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PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS, ITS IMPACT ON THE DEVELOPMENT OF HISTORICAL MEMORY

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ANNOTATION

This article discusses in detail the pedagogical and psychological aspects taken as an influencing factor in the process of teaching historical sciences, its aspects affecting pedagogical activity. Of course, taking into account the age characteristics of students, we will analyze a number of effective methods, such as historical events through games and interesting stories. Due to the availability of all opportunities for trainees and the development of abstract thinking skills, more attention is paid to working with historical sources and documents.

Keywords: Pedagogical-psychological aspect, mnemonics, category, intellectual, Memory, Collective memory, Assimilation, oral history.

In the teaching of historical sciences, pedagogical and psychological aspects are of great importance. If it is effective to teach students historical events through games and interesting stories, taking into account the age characteristics of students, we give students a slightly more serious tone. Due to the development of abstract thinking skills, more attention is paid to working with historical sources and documents.

Teaching historical subjects through the application of mnemonic methods becomes more effective, which contributes to the deepening of students' historical knowledge and the development of their memory skills.



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With the help of these mnemonic techniques, the effectiveness of teaching historical disciplines is increased, which contributes to the deepening of students' historical knowledge and the development of their memory skills.

Theoretical methodological foundations help in the analysis, categorisation and measurement of historical materials, as well as historical ideas and logical hypotheses. In the book "The Art of Memory"¹ the English scholar F. Yates develops one of the linear variants of previously existing ideas regarding the intellectual basis of historical memory, referring to the study of mentality as a collective system. Among the cultural and historical studies of historical memory, the founder of the ancient Greek tradition is the poet Simonides of Keos, who is considered the father of the art of memory. According to his ideas, to develop memory, it is necessary to "select places and remember what you want by forming mental images of things, and then place these images in places so that the order of places keeps the order of things."² It is noteworthy that the procedure for conducting museum excursions and the arrangement of exhibition exhibits allows for the following. Organization of excursions by "removing" from memory and transmitting information, traveling to the past, etc.

The historical written text is represented by interpretation, using oral testimony. In oral history, the method of "interaction" with the axiological past is the collection of memories, including their preservation, understanding, and processing. Oral history methods include a mosaic of multiple perspectives and interdisciplinary collaborations. History is not only the "strengths of this world," but also the "silent majority." This "most" left several written sources. Appeals are "clear details" that reveal the truth of what happened, their memories of events that have passed far away over time.

¹ Йейтс Ф. Искусство памяти. СПб.(1966), 1997.

² Хаттон П. История как искусство памяти. СПб., 2003. С. 97.



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The theory of historical memory is developing rapidly. Its practical nature is reflected in a number of current social practices related to youth education. Historical memory allows for interdisciplinary interaction, the exchange of methods and approaches, information formed within the framework of assigned scientific fields, information obtained from oral sources, and most importantly, methods of storing this information. Reference to historical heritage allows for the prevention and minimisation of possible negative consequences and the risk of making mistakes, comparing and evaluating today's decisions with historical experience.³ The tradition of conveying information about the past in various forms introduces a person to the essence of the world, both in the search for facts and in the interpretation of the possibility of long-term knowledge. The practice-oriented theory of historical memory creates theoretical and practical conditions for solving educational problems, taking into account the general and maximum probability, which is the professional culture of highly qualified specialists.

With the natural course of people, who are contemporaries of historical events, historical memory changes, acquires new colors, and becomes even stronger. Political and social actualization over time, "filled" with today's realities. Oral memoirs are a very important source of information, providing a lot of information about the past. Among the ancient Greeks, Mnemosyne was the goddess of both memory and imagination. The French sociologist Maurice Halbauch (1877-1945)⁴, the author of "The Collective Memory," is known as the founder of historical theory. According to M. Halbauch: "History usually begins with the end of tradition, the weakening or fragmentation of social memory.

As long as memory continues to exist, there is no need to write it down, and it really needs to be corrected in some way. Therefore, the need to write the history

³ Хмельская Ю.Ю. О меморизации истории и историзации памяти // Век памяти, память века. Челябинск, 200

⁴ Хальбвакс М. Х17 Социальные рамки памяти / Пер. с фр. и вступ. статья С.Н. Зенкина М.: Новое издательство, 2007. — 348 с. — (А).



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of a certain period, society, and even a person arises only when they are already in the past, and we do not have the opportunity to find around us many witnesses who have any memories of them. Historical memory is one of the measures of social or collective memory, a means of symbolic representation of the past in the public consciousness at the present time⁵. The stages of assimilation are historical information, general understanding, memorization, comprehension, and creative perception. M. Halvach emphasized the differences between historical memory and history, and the necessity of remembering these events. It was not in historical memory that one could see strict divisions, characteristic of periods and sections.

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⁵ Хальбвакс М. Коллективная и историческая память // Неприкосновенный запас. 2005. № 2–3. С. 22, 26.