

Increasing The Effectiveness Of Teaching History Through Miniature Art Works

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Annotation: The article provides an important source of historical education - a theoretical basis for a new pedagogical approach to the didactic potential of miniature art. Also, on the basis of the study and analysis in the context of various facts, using the works of miniature art, the didactic basis for teaching the science of history on the optimal content and methodology was created.

The article explores the concept of history education and the essence of the guidelines of the State Education Standard, updating and improving the didactic requirements for textbooks and manuals in the use of works of miniature art, selected on the basis of specific didactic requirements and methodological recommendations for use in history determined by the output.

Keywords: miniature, sources, teacher, student, textbook, school, science program, historical works, "Zafarnoma", "Boburnoma", education, upbringing, methodology, history of Uzbekistan.

Introduction. One of the current pedagogical problems in the teaching of history is the creation of technologies for the use of historical sources, along with today's innovations, changes and laws, modern sources, the results achieved, the latest developments. These problems are being studied around the world, and new scientific conclusions about their solutions are being presented by historians and educators.

In our country, the educational task is becoming more relevant at the modern stage of development of society. Indeed, our President Sh.M. As Mirziyoyev noted, "the scale of work in the field of education, which plays a key role in raising a healthy and harmoniously developed generation in our country, is growing" [1, 21]. Also, the Action Strategy for the further development of the Republic of Uzbekistan identifies "important attention to the high spiritual, aesthetic and spiritual-moral education of students, first of all, their attitude to national and universal values, the world of music and art" [1, 25]. As a logical continuation of this work, our research is relevant in terms of a positive solution to the problems of increasing the interest of young people in music, painting, literature, theater and other arts, revealing their talents, mentioned in the first direction of the five initiatives put forward by the President.

The use of historical sources in this area is also particularly relevant. Along with the increase in the scope of work in the field of education, the issue of improving its quality and efficiency remains one of the priorities of modern education. "The fact that our young people are rightly able to take responsibility for the future of our country and become a decisive force for today and tomorrow requires a continuous strengthening of the content of education and upbringing" [1,13].

The main directions of educational reform are the organization of the basis of modern requirements of education, the achievement of efficiency through the improvement of its content on the basis of national traditions and values, the use of new technological approaches, the rational use of values, traditions and their didactic potential. In this regard, the creation of pedagogical technologies for the use of historical sources, along with today's innovations, changes and laws, modern sources, results, the latest developments, is one of the most pressing pedagogical problems in the teaching of history.

The main focus of education reform is on strengthening the national base of education, improving the management system of education, adapting its material and technical base to modern requirements, raising the educational process to world standards. Within the framework of these educational activities, the content of the system of continuing education of the republic has been redesigned, and the development of new curricula and textbooks has become the only criterion for improving the quality of education.

Literature review. Although a number of historians, pedagogical scientists and methodologists of the country have studied various issues of teaching methods of history, its principles of interdisciplinary connection,

in particular, the use of miniature art in history education have not been studied as a special scientific problem. Research in the field of miniature art has been conducted mainly in the fields of history, philology and art history.

In particular, some issues in the field of art history were discussed by scientists of the republic. Murzaev [2], R. Fatxullaev [3], X. Karimov [4], partially studied by. Historical aspects of art, especially miniature art. Pugachenkova [5], L. Rempel [6], A. Hakimov [7], E. Gyul [8], A. Madraimov [9], N. Gilmanova [10], K. It has been extensively studied in the studies of Akilova [11]. In particular, the history of the emergence of miniature art in the territory of Uzbekistan Pugachenkova, L. It is sufficiently reflected in Rempel's research. Historians-educators A. Sa'diev [13], A. Although the use of miniature works of art on historical themes is not mentioned in the scientific works of Suleymanovs [14], their research highlights various aspects of the method of teaching history, that is, the research has done some work in this regard. However, to date, the issue of teaching history in secondary schools in connection with miniature art has not been studied as a special scientific topic. The solution to this problem will to some extent guarantee an increase in the effectiveness of history education.

Also, M.V. The issues of teacher competence in the teaching of history have been studied by scholars such as Lents (Germany,) Jonathan Kimmerman (USA).

Materials and methods. In the long historical process, the peculiarities of the Uzbek nation have been formed. We must base the history of Uzbekistan on the national worldview associated with our great past, and for this we must rely on a number of factors.

First, the traditions based on historical and cultural traditions, great national values and highly valued by our great ancestors, their contribution to the global, universal cultural process. Secondly, we must carefully preserve the rare books about our history, our national heritage inherited from our ancestors, the architectural buildings built by them for future generations. Historical information about them is reflected in many written sources, as well as in works of miniature art. In the use of historical miniatures in the teaching of history at school, it is not enough to know the educational tasks and content, to master the scientific basis of teaching history. The teaching of history, as well as students' mastery of historical materials, will continue in extracurricular activities. In this sense, the independent study and mastery of historical realities depicted in historical miniatures is noteworthy as another didactic opportunity to teach the science of history. The system of history lessons, in particular, the choice of one or another type of history lessons is based on the ideological content of the history program material, its educational and pedagogical tasks and the general preparation of students. Consequently, the need to use different types of history lessons stems from the richness and diversity of the content of the history program as well as the educational laws. The current stage of development in the methodology of teaching history is theoretically substantiated, the use of different types of history lessons system tested in the experience of advanced teachers contributes to the successful implementation of educational tasks of the school history course. The problem of categorizing history lessons has been interpreted differently by Methodists at different stages of the development of history teaching methods.

The works of miniature art on a historical theme, selected on the basis of certain didactic requirements, the didactic possibilities of the process are reflected in the following:

- serves as one of the main sources of historical knowledge;
- Assists in the successful implementation of educational tasks of educational materials;
- helps the teacher to describe the material clearly, figuratively and emotionally;
- Increases students' interest in learning the material and activates their cognitive activity;
- facilitates students' understanding of the teacher's statement and other teaching methods used in the lesson;
- develops students' thinking and creative abilities;
- ensures that students' historical knowledge is clear, deep and solid.

Historical miniatures are divided into the following types depending on their content, the nature of historical images, the technique of their preparation and methods of use:

- Pictures of historical monuments, memorials, farm and other buildings, tools;
- Historical paintings and albums for use in reading, other works of art;
- Conventional weapons, historical maps.

Experiments and analysis show that in the teaching of the history of Uzbekistan, works of historical miniature art are rarely used in school practice. In fact, there are many sources, literature, and images that can be used in history lessons. Works of historical miniature art, including miniature specimens, are not limited to observation with the participation of the organs of vision and to form a clear picture of them. When presenting a miniature work as an illustrative example without changing the objective laws of complex historical events, it is necessary to include in the text works of miniature art that reflect the environment in accordance with clear and well-founded sources. This is because the reader will be able to easily absorb the knowledge given to study the text based on the environment of that period by looking at the plate depicted in the miniature. In particular, the image-visual medium, which is an appendix to the information given to the reader in the text, allows a quick and

perfect study of historical realities. This factor also shows the didactic potential of works of miniature art on historical themes in increasing the effectiveness of history lessons in Uzbekistan. Naturally, this process is started with certain didactic requirements. Through the works of historical miniature art to teach students to better understand our history, to know who our ancestors are, to form in them devotion to our country, to arouse interest in history, as well as to learn ideas, to learn from their favorite historical figures, good qualities, patriotism, courage, diligence, selflessness. the development of a socio-pedagogical method of forming strong-willed qualities is of great pedagogical importance. The study of the history of our country uses all sources in history, from architecture to written sources. Among them, the works of miniature art are unique. The reason is that the architectural patterns, the tools of labor and the weapons they left behind are imaginative to the students, and the paintings on the ancient caves and vessels depict their way of life in miniatures. The subsequent appearance of the books, the illustrations of the events in them, give a clear and vivid picture of this period. It is clear that they are a source that bears witness to true history. If we could bring them into the education system, into the lives of students, we would be able to see a clearer picture of history about them. This, in turn, is an important didactic opportunity to increase the effectiveness of teaching history.

The elementary course of history plays a special role in the system of teaching history in secondary schools. This is initially determined by introducing students to the science of history, knowing the past of their country. Grade 7 students are, in essence, children transitioning from infancy to adolescence. They become psychologically emotional. At this age, it is difficult to generalize abstract historical concepts. Therefore, it is necessary to use sources and factors that positively affect students emotionally in this period. In this sense, the use of works of miniature art in the process of teaching history is of great didactic importance. At the same time, it should be noted that the use of works of miniature art in history lessons should follow the principle of logical connection. At the same time, in order to acquaint students with the works of miniature art on a historical theme, the means of miniature art are required to get acquainted on the inductive principle and be described on the basis of unknown materials, historical facts and events. The cognitive abilities of 13-14 year olds require the concretization of historical events. They will have to be shown in the example of an image that generalizes a vivid description of the social types of people of a particular period, what they are engaged in, and the environment that surrounds them.

The miniatures Mir Said Ali, Behzod and Khoja Abdus Samad, Mansur, Dastvanth, Abu Hasan, Bishan Das, Govardkhan, Manokhar, Chitarman, Khankhar, Anupchatar, Mir Hashim, Farrukh Bek, Kalmyk, Muhammad Murad Samarkandi, Davlet Muhammad Samarkandi , Many miniatures were created by Muhammad Nadir Samarkandi, Sher Ali, Muhammad Siyah Qalam.

Art critic N. Aydinov notes that the term "miniature" is an artistic and graphic part of the manuscript, an allusion to all the elements, whether it is a difficult sheet, or an entire illustration, and in some cases two adjacent pages, a phrase applied to embossed images "[9, 41] .

Through the demonstrative method of teaching history and the practical method of teaching history, students have a clear and accurate picture of the past, and they acquire the necessary skills in practice. Exposure through auditory, visual, and sensory organs helps students visualize historical events. As a result, their knowledge and skills are deepened and strengthened. For this, the demonstrative method of education is of great educational importance.

Historical materials are constructed in such a way that in the first lesson the theoretical materials are described, which are focused on the main situation and must be mastered. In subsequent lessons, students begin to analyze, compare, summarize, critically evaluate, and apply new evidence.

The cooperation of philosophy, psychology, history, art history, literature and pedagogy in the study of works of miniature art on a historical theme is a specific didactic requirement, which increases the effectiveness of the process of teaching history. In this case, the issue of organizing the mental activity of students is of great importance. Therefore, we have studied the existing literature, works of miniature art on a historical theme, their essence, features and possibilities of formation.

In the process of teaching history, as a result of combining the historical concept with the historical event, students have the opportunity to understand its theoretical essence. The concept evokes imagination, which allows students to express their reactions to events and happenings and prepares the ground for recording them. In these situations, the process of imagining, understanding the general interrelationships and relationships of object and subject expands. In this case, students perform the following tasks based on practical thinking to master the historical material:

- Historical concepts are formed as the basis, the source of works of miniature art on a historical theme. Qualitative mastery of the subject of history leads to a good knowledge of works of miniature art on a historical theme;

- The study of historical knowledge involves not only general events, but also concepts, examples, evidence, facts, judgments and conclusions about history. This factor further enriches the student's historical knowledge.

The research work allows to determine the main directions of research work in this area in the future, as well as to recommend a general methodology that allows students to study works of miniature art on a historical theme.

With the help of exhibitions in the classroom, the teacher embodies the scene of the event, the typical images of the participants in front of the students. They become participants in an imaginary event. Therefore, visual aids and scientific and technical means are the basis of the teacher's statement in the educational process, an important factor in improving the effectiveness of teaching. However, visual weapons should be chosen according to the theme. The purpose, educational and pedagogical tasks of the subject studied by the teacher, the content is carried out in the form of monologue, dialogue, brief statement or story, explanation, discussion, lecture and other forms, depending on the general preparation of students.

Educational and methodical manuals, historical documents, works of art and history serve as a source of knowledge for teachers and students. The teacher should be able to systematically work on, study and use miniature works of art on this historical topic in the classroom. Only then will the teacher's statement be understandable to the students and can have a strong ideological and political impact on them. It also teaches students to work on works of miniature art. Working on works of art activates students in the classroom, deepens their historical knowledge, helps them to understand the essence of historical facts and events, their relationship, to understand history in their worldview, to evaluate historical events fairly. Students will be able to work independently on a variety of works of art, develop independent work skills, and become familiar with historical research work.

Elsewhere, Regarding the art of miniature, N. Aydinov writes: "In the works of miniature artists, the image of man, nature, various animals are created with great taste and skill," - writes [10. 49].

In another work, the author says, "When we say the heritage of national miniature art, it is no secret that in many cases the traditions of miniature art of the peoples of the East, including the Turkic peoples, are understood.

A special place is given to the creative work of the artist Chingiz Ahmarov, who studied the art of miniature in all its aspects and skillfully demonstrated it in the spirit of the time.

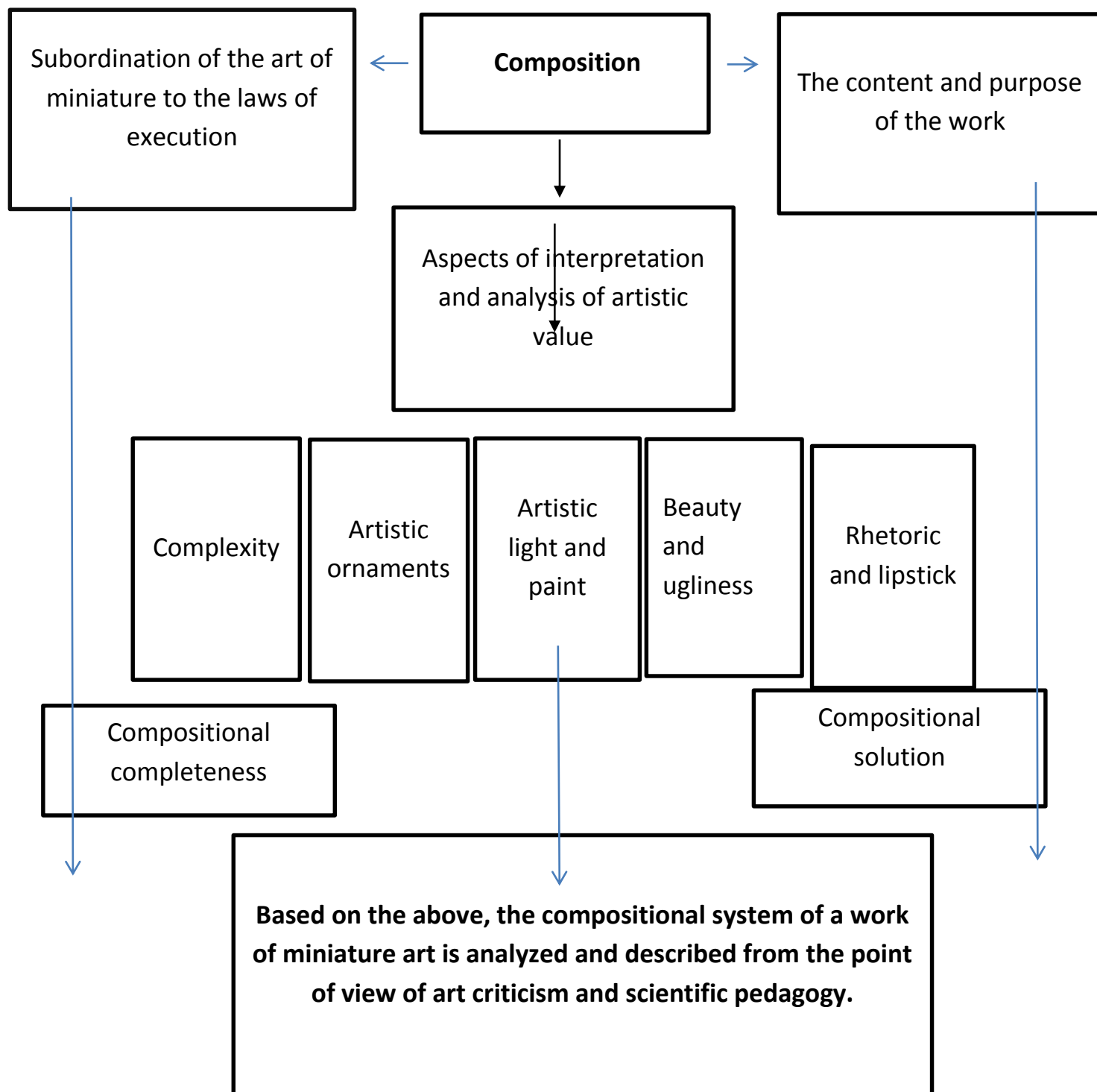
Works of miniature art on a historical theme will be diverse. These are works in the form of messages, messages, and events of their time. The difficulty and ease of studying a work of miniature art on a historical subject depends directly on its content, what kind it is. Working on works of miniature art drawn on historical books is characterized by a certain complexity. Miniature works of Darak style and literary character are easier to understand than others, and it is easier to master the form of Darak. Therefore, in addition to the need to use works of miniature art on a historical theme, what kind of works of art, why and how to use them is also a pedagogical problem.

Analysis and results. Tasks of teaching "History of Uzbekistan" in secondary schools:

- Ensuring that students' knowledge of history is at the level of state educational standards;
- Formation of national consciousness, political, scientific and theoretical worldview of students; to bring up a free-thinking, well-rounded person who is able to react to the events of the past and the present in accordance with the principles of scientific objectivity and history, and who approaches them on the basis of universal values;

- to develop students' independent creative thinking, historical thinking, active learning, reasoning, intelligence, desire and desire to enrich their knowledge, to help them to draw logical conclusions based on the analysis and generalization of historical material. In solving these tasks, examples of Oriental miniature art can undoubtedly serve as an important teaching material. When using works of miniature art on a historical theme, the teacher must also take into account the individual-psychological characteristics of each student. When explaining works of miniature art on a historical topic, it is important to ensure that all students participate in the discussion of the topic. Through miniature artwork on a historical subject, it is possible to determine the student's level of mastery of the learning material by analyzing the artwork to determine how well the students have mastered the subject covered in the history lesson, and commenting on how the historical reality is portrayed in the play. The task in this case is to open the subject to the reader on the basis of the idea of works of miniature art on a historical theme. In this way, students develop the ability to understand the relationship between historical reality and the content of the miniature, and have the opportunity to evaluate several students at the same time.

Information about our country has been preserved since different historical periods. These sources are a unique national-historical heritage and have a rich historical value. In such a system of historical heritage, works of miniature art on a historical theme have a dual significance - both educational and pedagogical. Its educational value is that they primarily serve to strengthen students' historical knowledge as an objective depiction of real historical events, on the other hand, these sources serve not only as an objective and realistic depiction of a historical event, but also as an artistic and aesthetic education of students. In addition, it cultivates patriotic qualities in students by understanding the works of miniature art as the historical basis of the national art form, and its creators as creators of world-class works of high artistic level.



The works of miniature art on a historical theme serve to illustrate the artistic interpretation of time and environment, to paint different aspects of history more vividly in front of students using artistic paints, to fully remember the content of historical events and to educate students based on instructive events of the past.

There are no miniature works of art in schools and no methodological resources on their use. Because, as we have noted, there are no specially developed methodological recommendations and textbooks on the use of works of miniature art in history lessons. Therefore, the use of miniature works of art in history lessons is a pedagogical problem.

The purpose of explaining historical themes through works of miniature art on a historical theme, the content of a history course, the knowledge of students and the level of preparation for independent work are different, as well as the methodology of their use. It is also not enough to base any method on the interpretation

of works of miniature art on a historical subject. Therefore, the process of developing a methodology for the use of works of miniature art on a historical theme in the lessons "History of Uzbekistan" is also an urgent problem.

Thus, the system and content of the use of miniature art in the teaching of "History of Uzbekistan" is not developed, there are insufficient methodological recommendations for teachers on the use of miniature art, the lack of historical miniature art in secondary schools, the effective use of miniature art in history lessons. , there are many pedagogical problems, such as not being scientifically and methodologically substantiated. Solving these problems requires special pedagogical research.

The above ideas are in addition to this work, which is recognized as a standard in the miniature art of Uzbekistan and is reflected in the portrait of the People's Artist of Uzbekistan Malik Nabiev, Javlon Umarbekov (Bobur), Tora Quryozov, (Jaloliddin Manguberdi), Rustam Khudoiberganov (Amir Temur), as well as, Nemat Kuzibaev, Javlon Umarbekov the use of reproductions of the image of Amir Temur, as well as the works of Artikali Kozakov (Saroymulkhonim) Alisher Alikulov (series of paintings on historical themes) on other topics, will undoubtedly increase the historical thinking of students. To these sources the sculptors E.. Aliev, I. Jabborov, R. Mirtojiev's Amir Temur, Bobur, A. The erection of statues of such historical figures as Navoi, Ibn Sina, al-Farghani testifies to the rich didactic potential of works of miniature art on a historical theme.

Conclusion and Recommendations. The pedagogical analysis of the miniatures used in the research on the use of works of miniature art on historical themes in order to increase the effectiveness of history education in Uzbekistan provides a theoretical and practical basis for substantiating their connection with history education. So far, the recommended sources are Sh.A. Miniatures of Yazdi's "Zafarnoma" and Zahiriddin Muhammad Babur's "Boburnoma" serve as a means of visual presentation of educational material as a visual interpretation of the history of that period, which significantly increases the level of students' historical knowledge.

In order to properly organize the process of using works of miniature art in history lessons in terms of didactic principles, it is necessary to analyze the state of the problem in pedagogical theory and practice. Based on the analysis, it became clear to what extent the exemplary practices in the field, the scientific ideas put forward, are relevant to today's needs and requirements. In particular, it serves as a scientific and practical basis for ensuring that the depiction of realities in miniature works used in history lessons is consistent with the content of the history lesson, to determine the order of application of miniatures based on the principles of interdisciplinary relevance as a result of research from different sources.

One of the most effective ways to organize a team work under the guidance of a teacher is to explain the works of miniature art on a historical theme in history lessons. The use of miniature artwork as an exhibition in the classroom plays an important role in developing students' speech and logical thinking. To visualize the topic well with the help of visual aids, the selected images should look good from any corner of the classroom and be brightly colored.

The process of working with works of miniature art on a historical theme will consist of observation and analysis. When the teacher uses it as a visual tool, the reader should pay attention not only to the general appearance, but also to the details necessary for the historical analysis of the work. This leads students to understand the laws of history, helping to consolidate and supplement the knowledge they have acquired.

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