

THE ROLE OF MUSEUM PEDAGOGY IN THE FORMATION OF A SENSE OF PATRIOTISM OF FUTURE TEACHERS IN THE NEW UZBEKISTAN

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Abstract

In this article, the positive value of museum pedagogy, the history of its origin, and the importance of educating future teachers in the spirit of patriotism, along with pedagogical technologies in the educational system, as a factor that determines the development of the society, the effectiveness of the educational system considered.

Keywords: museum, museology, exhibit, integration, museum pedagogy, virtual museum, virtual tour, renaissance.

Introduction

Today, in addition to the rapid development of the economic and political life of our country, a huge number of reforms are being carried out in the cultural sphere, including the study, preservation of our rich past heritage and its large-scale implementation in our people. Among the updates of our country in all areas, the doors of great opportunity were opened for the development of museums on the territory of Uzbekistan. For the development of each state, the preservation of its values, traditions and cultural heritage did not constitute an important issue. In recent years, a wide range of measures has continued to be implemented. Our President Sh. Mirziyoyev, a 10-year state program was adopted in the 2017-2027 mobayin, which provides for the reliable storage of museum objects, the creation of favorable conditions for visitors, in particular for people with disabilities, the development of the tourism sector, architectural planning, interior, design and approval of the project of each museum building, based on the At the same time, a number of regulatory legal acts were adopted on the further improvement of the activities of museums. On November 26, 2021, the law on additions to the Museums Act was signed by our president. In addition, a new decision of the president was adopted on June 19, 2021 “on the organization of activities of the cultural heritage agency under the Ministry of Tourism and Sports of the Republic of Uzbekistan and measures for the innovative development of the industry”. On this decision, a plenary session was held at the cultural heritage agency, with the heads of museums operating in our country, as well as specialists in this field. Until August 1, 2022, a number of tasks were given by the head of state to include in the Cabinet a draft of relevant decisions on the creation of a series of museums on the first and second renaissance, including the history of our great ancestors and statehood. According to this, the activities of the new museums will be devoted to the life and work of great thinkers such as the great allomas – Alisher Navoi, Abu Ali ibn Sino, Abu Nasr Farabi, Muhammad al-Khwarazmiy, Abu Rayhon Beruniy, Babur Mirza, Lutfiy, Ali Qushchi, Mahmud Zamakhshari, Buhari, Termiziy, Abdurahman Jomiy, Yusuf Khos Hojib, Kamoliddin Behzod. In these museums, it is envisaged to create expositions about the history of statehood



– great Khwarezm and Bactria, ancient Fergana and states that had a strong influence on world civilization, such as Kushans, Timurians, Khwarezmshahs.

The younger generation is the future of the country. The role of museum pedagogy in educating them in the spirit of respect for our national values, humanity and patriotism is invaluable.

The purpose of museum pedagogy is to study the museum and pedagogical process as a systematically organized and clearly directed joint activity between a teacher and a student, aimed at the formation of a creatively developed personality.

Director of the Museum of state history of Uzbekistan J.From Ismailova's thoughts, it can be said that museum pedagogy consists in communicating past experiences, historical, educational, cultural values to the future generation through a pedagogical process in the conditions of the museum environment. The museum is an auxiliary residence that makes a worthy contribution to the process of education of the younger generation. In the direction of museum pedagogy, the interaction of the museum with educational institutions is mainly envisaged. The reason for the wide popularity of this direction lies in the further involvement of visitors to museums, the use of various non-traditional educational methods and their contribution to the study of the history of our country in the younger generation and their educational processes.

Currently, Museum pedagogy is defined as the interdisciplinary direction of scientific knowledge, which is engaged in the study of the goals and objectives, principles, content, methods, forms of implementation of museums aimed at conducting cultural experiments. The educational process inherent in the museum is the subject of research of museum pedagogy as an important component of the museum's activities. Museum-pedagogical research consists in developing the theoretical and methodological foundations of the educational process in the museum, as well as studying the possibilities of applying the results of this study when preparing expositions and working with visitors in expositions and classrooms.

Future teachers who are currently studying in higher education institutions should have the following knowledge, skills and qualifications related to the activities of " museum pedagogy:

- to have a complete understanding of the museum and its place in the system of socio-cultural institutions, the history of museum pedagogy;
- the peculiarities of the educational process in the modern museum, the fact that museum pedagogy is part of the general pedagogical process, let us understand;
- to understand the place of museum and pedagogical activity in the development of modern museum business, its importance in solving the problems of humanization of education, the formation of a culture of personality and social relations;
- to be able to identify the general and specific needs of the interaction between educational and cultural systems;
- have the skills to organize these interactions during the museum-pedagogical process;
- knowledge of methods, forms and technologies of museum pedagogy and the ability to use them in their professional activities;
- acquisition of a system of knowledge regarding the theory and history of museum pedagogy;
- to be aware of the need to develop the artistic ability and aesthetic ideas of the teacher for professional activities in all museums and educational institutions;



- be able to effectively organize the process of mastering Museum values by students and raise their interest in the museum to the level of the need for systematic inclusion in museum communication;

-they must master the skills and qualifications related to research work, methodology and experimental work in the field of museum pedagogy.

While museums in Uzbekistan began to be established in the second half of the XIX century, at the beginning of the XX century in Uzbekistan there were only 3 museums: The Tashkent Museum of local lore (1876, now the Museum of history of Uzbekistan), the Fergana people's Museum (1899, now the Fergana Regional Museum of local lore) and the Samarkand people's Museum (1896, now A. There was a museum of the history of the culture and art of the peoples of Uzbekistan named after Ikromov) holos. These museums had few collections, and much of their exposition was composed of random materials. Since the 20s of the 20th century, museums of various fields began to be organized in our country. Cultural monuments and museums have passed into state protection. In order to collect collections for museums, scientific expeditions were organized and many museums were organized.

To date, more than 350 Museum and museum-related exhibition institutions have been operating in Uzbekistan. In particular, in the system of the Ministry of Culture, 79 museums are operating, and 32 of them are branches.

Museums are the most effective scientific and educational institution that carries out the collection, preservation, study and promotion of our historical, material and spiritual monuments from our rich past. In a word, museums are a place where, with the help of their expositions, collections and rare works, they can conduct visual, scientific and educational activities among all segments of the population. In particular, the role of museums is incomparable both in the field of pedagogy and in the upbringing of the younger generation in the spirit of patriotism and in the formation of feelings of affection for our national values in them.

In place of the conclusion, it is worth saying that on the basis of the above points, it can be said that children are brought up in the museum environment, that is, they are brought up on the basis of aesthetic perception, museum culture, the formation of artistic taste. The creative personality develops by maturation, as well as the formation of cognitive (educational) activities through viewing, hearing, obtaining information on museum monuments. Therefore, in the conditions of museums and schools, pedagogical activity is a holistic set of education and development, and serves as the basis for the aesthetic education, knowledge and development of the individual. All this assumes an innovative approach in conducting the museum and educational process in interaction, educating students in the spirit of respect for spiritual heritage through museums, training pedagogical personnel with their own methodology and executive personnel of educational institutions and improving important areas such as improving their skills.

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