

HISTORICAL MONUMENTS AS A SOURCE OF NATIONAL PRIDE

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Abstract: This scientific article describes the content of formation of national pride in students in the process of introducing them to historical monuments.

Keywords: National value, national pride, historical architectural monument, national pride, cultural and historical heritage.

INTRODUCTION: 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, in loving 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.

MATERIALS AND METHODS: Studying the past, historical experience, preserving and promoting the unique material and spiritual heritage created by our ancestors, defining our goals on the road 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 national values and traditions, the desire for knowledge, the foundations of a new belief and worldview are formed.

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 that will be introduced during the first, preparatory stage of the event held with children of preschool age. In the second stage, a targeted trip to the monument will be organized. At the third stage, the reaction to the received impression is given, 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 stories based on children's 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.

RESULTS AND DISCUSSION: The event carried out on the basis of the didactic system has an educational effect. In the process of familiarization with historical monuments, activities similar to the topic, goals and tasks of the training conducted in the process of forming national pride in students should be the priority of the educational and educational system. This factor is the main

problem - in addition to the formation of elements of national pride in children, the development of their worldview, thus, the problems of preparing them for school education are also solved in parallel.

The main elements of Eastern architectural monuments are the shape of facades, domes, minarets, as well as their colors (domes are usually blue), decorations (towers, domes are decorated with various ornaments, Arabic inscriptions) and their shapes and colors are different. explanation by means of didactic games creates a basis for their mastery to be high. 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 the 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, we explain the views and approaches of our ancestors in this regard. The process of sensory development of tilsa children, the process of formation of feelings of pride in the objects they see, perceive and understand as national material and spiritual value is effective.

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

Among the forms of organization of the process of familiarization with historical monuments in educational organizations, the following were determined:

- organization of excursions to historical monuments, educational centers, art houses, and constructions erected during the period of independence;
- holding 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 organize meetings with architects and craftsmen.

In accordance with the purpose, we define the following tasks: Artistic tasks:

- introducing children to architectural works, determining their value and highlighting their artistic and figurative structure;
- expanding children's knowledge about the architectural heritage of their city and village, raising respect for the historical past and present day 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 system of complex activities to form elementary knowledge and concepts related to the profession of architecture.

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, applique works, artistic works and helping to develop the basic skills of working with artistic materials in the construction of 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 originality.

CONCLUSION:It plays an important role in forming students' knowledge about their cities. Joint excursions develop the ability to walk and travel with parents along the streets and memorable places of the city. They can express the received information and impressions in an effective way.

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