

## Use of Products of the Fine Arts in Teaching history of Uzbekistan

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**Abstract.** *One of important conditions of improvement of quality of education is inter-subject integration. This principles finds its realization in the teachin of history with works of fine art on a historical theme. The purpose of given article – to define technologies of training to a subject “History of Uzbekistan”, promoting efficiency of mastering of historical knowledge pupils of educational schools. In article pedagogical conditions of training of history on the basis of integration of subjects are revealed, kinds of fine products which can be used as illustration (it is reproductions of pictures, portraits, illustrations to works of art, ministures, products of monumental art, a sculpture) are considered. In the article the didactic function of fine materials art, helping to deepen students’ historical knowledge, to realize the objective laws of historical development, to form a national consciousness of students to develop interest in the study of history. The great value at an integrated approach has that fact that, along with enrichment of knowledge on history, pupils gain esthetic experience of perception of works of art.*

**Keywords:** fine arts products on a historical theme, the historical process, idea of product, the content, a theme, the historic personality, cognitive activity, thinking, historical knowledge, pedagogical technology, the system approach, generalization, problem-based instruction.

Imporant principles of improvement of quality of education ois realization of inter-subject relations. In this context didactic possibilities of use of the fine arts considerably extend at studying of the course of History of Uzbekistan.

Products of art on historical subjects are of historical value as they help to more objectively evaluate historical epoch, its features end enhances the qualitative mastering of historical topics. However, the products of art that are used in the teaching of history of Uzbekistan, should meet certain didactic requirements with the need to use interactive teaching technologies.

The modern art of the image of any historical events demands penetration and an embodiment in an essence of the long period, therefore at

attraction of products it is necessary to define, the historical plot of a picture or an illustration is how much important, in what degree objectively the artist perceives and creates images, implement the basic idea and as the given work of art is perceived by pupils of concrete age [4]

In the study of national history at pupils the requirement for acquisition of knowledge of history of the people, the state is formed. Application of products of the fine arts on historical themes supplements a circle of historical knowledge of pupils, allows establishing connection between the facts from a modern history and the historical past.

Features of attraction of graphic production at lessons on the course of history of Uzbekistan consists that the content of manuals on history and use the visibility should be coordinated and scientifically proved, meet age and psychological requirements of pupils, and art display of a historical epoch should have objective character and correspond to true.

However really there are the problems consisting in discrepancy of treatment historically of events in the works of modern painting and in manuals and textbooks of the ancient world and the Middle Ages.

Such fine arts works are found, and interpretation in them an essence of

historical events is carried out from different positions. For example, the miniatures of “Zafarnoma” executed by Sharafiddin Ali Yazdiy to the art work of Zakhiriddin Muhammad Bobur “Boburnoma” (1994, 1997, 2008).

It should be emphasized that, in recent years, the growing interest in the research work of work historians, scientists and archaeological exhibits of writers and artists in their works reflect historical facts and events. A striking proof of this is the work of our artists and contemporaries Zayniddin Fakhriiddin and Alisher Alikulov. Pupil, learning the essence of the historical events surrounding the objects (object, processes and phenomena), compares them, identifies the similarities and differences. Through analysis and synthesis in the process of historical thinking the essence of historical facts, displayed their driving characteristics. Use in the teaching of history, in addition to works of art, models of historical monuments drawings, visual aids helps students interested in the subject of history. As an extra source of knowledge used pamphlets, guides the historical characters that enhance the teaching of the historical discipline. Let’s dwell upon use of products of the fine arts at history lessons. It has been above noticed that fine arts works help to create the general representations

about historical realities and then to develop and deepen these representations. Products of art reflect not only the outside of the historical events, and reveal their inner essence, from the students figurative representation of historical events and personalities, and are one of the important factors in the development of historical thinking pupils.

Fine arts works on historical theme enrich concepts of pupils, develop abilities to do theoretical conclusions and generalizations, help to realize deeply objective laws of social development and besides are important means esthetic education (Zaotov I. A., 2001).

Generalizing stated above, it is possible to formulate didactic functions of materials of the fine arts as follows:

- An important source of historical knowledge;
- Help to realize successfully educational and educational aspects of a teaching material;
- Provide concrete, figurative emotional character of explanations of the teacher;
- Increase the pupils' interest in the study of educational materials; stimulate cognitive activity of pupils;
- Contribute to the specification of the deepening and consolidation of historical knowledge of pupils.

When using the works of art in teaching history should take into account the following factors: first, how the product is important to the plot of the subject, and secondly, in what measure the art worker (the artist, the writer, the actor, etc.) perceives and objectively reflects a historical image or event, thirdly, whether the idea of the work and its artistic interpretation of the age peculiarities of pupils, whether the understanding.

The program and the manual on the History of Uzbekistan provide attraction of products of the historical national heroes in the historical process, the real image panorama of the past. Using works of art at a history lesson, it is enough to be limited only to a mention that a picture (a portrait, the miniature, etc.) reflects a historical plot (theme). It is necessary to know how to open its maintenance and on what thus to pay attention. Works of art on a historical theme are created by specific means of the image; therefore work with them demands a corresponding technique and comments from the teacher.

Features of products of the fine arts on historical themes consist that, as a rule, they are created not by contemporaries, and representatives of following generations (especially it concerns the image of events of the

remote past). And, it is natural that authors put in them vision and an estimation of these events though are based on studying of historical sources, archival materials. And authors create the products in an art manner peculiar to them. These works are a visual aid for students, enabling them to better understand the historical situation and feel a certain period. The first groups of representational resources include miniatures. The second groups of works on historical themes are works of monumental art of painting, drawing, and sculpture.

In historical education it is important to use such products of fine arts which differ the truthfulness, affinity to true, as the maintenance, the form, a theme, idea of product should answer historical truth (Oydinov N., 1997).

In teaching history is a process of integration, as it intertwined philosophical, historical, psychological, pedagogical aspects, and this unity provides the efficiency of learning the subject. Important role in this process is the organization of mental activity of pupils. Philosophical interpretation of historical processes, based on the content of teaching materials and products of art to a deeper perceive events of national history, information about the level of material and spiritual

development of the nation, historically formed traditions and national values, especially religious and national identity, historical memory of the people. It is necessary for teacher to develop pedagogical approaches and means to introduce on consciousness of pupils the listed aspects making the content of the discipline “History of Uzbekistan”. The support on product of the fine arts in the process of teaching history will allow solving educational and educational problems successfully:

- Development and pupils’ interest in the works of art on history;
- Enrichment of abilities to do independent conclusions on the studied theme;
- Formation of representations about life, activity, conditions of life, sincere experiences of historic figures;
- Use of a way of life of heroes, their moral shape as positive examples for pupils, finishing to consciousness of pupils of necessity to overcome difficulties on a course of life by an example of outstanding historical figures;
- Training to perception of product of the fine arts, abilities to express own opinion on historical themes;
- Expansion of a circle of historical knowledge of pupils by means of the

fine arts and increase on this basis of level of their outlook;

– Application of new sources, innovative technologies for deepening of historical historical knowledge of young generatio, activity cognitive process.

As a resultof the construction of a logical process of teaching pupils have the opportunity to deeply understand the essence of the historical development, to master the basic concepts, so they have created a fairly complete picture of a certain historical period, formed attitude to historical sites and individuals. To learn the program material, students must meet certain mental operations. In addition, they should relate academic and graphic material, to establish ssimilarities and compare with their own ideas. During this mental work is simultaneously mastering historical terminology.

In conclusion, it is necessary to underline that fine arts products on a historical theme clarify and supplement

the course material, specify its help brighten present the events of the past and modern historical processes to gain system knowledge. Explanation of the teachers in this situation become convincing, emotional; make it more active and interesting historical process of assimilation of knowledge by pupils.

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