

EDUCATIONAL AND PEDAGOGICAL MECHANISMS FOR THE DEVELOPMENT OF AESTHETIC CULTURE ON THE BASIS OF LOCAL HISTORY MUSEUMS

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Annotation

This article analyzes the didactic and educational capabilities of local history museums in the formation of the aesthetic culture of future educators. This article analyzes the didactic and educational capabilities of local history museums in the formation of the aesthetic culture of future educators. In the process of research, the influence of the museum environment on the aesthetic consciousness of the individual, the role of historical and cultural exhibits in the development of aesthetic perception are highlighted from a pedagogical point of view. Also, the importance of innovative methods used in museum pedagogy – interactive training, digital technologies, visual-educational resources in the development of aesthetic thinking and artistic taste is revealed. The article scientifically substantiates local history museums as an important aesthetic resource that serves the spiritual and spiritual development of students in the educational process.

Key words: Museum of local lore, aesthetic consciousness, aesthetic education, Museum pedagogy, cultural heritage, aesthetic perception, artistic thinking, aesthetic taste, aesthetic need, interactive education, visual tools.

УЧЕБНО-ПЕДАГОГИЧЕСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ ЭСТЕТИЧЕСКОЙ КУЛЬТУРЫ НА БАЗЕ КРАЕВЕДЧЕСКИХ МУЗЕЕВ

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Аннотация

В данной статье анализируются дидактические и воспитательные возможности краеведческих музеев в формировании эстетической культуры будущих педагогов. В данной статье анализируются дидактические и воспитательные возможности краеведческих музеев в формировании эстетической культуры будущих

педагогов. В процессе исследования с педагогичннотация. В данной статье анализируются дидактические и воспитательные возможности краеведческих музеев в формировании эстетической культуры будущих педагогов. В процессе исследования с педагогической точки зрения освещается влияние музейной среды на эстетическое сознание личности, роль историко-культурных экспонатов в развитии эстетического восприятия. Также будет раскрыто значение инновационных методов, применяемых в музейной педагогике – интерактивных занятий, цифровых технологий, наглядно-образовательных ресурсов в развитии эстетического мышления и художественного вкуса. В статье дается научное обоснование краеведческих музеев как важного эстетического ресурса, служащего духовно-нравственному развитию учащихся в образовательном процессе.

Ключевые слова: краеведческий музей, эстетическое сознание, эстетическое воспитание, музейная педагогика, культурное наследие, эстетическое восприятие, художественное мышление, эстетический вкус, эстетическая потребность, интерактивное обучение, наглядные пособия.

In the context of today's globalization and informatization, the development of the aesthetic culture of the individual in the educational process is one of the important pedagogical tasks. In the context of today's globalization and informatization, the development of the aesthetic culture of the individual in the educational process is one of the important pedagogical tasks. Especially in the formation of aesthetic thinking, in the context of today's globalization and informatization, the development of the aesthetic culture of the individual.

Local history museums evoke the emotional and mental activity of a student through real historical objects, works of art and cultural objects in the formation of aesthetic perception. Local history museums evoke the emotional and mental activity of a student through real historical objects, works of art and cultural objects in the formation of .

Aesthetic perception is manifested in the fact that an individual feels the beauty of phenomena and objects in the environment, mentally and emotionally analyzing them. In the museum environment, this process is reduced in a purposeful and systematic way (Table 1).

Table 1 Pedagogical directions for the development of aesthetic culture on the basis of local history museums

№	Pedagogical directions	Content	Expected result
1	Formation of aesthetic perception	Perception of historical, artistic and cultural heritage through museum exhibits, understanding the aesthetic essence of objects and phenomena	Feeling beauty in students, aesthetic observability develops
2	Development of aesthetic consciousness	Forming aesthetic concepts, judgments, and evaluation criteria	Students have an increased ability to think and analyze aesthetically
3	Teaching aesthetic assessment	Comparison and evaluation of works of art and historical objects on the basis of aesthetic criteria	Aesthetic taste and critical approach are formed
4	Development of aesthetic interest and need	Engaging in aesthetic activities through museum tours, independent observation, and discussions	Students develop a stable interest in art and culture
5	Development of aesthetic feelings	Arousing an emotional attitude towards the content and form of exhibits	Spiritual and aesthetic feelings are enriched
6	Organization of aesthetic activities	Drawing, writing a description, completing creative tasks	Students' creativity increases.
7	Innovative approaches to museum pedagogy	Interactive tours, use of multimedia and visual technologies	Educational effectiveness and aesthetic competence develop

Aesthetic consciousness is a complex of aesthetic knowledge, views, ability to evaluate and aesthetic ideals of an individual. Through the activities of the museum, students acquire the skills of analyzing works of art, assessing their content and shape. Aesthetic consciousness is a complex of aesthetic knowledge, views, ability to evaluate and aesthetic ideals of an individual. Through the activities of the museum, students acquire the skills of analyzing works of art, assessing their content and shape.

For example, in the process of acquaintance with the life of historical figures or samples of art, students begin to understand aesthetic categories such as beauty and ugliness, elevation and Abyss on the basis of practical examples.

Aesthetic need is an individual's inner demand for art and beauty. Visits to local museums, active participation in excursions serve the formation of students' aesthetic interest. Aesthetic need is an individual's inner demand for art and beauty. Visits to local museums, active participation in excursions serve the formation of students' aesthetic interest.

The stability of aesthetic interest in students is closely related to their aesthetic experience, pedagogical influence and cultural environment. The stability of aesthetic interest in students is closely related to their aesthetic experience, pedagogical influence and cultural environment. Aesthetic taste is the criterion of aesthetic assessment of a person, it is formed in the stability of aesthetic interest in students is closely related to their aesthetic experience, pedagogical influence and cultural environment.

The development of aesthetic feelings comes to the surface through the student's enjoyment, spiritual enjoyment or critical thinking of a work of art.

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Today, the use of interactive tours, multimedia technologies, virtual exhibitions and visual media isThe development of aesthetic feelings comes to the surface through the student's enjoyment, spiritual enjoyment or critical thinking of a work of art. Today,ure.

In conclusion, local history museums are an important pedagogical resource in the development of the aesthetic culture of future educators. In the museum environment, aesthetic perception, assessment, taste, need and aesthetic activity are formed harmoniously.n conclusion, local history museums are an important pedagogical resource in the development of the aesthetic culture of future educators. In the museum environment, aesthetic perception, assessment, taste, need and aesthetic activity are formed harmonious.

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