

## **METHOD OF DEVELOPING STUDENTS' SENSE OF ENGAGEMENT IN HISTORY THROUGH COGNITIVE-REFLECTION**

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### **Abstract**

The article describes the essence, purpose, significance of the development of a sense of involvement in history in students of education using the cognitive-reflexive method and a set of pedagogical views related to the supreme law. , its production processes, integration processes into the educational process and educational processes, educational processes. In addition, this research work provides proposals for cognitively ensuring a sense of involvement in history in students.

**Keywords:** Involvement, cognitive-reflexivity, pedagogical technology, experimental control, Bloom's taxonomy, reflexive questions, indicator and level.

### **Introduction**

In the world pedagogical education system, there are various methods of teaching and educating students about national history, the main goal of which is to unite young people at one point on the basis of a single goal and educate them as selfless individuals for the country. To this end, many effective concepts and projects are being implemented in educational centers in different regions of the world to instill a sense of belonging to history in students. In the implementation of such plans, all efforts are being made to improve the methods of teaching in the educational system. This, more than ever, strengthens the demand for improving methods aimed at forming a sense of belonging to history in students during the educational process and turning them into a pedagogical mechanism that serves the national interests of the country.

## Literature Review

The interactive function of reflection is also a tool that motivates students to develop interest in and involvement in historical facts. Learning without interaction is ineffective and passive, and never develops the student from the core essence[1]. According to the theory of reflective thinking, the starting point of any thinking process is the point at which an action has occurred, either in whole or in part [2]. Another type of examination of knowledge through reflection is the survey. One of the most important rules for organizing a survey is to have enough experience [3]. The reflexive nature of cognitive development is formed in each individual in four stages [4]. The formation of involvement in individuals through cognitive reflection is directly related to the process of relativization established in the process of differentiation and integration of knowledge [5]. To develop cognitive reflection in students, it is necessary to use methods or technologies based on a stage-based learning system [6].

The use of task technologies that promote logical and figurative thinking is important in developing students' sense of involvement in history on a cognitive basis [7]. Determining whether the sense of involvement in history among students of an educational institution is formed in connection with the conditions of integration and globalization using special indicators of cognitive reflection helps to determine the levels of involvement [8]. According to S. Sariyatun, a researcher on national history, "Studying local history is crucial to enriching students' understanding of diversity and socio-cultural dynamics in Indonesia" [9].

## Research Methodology

In the education system, there are many methods and technological tools for forming a sense of belonging to history in higher education students. The cognitive-reflective method proposed in this research aims to systematically study the problems, opportunities, levels of historical knowledge and methodological mechanisms that create it, strengthening students' knowledge of national history. Benjamin Bloom's taxonomy was used to determine students' sense of belonging to history. To implement this task, the subject "The Modern History of Uzbekistan" was taken as a model. A set of questions was created that paid special attention to the subjective and objective opinions of students.

## Results and Discussion

In a research study aimed at forming a sense of belonging to national history among higher education students through cognitive reflection, tests and questionnaires were developed for students based on Bloom's taxonomy, with a 6-stage cognitive belonging reflection divided into separate groups. A total of 90 students from higher pedagogical educational institutions participated in the research study. Research questionnaires aimed at determining students' sense of involvement in history are aimed at determining the level of cognitive knowledge of students, which are aimed at knowing, understanding, applying existing historical knowledge in practice, analyzing, synthesizing data, and evaluating themselves on a reflexive basis.

The experimental study was conducted in both online and offline formats.

## Research Steps

First, students were introduced to the instructions for working on test questions and provided information about Bloom's Taxonomy.

Three forms of cognitive-reflexive assessment of students' sense of involvement in history were used: high, medium, and low levels.

Below we present the preliminary test results obtained from students and their stages (see table 1).

**Table 1. Pre-experimental results of cognitive-reflexive assessment of students' sense of involvement in history**

No	Bloom stage	Test questions	High	Medium	Low
1	<b>Knowledge</b>	I know when Uzbekistan declared its independence.	28	30	32
2	<b>Understanding</b>	I can understand the significance of historical events that took place during the period of independence.	25	29	36
3	<b>Application</b>	I can relate historical events to current issues.	30	31	29
4	<b>Analysis</b>	I can analyze political conflicts during the period of independence.	27	31	32
5	<b>Synthesis</b>	I can imagine what life would have been like without independence.	32	30	28
6	<b>Evaluation</b>	I can evaluate the rightness or wrongness of the most important decisions in history.	26	29	35
<b>Total number of students</b>			<b>90</b>		

According to the results of the pre-experimental analysis presented in the table above, it can be seen that there are no significant or significant differences in the cognitive indicators of the level of involvement in history among students. That is, the results obtained represent values that are very close to each other. However, their most important aspects should be analyzed separately. Students' sense of belonging to history showed a high score at the synthesis stage of knowledge, with 32 students scoring high, the highest score in this group. A relatively small number of students in this group scored at the Bloom's stage, which is related to understanding information, with 27 students.

The differences in the average level of cognitive knowledge assessment are not large. On the contrary, they are very close to each other, and their average level is 30. The lowest high indicator of the pre-experimental results obtained on the cognitive-reflexive assessment of students' sense of belonging to history is 36, which is the highest level of values in all three groups. The lowest score in this group was related to the knowledge synthesis stage, which was 28. Thus, the analysis of the results obtained before the experiment shows that the indicators of the students' knowledge level are similar.

**Table 2. Results from an experiment on cognitive-reflexive assessment of students' sense of involvement in history**

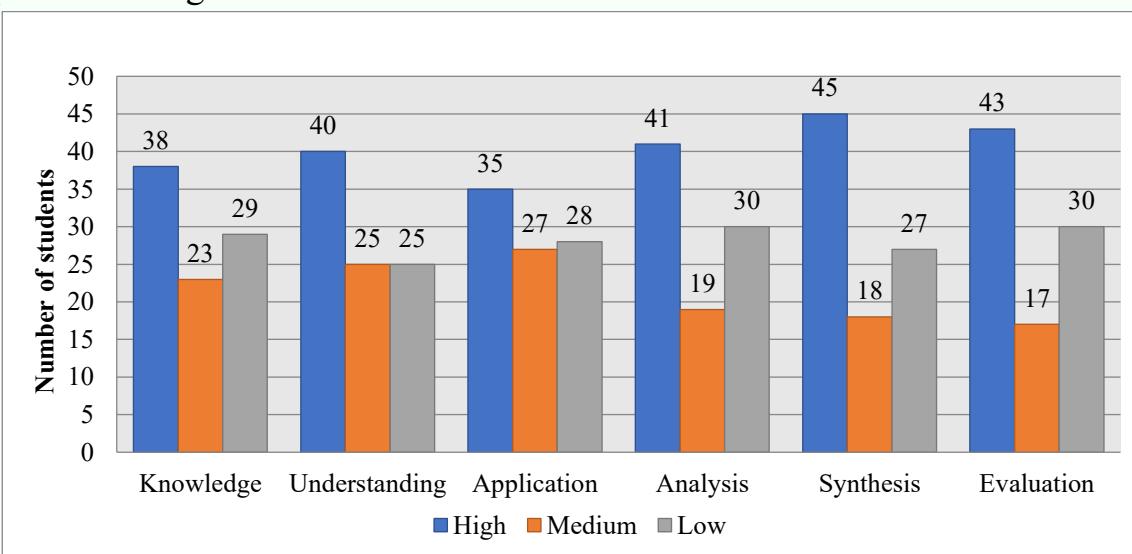
<b>№</b>	<b>Bloom stage</b>	<b>Test questions</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
1	<b>Knowledge</b>	I know when Uzbekistan declared its independence.	38	23	29
2	<b>Understanding</b>	I can understand the significance of historical events that took place during the period of independence.	40	25	25
3	<b>Application</b>	I can relate historical events to current issues.	35	27	28
4	<b>Analysis</b>	I can analyze political conflicts during the period of independence.	41	19	30
5	<b>Synthesis</b>	I can imagine what life would have been like without independence.	45	18	27
6	<b>Evaluation</b>	I can evaluate the rightness or wrongness of the most important decisions in history.	43	17	30
<b>Total number of students</b>			<b>90</b>		

According to cognitive-reflexive assessment, the results before the experiment aimed at developing a sense of belonging to history in students differ significantly from each other. The results of the table above show an increase in all levels compared to previous results. The highest value of the cognitive-reflexive assessment belongs to the higher level, where understanding historical information is 45, which is the highest indicator in the table. The lowest value of the higher level is 35.

According to the results of the cognitive-reflexive test of students' involvement in history, the lowest average level is 17, and this result was observed in the students' self-reflexive assessment. The lowest indicator of the cognitive assessment of the level of involvement in students belongs to the average level, and its average value is 22.

The highest values of the low-level indicators of the results of the post-experimental cognitive-reflexive assessment of students' sense of belonging to history were in the analysis and evaluation stages, both of which recorded 30. The lowest value at this level was 25, and this was observed in the stage related to understanding information.

To better understand the data obtained, it is necessary to use visual tools. One such tool is to transfer the final results to a graphic image. Below is an image that represents this goal.



**Picture 2. Graphical representation of the results of an experiment on cognitive-reflexive assessment of the sense of belonging to history among higher education students**

## Conclusion and Recommendation

An experimental study conducted using the cognitive-reflective method to develop students' sense of belonging to national history analyzed the levels and stages of students' emotional and sensory attitudes towards historical events. According to it, students initially develop primary knowledge in the process of reading historical information.

In the second stage, knowledge is better preserved in memory as a concept. In the third stage, the skill of studying historical events by comparing them with other processes of the past begins to be applied in practice. The fourth stage is carried out through data analysis, in which the student analyzes the theoretical knowledge he has acquired and draws a general conclusion that is understandable to him. In the fifth stage, the student studies each piece of information he has heard and read based on its synthesis. As a result, the expectations of the occurrence of historical processes become clearer. Finally, at the sixth stage, students evaluate themselves on a reflexive basis based on all the knowledge they have acquired. Thus, this research work, which includes the stages of manifestation of a sense of involvement in students, concluded that in order to form a sense of involvement in history in students, it is necessary to develop visual tasks consisting of cognitive-reflexive questions in the context of the topic.

Suggestions for developing students' sense of belonging to history include:

- Develop a system of cognitive-reflexive tasks that develop students' involvement in history during the learning process;
- Create a template of tasks for drawing a cognitive map of historical knowledge in students;
- Algorithmically structure and improve cognitive tasks;
- Increase the cognitive-reflexive sections of the assignments in training sessions;
- Develop a sense of involvement in history by ensuring visual and cognitive integration of historical information;
- Develop a mechanism for forming students' sense of involvement in history through a historical thinking model.

In addition to the above suggestions, it is possible to include the development of a sense of belonging to history in young students through intensive technology-based social networks (Instagram, Facebook, Twitter, YouTube and Telegram). The

advantage of these types of networks is the high number of followers and the possibility of popularizing a sense of belonging to history.

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