



THE CONTENT OF FORMING NATIONAL PRIDE IN STUDENTS IN THE PROCESS OF FAMILIARITY WITH HISTORICAL MONUMENTS

Khasanova Shakhnoza Tokhtasinovna

Associate Professor of the Department
of Pre-School Education Methodology
of TDPU named after Nizomi (PhD)

Article history:	Abstract:
<p>Received: February 8th 2023 Accepted: March 7th 2023 Published: March 10th 2023</p>	<p>In the process of familiarization with historical monuments, activities similar to the topic, goals and tasks of training conducted in the process of formation of national pride in students should be the priority of the educational and educational system. This factor is the main problem investigated in this dissertation - along with the formation of elements of national pride in children, as well as the development of their worldview, thus, the problems of preparing them for school education are also solved in parallel.</p>
<p>Keywords: national value, national pride, historical architectural monument, national pride, cultural-historical heritage.</p>	

Artistic and didactic games developed by Doctor of Pedagogical Sciences I.A. Lykova [48,108 – 113] ensure that the process of perceiving architectural monuments and mastering its elements is passed consciously. For example, the main elements of Eastern architectural monuments - the shape of facades, domes, towers, as well as their colors (domes are usually blue), decorations (towers, facades are decorated with various ornaments, Arabic inscriptions) and various didactic games Explaining through the means creates the basis for a high level of their mastery. This type of training primarily encourages children to understand the sensory standards of colors and shapes and serves as a developmental education for children. In this process, if we focus children's attention on why this or that element of the architectural monument was built in this way, shape (for example, a dome), in this color, in addition to it, the views and approaches of our ancestors in this regard are explained. the process of formation of feelings of pride from perceived and understood objects as national material and spiritual value is effective.

However, from the point of view of educational and educational work, it is worth noting that didactic games should not be the main factor, but should be a means of forming one or another quality in children, and in our example, elements of national pride through architectural monuments, that is, the main purpose and tasks of the game should be in a didactic balance. it is especially necessary to pay attention to their logical complement to each other.

From the analysis of our observations, it became clear that fundamental research works on the formation of qualities such as patriotism and national pride have been carried out in the general secondary education and higher education system. However, the problem of formation of national pride in pre-school education organizations, the primary support link of the continuous education system, has not been comprehensively analyzed and researched from a scientific and methodological point of view. The era demands that the formation of national pride should be carried out from the preschool age. For this, it is necessary to carry out a number of organizational and pedagogical works.

First of all, the formation of elements of national pride in children by means of historical architectural monuments should be considered as a holistic educational process in an integral relationship. Therefore, this event should be carried out on the basis of a specially developed plan and program for each case.

Secondly, the final positive result of any educational work is determined by the correct organization of its starting point. An important role is played in this by children's acceptance of one or another category of material, including the perception of architectural monuments. Also, the knowledge and skills of the pedagogue are important.

As a result of observing the educational process in the preschool educational organization, it became clear that it is possible to achieve effective progress based on improving the quality of skills and abilities of children in complex training.

Among the forms of organizing the process of introduction to historical monuments in pre-school educational organizations, the following were determined:

- organization of excursions to historical monuments, educational centers, art houses, and buildings erected during the period of independence;
- conducting conversations on the topic "Unless you know the history of the Motherland, you cannot fully love it", "The Motherland begins at the threshold";
- conducting events on the topic of our historical monuments - our pride;
- Organizing trainings and discussions on the topic "We will preserve the heritage of our ancestors";

- regularly organizing meetings with architects and craftsmen.

All these are activities that represent the content and direction of educational and educational work. Organizing trips with children to historical architectural monuments, being influenced by the beauty of works of art, and creating elements of national pride are not always the same attention. These antiques, historical architectural monuments, which were created by the great efforts of our ancestors, are extremely powerful tools of education, they have a strong influence on the aesthetic and spiritual world of the child. Children who went on such a trip will never forget the beautiful impressions they got from it.

Ensuring the formation of elements of national pride in children through historical monuments in the preschool educational organization serves to strengthen children's interest in historical monuments, which leads to effective results in the educational process.

We introduce children to the history and culture of their native city, village, neighborhood using the program "Formation of national pride in older preschoolers through the study of historical monuments". Work with children is organized in order to form their interest in things of historical and artistic importance and introduce them to the culture of their native city and village.

In accordance with the goal, we set the following tasks:

Artistic tasks:

- introduce children to architectural works, determine their value and emphasize their artistic and figurative structure;

- to expand children's knowledge about the architectural heritage of their city, village, to educate respect for the historical past and present of the village;

- To introduce the regional culture of Uzbekistan, to introduce architectural monuments, to educate citizens' feelings of patriotism and pride in their artistic talent;

- use of a complex system of activities to form elementary knowledge and understanding of the architectural profession.

Artistic and visual tasks:

- helping preschoolers to master artistic and pictorial tools in various types of visual creativity;

- various types of artistic and creative production activities: drawing, modeling, appliqué work, helping to develop the basic skills of working with artistic materials in the construction of works of art and various materials.

- to support the development of an aesthetic, emotional and valuable attitude to the art of architecture: to encourage children to participate in collective activities and to create a conscious, independent artistic and architectural image, to give it an adequate assessment and to create individuality. In accordance with the tasks, the following thoughts about our Motherland should be formed in children:

- to know the history of their city: about its creation and organization, important historical events taking place in the city, as well as historical figures and local residents who contributed to the development of their city;

- knowledge of historical monuments and attractions of the city: monuments, museum complexes, architecture, parks and avenues;

- knowledge about natural features.

Based on this, it is possible to determine the concept of "children's knowledge of their hometown" - this is a visual work of emotional colors of previously accepted attractions and features of the neighborhood that appeared in the children's memory.

Through the study of one's own city, the work on the formation of children's knowledge about their hometown, village is carried out in the process of step-by-step and sequential organization, assimilation of program knowledge, as well as in-depth study of attractions and architectural features. The most effective forms of introducing children to their city, its architectural features:

- excursions to unforgettable historical places of the city, unforgettable sights, parks and squares, as well as museum excursions;

- virtual tours (this feature is an opportunity to show children historically lost features and attractions);

- to see presentations, video and photo materials about the courage of the city's residents, their labor contributions to the city's history;

- meetings with well-known cultural and artistic figures, city veterans, and, if possible, with modern architects;

- effective activity of artistically-aesthetically oriented children.

The main part aimed at forming a sense of national pride in children of preschool age through the study of historical monuments can be carried out in the form of interactive excursions, as it allows children to form a broad vision of their native city in an interesting way without leaving the kindergarten.

Based on the development of children's perception and understanding of the characteristics and concepts of the architectural profession, the development of respect and attentiveness to their native city, village, educators use a comprehensive thematic approach to organize the educational process, which can be presented in the following topics:

- preliminary work on the topic (collection and presentation of local history materials, familiarization with architectural excursions);

- Virtual tours to historical monuments + heuristic conversation;

- development of a project on familiarization with historical monuments in the older age group before school;

- didactic games;

- performing artistic and creative tasks, including experiments.

Working with parents plays an important role in shaping children's knowledge of their city. Joint excursions, walking with parents along the streets and memorable places of the city, develop the ability to travel.

Children as a result of the work done:

- knowledge about the hometown, its attractions;
- knowledge about the architectural monuments of the hometown;
- will be able to identify and name various building materials;
- determining the design of the buildings and structures of your house, kindergarten, neighborhood;
- will be able to distinguish and name the goals of some construction projects (cultural, production, residential, public goals);
- distinguishes and names the main parts of buildings (dome, roof, walls, tower, windows, doors);
- will be able to name amazing and real buildings and describe them;
- can recognize and name public buildings in the city (modern: Independence Square, Adiblar Avenue, Circus, architectural objects) (in accordance with age-related tasks);
- 5-7-year-old children are able to identify and describe unusual interesting elements of buildings (columns, tiles, towers, facades, domes, arches, etc.), using artistic epithets in speech, the appearance of an architectural object;

They can express the received information and impressions in an effective way.

It is known from the lessons of history that instilling creative ideas into the human heart ensures spiritual perfection. Such a call to creativity is embodied in respect for our universal and religious values, love for them and reading. This kind of education is inculcated in children through the sources of our national values, the Holy Qur'an, Hadiths, the rich cultural heritage of our ancestors, historical monuments, and monuments. Studying the past, historical experience, preserving and promoting the unique material and spiritual heritage created by our ancestors, defining our goals on the way to independence, introducing the rich cultural heritage, monuments, historical monuments and independence structures of our Motherland in the minds of the young generation, feelings of respect for the Motherland, national values and traditions, and the desire for knowledge, the foundations of a new belief and outlook are formed.

The State Museum of the History of the Timurids, the "Memorial of the Martyrs" memorial complex, the "Hazrati Imam" architectural complex and other historical architectural monuments, which were built under the direct leadership of our First President in the years of independence, are the pride and honor of our nation. Therefore, it is necessary to use their educational opportunities wisely.

A comprehensive approach to the process of raising a sense of national pride in children with the help of historical monuments is required. In particular, brief information will be given about the architectural monument, which will be introduced during the first, preparatory stage of the event, which will be held with children of preschool age. In the second stage, a targeted trip to the monument will be organized. In the third stage, the impression received is reacted, that is, the children's journey through these beautiful places is reinforced in their visual activity training. Also, this event can be in the form of children's stories based on their impressions. At the final stage, pictures and children's stories are interpreted and summarized by the educator. Undoubtedly, the event carried out on the basis of such a didactic system will have an educational effect.

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