

THE ROLE OF THE USE OF FINE ARTS IN TEACHING THE HISTORY OF THE COUNTRY

“University of management and future technologies”

of Pedagogy and Psychology

Khaydarov Sulaymon Amirkulovich. PhD. Dotsent.

haydarov_sulaymon82@mail.ru

Annotation. *This article discusses the compatibility of history with other disciplines in history textbooks, the analysis of historical positions in history textbooks, their didactic potential and their role and importance as an integral component of history education.*

Key words: *textbook, historical positions, didactic possibilities, dynasties.*

One of the main subjects in educational institutions is the history of the Motherland. Because the student's attitude to national history is a set of skills and abilities that express his need to know the history of his people, national statehood. It is well known that history expands the scope of students' mental knowledge with distant events that are beyond the scope of the present.

The student compares historical events, objects (objects, processes and events) in the environment with each other, and as a result identifies similarities and differences between them. In the process of historical thinking, the essence of historical facts is revealed through analysis and synthesis, and their important features or characteristics are clarified. Models, paintings, visual aids of historical monuments used in the study of history create the basis for a lively and effective transition to history. In addition, the use of historical sources as additional sources in history is more effective in conveying the topic to the reader. One of the effective tools of history lessons is works of fine art on a historical theme. One of the main subjects in educational institutions is the history of the Motherland.

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A prerequisite for the prevention of problems and shortcomings in the education of students is the establishment of a strong relationship between teacher and student. This requires the student to look at the subject of education as a person, not as an object of education. If the teacher does not take into account this methodological requirement, there will be an invisible "psychological barrier" between himself and the students, which will prevent them from understanding each other. The teacher must constantly work on himself to prevent such shortcomings in his work - to be constantly aware of the achievements of his subject, the methodology of teaching the subject, the advanced work experience of colleagues. In short, teaching activities should be based on collaborative pedagogy rather than authoritarian style. This is evidenced by the fact that in recent years, the "interactive methods of teaching" are rapidly entering the educational process.

The use of visual arts tools 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. The organization of the teaching of history through the use of works of fine art on a historical theme is one of the important

factors in the development of historical thinking in the formation of students' figurative perceptions of historical events and happenings.

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.

Works of fine art on a historical theme help students to form historical concepts, their theoretical conclusions and generalized conclusions to better understand the interrelationships of the objective laws of social development, as well as serve as an important tool for aesthetic education of students.

The importance of works of fine art in teaching 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, and thirdly, it is determined by the idea of the work and how intelligible the means of expressing this idea are to students of the appropriate age.

Works of fine art on a historical theme can be divided into two categories: historical works on a historical theme, i.e. works created in those periods. This category of works consists mainly of miniatures. The second category of works consists of works of fine art on a historical theme, developed by modern artists on the basis of historical sources, sciences. These works serve as a methodological basis for students to visualize historical events and happenings.

The importance of using works of art on a historical theme in historical education is that they are distinguished by their authenticity and authenticity. After all, works of fine art on a historical theme are the main means of expressing a historical event with the unity of content, form, theme and idea.

Works of fine art reveal not only the external appearance of historical evidence and events, but also their inner essence. When using works of fine art on historical themes in the lessons of national history, it is necessary to pay attention to the following:

1. Live description of historical events that are planned to be studied in the program and textbook.

2. Demonstration of images of historical figures, representatives of the masses and the role of the masses.

3. Selection of fragments that help to embody the real landscape in the development of historical events.

During a history lesson, a work of art on a particular historical topic that relates to a particular topic should be explained not only in words but also by showing it to the students. Historical paintings differ in their nature, and the methodology of working on them also depends on it.

Philosophy, psychology, history, pedagogical sciences, in collaboration with the study of works of fine arts on historical themes, ensure the effectiveness of this process. In this case, the issue of organizing the mental activity of students is of great importance. Philosophical interpretation of works of fine art on the historical theme is the knowledge of events related to the history of the nation, the level of awareness of the material and spiritual world of the nation, its historically formed customs, traditions and values, religious, national identity, historical memory and its formation. consists of components such as the development of guidelines. These components are enriched by pedagogical tools, inculcated in the minds of students, theoretically and methodologically enrich the process of their study of works of fine art on historical themes.

As a result of adding a historical concept to a historical event in the process of teaching history, students will have the opportunity to understand its theoretical essence correctly and deeply. The concept evokes the imagination, which allows the student to explore the inner reaction to the event, the events, and prepares the ground for recording them. Imagination in these situations makes it possible to understand the general attitudes and connections of an object and a concept. Because students make a practical intellectual effort to master historical material. Moreover, historical concepts are formed as a basis, a source, a term in our minds of works of fine art on a historical subject. Mastering the science of history leads to the acquisition of historical terminology.

In short, works of fine art on a historical theme add clarity to the teaching material, concretize it, help to embody a complete and vivid picture of past and present life events in the eyes of students, perfect the system of their historical imagination, ensure teacher confidence and emotion. These factors ensure that students' historical knowledge comes to life through visual aids.

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