

MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>THEORETICAL FOUNDATIONS FOR DEVELOPING HISTORICAL THINKING
THROUGH STUDENT PREPARATION IN TRADITIONAL MEDICINE**Adxamjon Qosimov***Independent researcher at the Fergana Institute of Public Health**E-mail: adhamjonqosimov1994@gmail.com**Fergana Uzbekistan*

ABOUT ARTICLE

Key words: traditional medicine, historical thinking, Eastern scholars, cultural heritage, educational technologies, methodological resources, issues of knowledge and education, interactive methods, historical, philosophical, and socio-cultural context.

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Abstract: This article analyzes the theoretical and methodological foundations for developing students' historical thinking in the process of preparing them in the field of traditional medicine. It also highlights the possibilities of enriching historical consciousness and fostering respect for cultural heritage through the use of the scientific legacy of Eastern scholars. Teaching knowledge related to traditional medicine plays a significant role in deepening students' historical thinking and educating them in the spirit of respect for national heritage. The article emphasizes the invaluable importance of the works of Eastern scholars in developing students' historical thinking. The fact that these works are still relevant and confirmed in modern medicine is evidence of the scholars' greatness in medical knowledge. The factors contributing to the development of historical thinking through preparing students in traditional medicine are presented using various methods and tables.

Introduction

During the years of independence, attention to folk traditions, including traditional medicine, has significantly increased in Uzbekistan. In this regard, not only the healthcare system but also the education sector plays an important role. In today's era of globalization, one of the most pressing tasks is to educate the younger generation in the spirit of national values and to develop their historical thinking. Teaching knowledge related to traditional medicine helps deepen students' historical understanding and fosters respect for national heritage.

The medical works created by Eastern scholars possess not only scientific but also educational value. This article explores the theoretical foundations for developing students' historical thinking through the teaching of traditional medicine. Studying the historical roots of folk medicine today holds significance not only for healthcare but also for shaping historical consciousness. In particular, teaching the historical sources of traditional medicine and the scientific views of Eastern scholars within the context of Uzbekistan's history contributes to developing students' critical thinking.

Materials and Methods

Traditional medicine is a unique reflection of our people's centuries-old experience, culture, customs, and knowledge. Studying this heritage creates opportunities to understand not only healthcare but also historical and cultural development processes. Teaching students knowledge related to traditional medicine serves as an important tool in shaping their historical thinking and self-awareness.

Medical works written by Eastern thinkers such as Abu Ali ibn Sina, Abu Bakr al-Razi, Ali ibn al-Abbas al-Majusi, Abu Rayhan al-Biruni, and others play a vital role in the formation and development of historical thinking. For example, Ibn Sina's Canon of Medicine served not only as a medical guide but also contributed to the formation of philosophical and historical thinking. These works comprehensively address topics like human health, nature, ethics, knowledge, and education.

Folk medicine has been embedded in people's lives since ancient times, encapsulating the culture, social relations, and medical knowledge of specific historical periods. Thus, incorporating the historical context of traditional medicine in teaching history to students addresses the following pedagogical objectives:

- Developing historical thinking;
- Fostering respect for cultural heritage;
- Promoting critical thinking;
- Integrating historical and medical knowledge.

Today, a decline in historical consciousness among youth is observed. As effective measures against this, studying traditional medicine can:

- Develop students' historical awareness;
- Enhance national pride;
- Strengthen consciousness for preserving cultural heritage.

Using a historical approach in preparing students for traditional medicine is essential. This increases their interest in Eastern cultural heritage and fosters independent and analytical thinking. Effective methods to develop historical thinking through traditional medicine include:

- Studying historical sources;
- Analyzing traditional healing methods;
- Researching the scientific legacy of famous physicians;
- Identifying connections with modern medicine.

In today's educational process, the following technologies play a vital role:

- Interactive methods: discussions, debates, role-plays;
- Project-based learning: students conduct independent research on traditional medicine;
- Inquiry-based learning: analyzing historical sources.

Through such approaches, students internalize not only the foundations of traditional medicine but also the principles of historical thinking. As a result, students gain a deeper understanding of their national history, expand their scientific worldview, and develop respect for historical and cultural heritage. Especially for professionals in the healthcare field, this knowledge holds practical value, enabling them to consciously apply elements of traditional medicine in their professional activities.

From a pedagogical perspective, the development of historical thinking based on traditional medicine should be implemented through interactive methods. These include case studies, project-based learning, analyzing problem situations, and organizing scientific

research. Moreover, enriching lessons with interactive tools and the works of Eastern scholars enhances students' engagement and motivation.

Teaching based on the views of Eastern scholars has specific value. These scholars perceived human health as being in harmony with nature. For instance:

Ibn Sina: "Nature holds within itself a cure for every illness."

Beruni: "Every plant has its purpose; studying it is the duty of a scholar."

Incorporating these ideas into practical teaching helps shape students as individuals who possess historical thinking and value their national identity.

Table: Factors for Developing Historical Thinking Through Training in Traditional Medicine

Nº	Key Areas	Scope of Impact	Example Scholars
1	Studying historical sources	Skills in historical thinking and analysis	Abu Ali ibn Sina, Beruni
2	Analyzing medical-philosophical views	Respect for scientific heritage, critical thinking	Nasir al-Din al-Tusi, Al-Farabi
3	Integration through practical lessons	Applying historical knowledge to real life	Folk oral traditions, experiences of physicians
4	Attention to cultural heritage	Strengthening national identity and historical awareness	Hadiths, medical treatises

Results And Discussion

In the works of Eastern scholars, medicine is presented not only from a practical perspective but also within historical, philosophical, and socio-cultural contexts. This makes their works useful as methodological sources for developing students' historical thinking.

Examples from famous scholars:

Scholar	Work	Contribution to Historical Thinking
Abu Ali ibn Sina	<i>Canon of Medicine (Al-Qanun fi't-Tibb)</i>	Awakens philosophical and historical thinking alongside medical knowledge

Abu Rayhan Beruni	<i>Kitab as-Saydana fi't-Tibb</i>	Source of ancient knowledge about medicinal plants and substances
Zayniddin ibn Jaziy	<i>Treasure of Medical Science</i>	Teaches the practical and historical foundations of traditional medicine
Al-Farabi	<i>The Ideal City</i>	Shows the interrelation of human health and social environment

Methods Used to Develop Historical Thinking Through Traditional Medicine

1. Historical contextual analysis – studying ancient medical treatises within their historical periods
2. Reflective exercises – question-and-answer sessions that develop analytical and critical thinking
3. Practical labs – sessions dedicated to studying plants, folk remedies, and physicians' methods
4. Cross-integrated lessons – interdisciplinary approaches combining history, biology, and philosophy

Additional Table: Educational Technologies Based on Traditional Medicine for Developing Historical Thinking

Type of Technology	Description	Expected Outcome
Contextual learning	Studying traditional medicine within historical periods	Understanding time-specific relevance of events
Problem-based learning	Solving problems using ancient medical solutions	Enhancing critical thinking and historical analysis

Heritage-based approach	Analyzing works of scholars	Developing skills to read and interpret historical sources
Interactive play-based methods	"Council of Healers", "Herbology Quiz"	Engagement, motivation, and reinforcement of knowledge

Conclusion

Teaching traditional medicine in medical education not only develops professional skills but also becomes an effective tool for enhancing students' historical thinking. Through studying the heritage of Eastern scholars, students cultivate a conscious attitude toward science, spirituality, and culture. This contributes to their growth as individuals with historical memory, high morals, and self-awareness.

The development of historical thinking is closely tied to the process of preparing students for traditional medicine. This integrative approach holds a significant place in the innovative development of medical education. Developing historical thinking through training in traditional medicine requires theoretically grounded pedagogical approaches. Using the heritage of Eastern scholars, organizing lessons in historical context, and integrating practical sessions enhance effectiveness. Through this approach, students awaken scientific and historical thought and develop a sense of respect for their national roots.

The following conclusions and recommendations are made based on this topic:

1. By studying the historical roots of traditional medicine, students learn to view history not only as a collection of facts but also as a tool for analyzing present-day society.
2. Incorporating the works of Eastern scholars into the classroom fosters students' respect for scientific heritage and shapes their understanding of national identity.
3. This approach strengthens students' sense of social responsibility and encourages a healthy lifestyle.
4. It is recommended to organize interactive sessions dedicated to exploring one or more traditional medicine sources from each historical period.

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