



NECESSITY OF USING ELEMENTS OF INTANGIBLE CULTURAL HERITAGE IN THE DEVELOPMENT OF MEDIOCOMPETENCE IN STUDENTS

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ABOUT ARTICLE

Key words: Intangible Cultural Heritage, form, method, medium, diversity, education, competence, knowledge of nature and the universe, skills, awareness, formal education, non-formal education.

Abstract: In this article presents recommendations for the development and improvement of mediacompetence in the student by means of Intangible Cultural Heritage formal education.

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INTRODUCTION

Models of developing concepts of intangible cultural heritage are being put into practice in educational institutions around the world. To create methods of protection of concepts known as "intangible cultural heritage" of UNESCO, classification of intangible cultural heritage belonging to a certain nation and used in a cultural community, protection of traditional culture and folklore, official recognition by national systems of those who preserve and transmit intangible cultural heritage and systematic work is being carried out by them to implement practical projects to help the transmission of this heritage to the next generation.

In world educational and scientific research institutions, scientific researches are being carried out on the application of intangible cultural heritage to formal and informal education, integration of intangible cultural heritage into education, protection of national-cultural, spiritual and material wealth. Also, special importance is attached to scientific researches to determine the level of knowledge, intellectual skills and competences acquired by students on the preservation of cultural heritage through the teaching and learning of intangible cultural heritage in all relevant subjects.

In recent years, in our republic, normative foundations have been created for the preservation of intangible cultural heritage, the restoration of traditions, ceremonies and holidays passed down from generation to generation, and their effective use in the education of young people. "...In this sense, building New Uzbekistan means to continue our path of independent national development at a new stage by further studying our recent and distant history, unique and unique cultural assets, relying on them." As a result, opportunities for developing concepts of intangible cultural heritage will expand.

PF-60 dated January 28, 2022 of the President of the Republic of Uzbekistan "On the development strategy of New Uzbekistan for 2022-2026", PF-6097 dated October 29, 2020 "On approval of the concept of development of science until 2030", Decree No. PF-6108 of November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan", Decree of the President of the Republic of Uzbekistan No. PQ-4038 of November 28, 2018 "Uzbekistan On approving the concept of further development of national culture in the Republic of Uzbekistan", Decision No. PQ-112 dated February 2, 2022 "On additional measures to further develop the sphere of culture and art", No. 222 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 7, 2010 The Decision "On Approval of the State Program for the Protection, Preservation, Promotion and Use of Intangible Cultural Heritage Objects in 2010-2020" and other normative legal documents related to this activity are important in the implementation of tasks.

Stages of historical development related to some forms of intangible cultural heritage in our republic F.Rakhmonov, B.Shadiyev, N.Safarova, S.Ollaberganova, M.Zhurayev, S.Jumayeva, B.Suvankulov, S.Mirzayeva, M.Rakhmonova, K.Kadyrov, O.Toshmatov, N.Isakulova, J.Mamatkosimov, J.It was researched by Eshonqulov et al.

A from scientists from the countries of the Commonwealth of Independent States.Seybert, M.Ivanova, J.Zhao, W.Fomchenkova, O.Markova, G.Aliyeva and others have conducted research on the preservation, conservation of Intangible Cultural Heritage.

In European and Asian countries, H.Kim, G.Nicholas, C.Bell, R.Coombe, J.Welch, B.Noble, J.Anderson, K.Bannister, J.Watkins, Ch.Graber, K.Kuprecht, J.Lai, S.Frankel, D.Scholars such as Gervais have conducted research on certain types of intangible cultural heritage in the educational system.

Also important is the research aimed at making the education system more efficient through information communication technologies. In this sense, S.X.Abdullayeva, M. Ch. Aliyev, G.S.Sobirova, D.X.Kadyrbekova, A.B.Rakhmonov; U. S. Begimqulov, M.M.Mukhitdinov, S.Q.Tursunov, M.X.Lutfillayev, N.A.Scientists such as Muslimov conducted scientific research.

After the ratification of the convention adopted by UNESCO (2003-y) in Uzbekistan, research began to be carried out on five areas of Intangible Cultural Heritage (oral forms and traditions of self-expression, Performing Arts, customs, rituals and celebrations of society, knowledge and skills related to traditional crafts and knowledge related to nature and the universe).

On the basis of these studies, systematic work is also carried out to introduce intangible cultural heritage into formal and informal education. The possibilities of developing the concepts of intangible cultural heritage in students on the ridge of Higher Education assume that the manifestation of identity is determined on the basis of verbal forms and traditions, masterpieces of performing arts, traditions and rituals of society, the development of knowledge and skills related to traditional crafts, meaningful harmonization of knowledge of nature and the universe and types of

In order to preserve our ancient heritage through the educational system, to raise them to the level of value, it is necessary to initially formulate knowledge related to intangible cultural heritage in the family and continue step by step in the later stages of education, to develop mutual cooperation in the family and neighborhood. In our people, from time immemorial, the family was considered the Holy God, the neighborhoods were the cradle of values, and the school was considered a place of education and upbringing. These three sacred concepts are the main branches of human life activity. A person is born in the family at first, the neighborhood and the school are associated with his immediate subsequent types of activities, which gradually begin to develop into types of activities that occupy an important place in his life.

From the above analyzes we present the hulosas below:

1. Development of concepts related to intangible cultural heritage in students improvement of technologies development of pedagogical strategies;
2. Creation of didactic and media educational resources to expand the possibilities of developing concepts related to the named Cultural Heritage in students;
3. Development of concepts related to intangible cultural heritage in students study and leveling indicators of identification.

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