



## THE SIGNIFICANCE OF ARCHITECTURAL MONUMENTS IN INCREASING THE EFFECTIVENESS OF HISTORY LESSONS

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### ABOUT ARTICLE

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**Abstract:** This article is devoted to the issue of using materials about architectural monuments to enrich students' historical knowledge and develop their sense of national pride. The article contains brief information about the historical monuments of the 18th-19th centuries available in Uzbekistan, which are associated with a certain era and events, the possibilities of using illustrative materials, excursions for the intellectual and spiritual and moral development of students are considered.

### INTRODUCTION

Our country is undergoing radical reforms in all spheres of society. The changes taking place in the social, economic, cultural, and educational spheres are inextricably linked to the study of historical, national, and spiritual values. The formation of a sense of the Motherland among young people is aimed at preparing a worthy generation as the foundation of a future prosperous state. In this context, the study of architectural monuments as a means of fostering in young people a sense of pride in their hometown, village, and neighborhood where they were born and raised is of great importance. One of the important tasks of history teachers in this matter is to use architectural monuments (palaces, madrasas, pavilions, ancient fortresses and other structures) in order to develop in students a sense of the Motherland. The study of memorable events and historical figures associated with architectural structures in the history course contributes to the spiritual and moral education of students, the formation of their worldview, and the harmonious development of the individual. World-renowned historical and architectural monuments in the East, particularly in Turkestan, have long attracted people from all parts of the world with their beauty and unique art. The word about our holy cities of Bukhara, Khiva, Kokand, Samarkand, Tashkent, which have become unique cities - architectural and architectural museums, has spread to the whole world.

The formation of a sense of the Motherland in students during history lessons in the process of general secondary education is a requirement of the time. The concept of teaching the subject "History of Uzbekistan" emphasizes the importance of this subject in the development of students' worldview,

defines the methodological foundations and principles, the main content of the scientific discipline, its priority directions.

History teachers in a number of cases, particularly in grades 8 to 9, provide students with individual information about architectural monuments. For example, in the 8th grade, the textbook "History of Uzbekistan" briefly covers the cultural life of the khanates of Central Asia in the 18th-19th centuries, which is why the textbooks include drawings depicting madrasahs and khans' palaces. Unfortunately, the information is limited to indicating the date of construction of the architectural monument. To confirm the existing situation in practice in the study of monuments, we will provide a commentary from the textbook. On the topic, the architectural monuments of the Kokand Khanate in the XVIII-XIX centuries are mentioned only that they were known among the people as the Madrasah of Norbutabi, the Dahmai Jahan ensemble, the Mausoleum of Modarihon. But when, by whom they were built, how they look today - nothing is said about it. Naturally, such a small amount of information will not be of interest to students and will not give them any definite idea of the monument. If the teacher provides methodological assistance in the form of methodological recommendations, detailed information about historical monuments and the organization of non-traditional lessons, the circle of students' historical knowledge will significantly expand. They will begin to evaluate the information they have received about the past of their Motherland in a new way, they will assimilate the historical roots of modern development in their relationship with the present. Students' knowledge of the history and architecture of the khanate period in Central Asia will help them understand the values of today's independent state. History teaching is mainly conducted in a classroom-class format. The main content of the subject is mastered by students during the lesson. And if the teacher uses visual aids in the process of revealing the topic, then bright and concrete ideas about the past are formed in the students, their knowledge of history is deepened, historical thinking is developed. If the visual material related to architectural monuments is not used, then a panorama of the cultural life of a certain historical period will not be created in the students' imagination.

Visual means with the image of ancient architectural objects have an effect on visual analyzers and, consequently, expand the possibilities of perception and awareness of visual images. As a result, the process of mastering complex historical events is facilitated, the understanding of historical processes becomes correct and real.

The didactic value of using visual and verbal information about architectural monuments and verbal information about architectural monuments in history lessons is as follows:

1. Clear and effective presentation of concepts: visual information, in particular, pictures, models, videos, visual representations of historical monuments, enriches students' real imagination and helps them better understand the educational material.
2. Developing imagination and analytical skills: Through the study of architectural monuments, students gain an understanding of the culture, social life, and architectural styles of that time. This develops the potential for historical analysis and reflection.
3. Improving the effectiveness of visual and auditory learning: When visual and oral information about architectural monuments is used together, the learning process through various learning channels becomes effective. This ensures more student memorization.
4. Identifying and connecting historical events: Since architectural monuments are connected to specific historical periods, through their study, students become aware of the political, economic, and cultural characteristics of that period.

5. Educational value: Through architectural monuments, students develop feelings of national pride, respect for historical heritage, aesthetic taste, and respect for cultural values.
6. The concretization of abstract knowledge: through architectural monuments, historical information is explained from an abstract perspective based on real and living examples.
7. The development of an aesthetic worldview: Architectural monuments have not only historical significance, but their architectural style, design, and unique examples of art develop students' aesthetic sense.
8. Creating an interactive learning environment: In the process of studying architectural monuments using visual aids, an interactive environment is created through dialogue, dialogue, and question-and-answer sessions, which ensures an active learning process.
9. Strengthening interdisciplinary connections: When studying architectural monuments, knowledge related to disciplines such as architecture, art history, and cultural studies is also acquired.
10. Remembering and Enhancing Interest: Through visual materials, students gain interest in the past, and information is easier to remember.

This method plays an important role in increasing students' activity in teaching history, developing their intellectual and creative activity.

### **CONCLUSION**

In conclusion, it can be said that architectural monuments are an effective tool for teaching history. With their help, students' interest in historical events increases, strengthens their theoretical knowledge, and develops practical skills. At the same time, monuments are of invaluable importance in shaping students' sense of national pride, aesthetic pleasure, and patriotism.

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