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## DEVELOPINGSTUDENTS'INTEREST IN NATIONAL VALUES THROUGH THE USE OF FINE ARTS WORKS IN TEACHING THE HISTORY OF UZBEKISTAN

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**DEVELOPING STUDENTS' INTEREST IN NATIONAL VALUES THROUGH THE USE OF FINE ARTS WORKS IN TEACHING THE HISTORY OF UZBEKISTAN**

**O'ZBEKISTON TARIXI FANINI O'QITISHDA TASVIRIY SAN'AT ASARLARIDAN FOYDALANISH ORQALI O'QUVCHILARNING MILLIY QADRIYATLARGA QIZIQISHLARINI RIVOJLANTIRISH**

**РАЗВИТИЕ У СТУДЕНТОВ ИНТЕРЕСА К НАЦИОНАЛЬНЫМ ЦЕННОСТЯМ ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ ПРОИЗВЕДЕНИЙ ИСКУССТВА В ПРЕПОДАВАНИИ ИСТОРИИ УЗБЕКИСТАНА**

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**Аннотасија.** Tarix darslarida ishlatiladigan tasviriy san'at asarlari boshqa tarix darsliklari singari uziga xos talablarga ega va bu talablarni bajarish jarayoni ham o'ziga xos xususiyatlarga ega. Tarix darslarida ishlatiladigan tasviriy san'at bir qator maqsadlarni belgilaydi. Tarixni o'qitishda o'quv ishlarining asosiy qismi sinf-dars shaklida tavsiflanadi. Ya'ni o'quvchilar dars materiallarining asosiy mazmunini sinfda, ya'ni dars davomida olishadi. Tarix darslarida tarixiy hujjatlardan foydalanish va tarixiy mavzudagi tasviriy san'at asarlarini birlashtirish o'qituvchining nutqini aks ettirsa, ko'rgazmali qurollar o'quvchilarga o'tmish haqida jonli va aniq tasavvur beradi. Shu bilan birga, talabalarning bilimlari chuqurlashtiriladi va mustahkamlanadi. Bundan tashqari, tarix fanida tasviriy san'at asarlaridan foydalanish tarix fanida katta ahamiyatga ega. Birinchidan, tasviriy san'at asarlari tarixiy bilimlarni egallashda muhim manba bo'lib xizmat qiladi. Tasviriy san'at vositalaridan foydalanish o'quvchilarning tarixiy tasavvurlarini yanada aniqlashtirish va rivojlantirishga yordam beradi. Tasviriy san'at asarlari nafaqat tarixiy faktlar va hodisalarning tashqi ko'rinishini, balki ularning ichki mohiyatini ham ochib beradi.

**Kalit so'zlar:** O'zbekiston tarixi, o'qituvchi, talaba, Vatan, tasviriy san'at, darsliklar, manbalar, tarixiy davr, ta'lim, tarbiya.

**Аннотация.** Произведения изобразительного искусства, используемые на уроках истории, имеют свои требования, так же как и другие учебники по истории, и процесс выполнения этих требований имеет свои особенности. Изобразительное искусство, используемое на уроках истории, решает ряд задач. Основная часть учебной работы по преподаванию истории проводится в форме уроков-занятий. То есть основное содержание учебных материалов студенты получают на занятиях, то есть во время урока. В то время как использование исторических документов и собраний произведений изобразительного искусства на исторические темы на уроках истории иллюстрируется через речь учителя, наглядные пособия дают учащимся яркую и ясную картину прошлого. При этом знания студентов углубляются и укрепляются. Кроме того, использование произведений изобразительного искусства на историческую тематику имеет большое значение в исторической науке. Прежде всего, произведения изобразительного искусства служат важным источником получения исторических знаний. Использование инструментов изобразительного

искусства помогает еще больше прояснить и развить историческое воображение учащихся. Произведения изобразительного искусства раскрывают не только внешний вид исторических фактов и событий, но и их внутреннюю сущность.

**Ключевые слова:** история Узбекистана, учитель, ученик, Родина, изобразительное искусство, учебники, источники, исторический период, образование, воспитание.

### **Introduction**

A student who is interested in the history of his homeland and is proud of it, begins to look at today's life in a new light, sees a certain stage in the human development of our country, learns to compare the present with the past, understands the historical roots of development. Educating students about the history of our country gives them a sense of the value of today's independent democratic society. In the realization of such glorious goals, it is important to increase the effectiveness of the science of history.

Teaching the history of Uzbekistan acquaints students with the events of the past of our Motherland, the life and glorious struggle of our people in the glorious past, enriches their knowledge and thinking in this regard. History expands the worldview of students not only with the modern knowledge that surrounds it, but also with the events of the distant past.

**Methods.** Any pedagogical research is a search for ways and ways to improve the pedagogical process. Such ways and methods of cognition are methods of pedagogical research. With their help, it is possible to obtain information about a particular subject under study (as it is the history of Uzbekistan and teaching it with the help of fine arts works), analyze it and process it, and then include it in a system of known knowledge.

The following methods are required to be used in pedagogical research: 1) theoretical methods: methods of modeling and cause-effect analysis, comparative-historical analysis; and 2) practical methods: conversation, questioning, observation, experiment.

As there are different sources of information used during this research, two basic approaches have been implemented: methods for studying theoretical sources and methods for analyzing the existing pedagogical process. Methods of processing the analysis of various data distinguish such methods as the method of analysis and the method of quantitative processing of material.

The following two methods were used in this research:

1. Observation as a method of pedagogical research is most accessible and common. Under observation is meant a pre-prepared and organized perception of the process, phenomenon or object in natural conditions. It should be noted that scientific research differs somewhat from the so-called worldly. First, in scientific observation, specific tasks are set, surveillance schemes are developed, objects are singled out. Secondly, the results obtained must be fixed. Thirdly, the received data must be processed. The high effectiveness of observation can be said in the event that it is systematic, versatile, long-lasting, massive and objective. Since observation is not concerned with revealing the inner side of pedagogical research, it is used only at the initial stage of the study, in a compartment with other methods.

2. Learning from experience - one of the most ancient methods of pedagogical research. In a broad sense, the study of experience implies organized cognitive activity, which is aimed at establishing historical links between education and upbringing, and the isolation of a stable common in educational and training systems. Thanks to this method, the ways of solving problems are analyzed, and a weighted conclusion is drawn about the need to apply these solutions in the new historical conditions.

**Discussion.** The main part of the teaching work in the teaching of history is described in the form of class-lessons. That is, students receive the main content of the lesson materials in the classroom, that is, during the lesson. While the use of historical documents and the integration of

works of fine art on a historical subject in history lessons illustrates a teacher's speech, visual aids provide students with a vivid and clear picture of the past. At the same time, students' knowledge is deepened and strengthened. In addition, the use of works of fine art on a historical theme is of great importance in the science of history. First of all, works of fine art serve as an important source in the acquisition of historical knowledge.

The use of visual arts tools helps to further clarify and develop students' historical imaginations. Works of fine art reveal not only the external appearance of historical facts and events, but also their inner essence.

If the teacher uses the integration of works of fine art during his lecture, students will have a complete picture of the events of this period. It is also impossible to imagine clearly and deeply the landscape of the period under study without the use of works of fine art on a historical theme.

The use of the integration of works of fine art on a historical theme helps students to form historical concepts, their theoretical conclusions and generalized conclusions to better understand the interrelationships of objective laws of social development, but also serves as an important tool for aesthetic education of students.

The use of the integration of works of fine art on a historical theme is not limited to observation with the participation of a visual analyzer and create a clear picture of them, but also facilitates the understanding of complex historical events, concepts, helps to understand history accurately and realistically.

Thus, the importance of using works of fine art on a historical theme is as follows:

- serves as one of the main sources of historical knowledge;
- Plays a key role in the successful implementation of educational and pedagogical tasks of the educational material;
- helps to make the teacher's statement clear, figurative and emotional;
- increases the interest of students in the study of educational material and activates their cognitive activity;
- Develops students' thinking and creative abilities;
- helps students to make their historical knowledge clearer, deeper and stronger.

The importance of the integration of works of fine arts in the teaching of history is threefold: first, how important the plot of the work is in teaching history, secondly, how well the artist (writer, actor, etc.) understands and figuratively reflects historical reality, thirdly the idea of the work and is determined by how understandable the means of artistic expression of the idea are to students of the appropriate age.

We have learned that the works of fine arts used in history lessons are also subject to the same requirements as other history textbooks, and the process of implementing these requirements has its own characteristics. Based on these specific features, a number of tasks are defined in the works of fine art used in history lessons.

Developing students' interest in history through works of fine art on a historical theme is a complex pedagogical process. The purpose of knowing this process is to cultivate patriotism in students on the basis of the life activities, thoughts, aspirations, spiritual experiences of historical heroes, who have shown universal, moral qualities.

It is expedient to carry out the following tasks in teaching teachers to love history through works of fine arts on historical themes:

- to arouse teachers' interest in works of fine art on historical themes;
- to develop in them the ability to draw certain conclusions;
- to be able to understand the life, activity, lifestyle, thoughts, spiritual experiences of the heroes in the works of fine arts on historical themes;

- to take samples from positive heroes, to skillfully and effectively convey their inner experiences to students and to develop the ability to interact with life in the course of their life activities, to strive to skillfully find solutions to difficulties and problems;

- Extensive use of works of fine art on historical themes in history;
- To teach students to think independently of the visual arts and to feel this image more deeply;
- To teach students to understand the specifics of the event in the picture;
- Raising students' worldview by viewing works of fine art on historical themes;
- The discovery of new sources, tools and methods for the deeper study of historical knowledge of the younger generation and their rational use in the educational process is important.

The use of visual arts integration helps to clarify and develop students' historical imaginations.

Works of fine art reveal not only the appearance of historical facts and events, but also their inner essence.

If the teacher uses the integration of works of fine art in his lecture, students will have a complete picture of the events of this period. It is also impossible to imagine clearly and deeply the landscape of the period under study without the use of works of fine art on a historical theme.

Models, paintings, visual aids of historical monuments used in the study of history create the basis for a lively and effective transition to the science of history. It is also more effective to use historical sources as additional sources in the science of history.

Works of fine art on a historical theme are divided into the following types depending on their content, the nature of historical images, techniques of their preparation and methods of use:

- Description of historical monuments, memorials, farm and other buildings, tools;
- descriptive instructions, paintings and albums for use in reading, stage works;
- Conditionally displayed weapons, historical and concrete maps.

In order to increase the effectiveness of the use of visual arts in history lessons, great attention should be paid to the age, knowledge and skills of students, the scientific relevance of selected historical works of art for each lesson, the relevance of the selected works of fine arts and their number.

It is very important for students to be able to analyze and understand a work of art, to be able to learn from it, to be able to tell stories using historical works of art, to be able to understand works of art as a work of art. .

### **Conclusion**

In short, the use of the integration of works of fine art on historical themes in the teaching of the history of Uzbekistan is an effective tool for conveying the glorious history of our country in a deeper, more meaningful and interesting way. After all, if the future of our country is in the hands of today's youth, children who know the history of their homeland and are proud of it, will certainly grow up to be well-rounded individuals.

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