanding their general worldview, and developing a conscious and systematic attitude to social phenomena, and history is distinguished by its substantive capabilities for deepening this process. One of the main factors that allows the development of logical thinking in history lessons is the process of teaching cause-and-effect relationships between events, since any historical event does not occur by chance and is formed under the influence of certain economic, political, social, cultural, geographical factors. In the process of analyzing these factors, the student is forced to think logically, understand how each cause affected the result, learn the consistency of thought, the use of evidence, the ability to evaluate the basis for decision-making, which,

along with historical thinking, serves to form general intellectual abilities. In the process of educating logical thinking, it is not enough to study only historical facts, but it is also necessary to carry out analytical operations such as comparing, generalizing, grouping, studying them by analogy, identifying similar and different aspects of historical processes in different periods and regions. These forms of activity activate the formation of logical operations in students' thinking. Logical thinking is a set of skills that can be developed in history lessons, including analytical thinking about cause and effect, understanding sequence and periodicity, being able to assess the consequences of the activities and decisions of historical figures, finding connections between different sources, solving historical problems and substantiating them, separating evidence and drawing logical conclusions when working with historical documents. These skills not only strengthen students' knowledge of history, but also ensure their thinking in everyday life, the ability to think consistently about real events, and an analytical approach to solving complex problems in the future. A unique feature of history is that it provides students with ample opportunities for independent thinking, since each historical source contains its own set of data, and their logical analysis requires students to be highly active in thinking. One of the most effective directions for developing logical thinking in the methodology of teaching history is problem-based learning, because through problem situations, the student is forced to independently search, reason, compare evidence, evaluate alternative opinions, and this process leads to a high activation of logical thinking. The theory of problem-based learning is that the student does not accept ready-made knowledge, but discovers it on the basis of activity, creates a new meaning for himself, and understands the deep essence of historical processes. Creating a problem situation in history lessons directs students to restore the cause-and-effect chain, which deepens analytical thinking by identifying connections between facts. This method is especially effective in forming logical thinking, because it encourages the student to think, teaches to make independent decisions, and strengthens a critical attitude to historical events. Another important area of development of logical thinking in history lessons is independent work with historical sources, since historical sources require the student not only to accept facts, but also to analyze them, to understand the origin of the source, the author's position, the meaningful context, historical conditions, and the logical connection of available evidence and reasoning. In the process of working with historical sources, students perform actions such as checking the reliability of the source, determining the factors under which the ideas in it were formed, comparing the source with other evidence, and drawing conclusions through mutual comparison, and these actions serve to develop logical thinking. Working with historical sources teaches students to draw conclusions based on evidence, forms consistency in thinking, strengthens the ability to independently determine cause-and-effect relationships, and develops the skills of identifying and explaining inaccuracies in the analysis of historical processes. Another characteristic feature of history lessons in developing the process of logical thinking is to strengthen students' consistent thinking by forming their ideas about time and explaining the sequence and periodicity of events. Historical events occur in a time-dependent manner, therefore, the student further improves his logical thinking by correctly understanding the order in time, understanding the difference between periods, and clearly imagining the sequence of events. Correct perception of time forms logical

consistency in students' thinking, because historical processes are manifested not only in sequence, but also in interdependence. Therefore, the use of timelines, historical maps, diagrams, and graphic images in the process of teaching history is one of the important methodological tools for developing students' logical thinking. With the help of these tools, the student understands complex historical processes on a visual and logical basis, clearly imagines the dynamics of events, and can mentally reconstruct the cause-and-effect relationship between them. Another method that serves to strengthen logical thinking in history lessons is the widespread use of analytical questions and tasks. Analytical questions encourage the student to interpret, explain, justify his opinion, and compare alternative points of view, rather than simply memorizing facts. Analytical questions aim to clarify issues such as why events happened, what factors influenced them, what the outcome was, what the consequences were, and how events might have developed if circumstances had been different. Such questions form a cause-and-effect analysis in students, develop in them skills such as coherent thinking, drawing conclusions, systematic evaluation of evidence, and a critical approach to historical processes. Analytical tasks given in history lessons serve as a practical exercise in logical thinking, because each of them forces the student to think and encourages an analytical interpretation of historical processes.

Conclusion

Using the method of comparing alternative opinions in history lessons is also one of the effective methods for strengthening logical thinking, because each historical event can have different interpretations, and in the process of analyzing them, the student learns to logically evaluate and justify his point of view based on evidence. The presence of alternative interpretations activates students' critical thinking, forming in them skills such as not accepting any historical information unilaterally, but comparing it with other sources, studying evidence, and drawing conclusions based on facts. Working on historical interpretations deepens students' logical thinking, teaches them to evaluate complex socio-political processes, and helps them understand the essence of history.

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