



**THE ESSENCE OF THE PROCESS OF FORMATION OF NATIONAL PRIDE AMONG PUPILS IN THE PROCESS OF FAMILIARIZATION WITH HISTORICAL MONUMENTS**

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**Annotation.** This scientific article highlights the essence of the process of formation of national pride among pupils in the process of familiarization with historical monuments.

**Key words:** national value, national pride, historical architectural monument, national pride, cultural-historical heritage.

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**Introduction.** In the process of education, respect for universal national values, Uzbek and Eastern traditions and folk traditions, love for folklore, a sense of duty and responsibility, trust and pride in the Motherland are formed. National values and traditions, customs and traditions, historical folk heroes and statesmen, folk art are used in the education of national pride in preschool children through patriotism, bravery, strong will, strong memory and national feelings. , serves to develop the historical and cultural heritage of the ancestors to the children in the process of education. Moreover, the formation of national pride is a continuous process, and its preschool education stage is especially important. After all, the main part of the worldview corresponds to the period of preschool education in terms of content.

The purpose of the Law of the Republic of Uzbekistan "On Preschool Education and Training" (ORQ-595-No. 16.12.2019) is to regulate relations in the field of preschool education and training. According to Article 3 of the law, preschool education is a type of continuous education aimed at providing education and training to children, developing them spiritually, morally, intellectually, ethically, aesthetically and physically.

The purpose of "State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan" is to develop preschool education, taking into account the socio-economic reforms carried out in the country, the advanced experience of foreign countries and the achievements of science and modern information and communication technologies. In the education system, the meaning is to educate a perfect and intellectually developed person [1].

**The main part.** The following tasks are noted in the state requirements: to develop preschool children as well-rounded individuals in all aspects, to pay attention to the content and quality of education; introduction of effective forms and methods of education system development based on national and universal values; introducing modern information and communication technologies into the educational process.

Reforms and scientific research are being carried out in connection with the study of our national values and their use in the educational process. In this direction, the comprehensive study of the history and culture of the Motherland, ancient traditions, has gained urgent importance.

Special attention is paid to the study of historical, national and spiritual values in the context of socio-economic, cultural and educational changes taking place in Uzbekistan. At the heart of our state and society's efforts to form a sense of national pride in citizens, to instill in them a sense of the Motherland, is the goal of preparing worthy successors with high national pride. From this point of view, the study of historical monuments has a high educational value in forming a sense of pride in the city, village, region, and neighborhood in which the young generation was born and raised. Jonbos Castle, Koykirilan Castle, Anqo Castle, Tuproq Castle, which have been preserved since the 1st, 2nd, 3rd centuries BC, are found in the south of Uzbekistan. We see from the finds of monuments (Ayritom, Dalvarzintepa). The palace of the Khorezmshahs with three large constellations, its statues, wall paintings and carved decorations, and the monuments of Afrosiyab are examples of wonderful works of art. In addition to the people's ideals of beauty and the material needs of society, architectural structures also express the main ideas of the social life of that time, religious and political views, and the wishes and dreams of the people who built it. Architectural monuments are one of the main sources of studying life and people's activities. To see and know them is to know the politics of that time, people's lifestyle, religious views, and their goals. Architectural monuments with their strength, beauty, color and decorative decorations allow to have a clear idea about the art and skills of people of that time.

It can be seen from this that spiritual activity, spiritual development is an integral part of the life of society and nation, its history and spirituality. Society and nation without spirituality lose their identity. Along with other types of culture and art, architectural monuments, which are products of architectural art, have a great educational value in educating the young generation in the spirit of love for the Motherland.

One of the unique features of the educational value of architectural monuments is characterized by its aspects as a synthetic sphere, both material and spiritual value.

It is important to have an integrative approach to the process in the educational system of forming the elements of national pride in children of preschool age. Synthetic processes between types of activities (for example, excursions to historical monuments - activities based on familiarization with the environment and impressions received from them - engaging in visual activities, etc.) should be emphasized as structural components of this integrativeness.

Within the framework of our research, based on the analysis of literature, the components of national pride that should be formed in preschool children were identified.

The effective organization of the educational process aimed at the formation of national pride in students with the help of historical architectural monuments depends on its theoretical and practical aspects. Traditionally, theoretical groups can be divided into two types. From the results of the research, it became clear that the content of the training should consist of the use of historical information, narratives and legends about historical monuments, architects, master craftsmen, painters or calligraphers. From such materials, the educator can directly create the elements of historical thinking in children, the buds of national pride, by means of illustrative materials and children's stories.

Classes are organized in the form of trips to local architectural monuments. It is worth noting that trips can be made to observe the object directly and conditionally in the form of "external excursion". In this regard, the recommendations of D. Rozieva on the theme of "Epic of Love and Loyalty" regarding the formation of a sense of national pride in students with the help of an external excursion to the "Taj Mahal" can be used in a modernized version at all stages of continuous education. As a result of an external excursion, it is possible to expand the scope and scope of the formation of elements of national pride in them by introducing children from Tashkent to Samarkand, children from Samarkand to Bukhara, and children from Khiva to Shahrisabz.

Based on the results of the research, the educational effect of getting acquainted with architectural monuments on the integrative basis of the process of forming elements of national pride by introducing children to architectural monuments, engaging in visual activities based on the impressions received from information about them is high. found the proof.

At this stage, it is worth noting that the thematic organization of excursions to architectural monuments ensures a two-way effective flow of the educational process, that is, children effectively participate in this process as a means of getting to know them. With architectural monuments and exhibits in the museum, the history of the nation, which is part of it, and feelings of pride in it are more effective. For example, "Memorial to the Victims of Repression", opened on August 31, 2002, as an architectural monument that embodies the best traditions of Eastern architecture, as a place of history and enlightenment, directly represents the development of the nation, its development, enlightenment. along with expositions about the fate of the sons of the country who sacrificed their lives for it, it has a double effect. The effect of this is characterized by the fact that the factors related to the ability to see are of great importance in the child's perception organs. Because, based on the conclusions of psychologists, the ability of children to retain memory through the ability to see is 25 times greater than that of hearing. Excursions organized to places built, restored and reconstructed in memory of the martyrs of high spiritual and intellectual potential are also a unique history lesson, a feeling of pride in the Motherland and the boys who sacrificed their lives for it. is one of the important factors of education.

The educational effect of organizing the elements of national pride in children with the help of architectural monuments is characterized by the fact that experienced educators recall what they saw during the conversations with the children at the end of the excursion. , strengthening, improving qualities such as giving a personal attitude to them, turning their personal relationship to them into artistic images at the level of their capabilities - creating stories based on the impressions formed on the basis of what they saw, expressing the elements of national pride through the means of visual activity they can achieve permanent imprinting on their minds.

It is possible to significantly increase the educational effect by organizing external or natural excursions to architectural monuments and expressing their results in other types of activities, by enriching the process of forming elements of national pride in preschool children with various didactic game elements. After all, the process of perception of the world, the environment, including architectural monuments, of children of preschool age goes through the process of seeing, remembering, reconstructing in their imagination and understanding things and events by means of reconstructed images. In this process, the use of various didactic games ensures the effective implementation of the process of understanding objects, especially architectural monuments, as an object of national pride and national pride. If the process of getting to know the environment, including architectural monuments, is carried out in a monotonous, boring way, its educational effect will undoubtedly be low. Therefore, historical architectural monuments are not just an object of viewing, but an object to be observed and studied: that is, according to the pedagogue scientist Ye.S. it is necessary to learn from the national-spiritual model, the tool of the educational process, as an example of material and spiritual value for educators and students. In a broad sense, it is a research object of historians, philosophers, and art historians. In a word, the architectural monument is an "open-air museum". That is why architectural monuments are a unique environment (object) of education [2].

Taking into account the interests, abilities and opportunities of the students in the context of organizing the educational process based on a differentiated approach is a pedagogical guarantee. The results of researching the process of formation of elements of national pride in children with the help of historical and architectural monuments indicate that it is not appropriate to recommend activities of the same content and form to all children. Because some children carefully listen to the educator's story about this or that historical-architectural monument. However, he does not give a personal attitude to it, that is, the image perceived through hearing remains in the form of a superficial imagination. That is why revitalizing the imagination improves the process of revitalizing, mastering, understanding based on them in another type of activity. It is in this process that it is easy to achieve the goal if a differential approach is taken, that is, someone is involved in didactic games related to shapes, and someone is involved in colors.

The educational importance of introducing historical monuments and teaching them to describe is that children understand the impressions they received in the process of showing their creations. The awareness of this process of awareness ensures the effectiveness of the process of knowing. In this way, elements of national pride, including historical and architectural monuments, are included in them. This factor describes the unique educational significance of this process.

Educational processes take place on the basis of introducing children to historical monuments and teaching them to describe them. The above-mentioned elements - shapes (spherical,

hemispherical - dome; rectangular - dome; cylinder, truncated cone - tower), various images and decorations, inscriptions, and in the process of classifying colors, they contain certain knowledge, skills and abilities. finds, systematic perception of images, shapes, colors as elements of an architectural monument in an integrative way becomes the basis for synthetic mastering of objects. In this regard, the observations of preschool education practitioners Yu.M.Apatkina, P.E.Andrianova are noteworthy. They claim that with the development of the symbolic functions of the mind, the foundations of productive creative activity are formed, and the elements of creative thinking become content. These qualities are both educational and educational factors.

Giving familiar material (imagination, impression) a new combinatory look, "new images" in terms of content and form by re-imaging in creative activity the impressions obtained as a result of getting acquainted with one type of activity with another type of activity, in our example with historical-architectural monuments. Perception of the architectural monuments created by our ancestors, as well as those created by modern builders-masters, recognizing it as a national pride and enjoying it as an example of national pride will shape the worldview of children of preschool age, including the national mentality. is an important condition for the formation of qualities. These qualities educate children in independence and activity in various areas and types of activities, resourcefulness and adaptability to new conditions, positive imitation of examples and passion for creating new ones, striving to find original creative solutions. In a word, elements of creative thinking are being developed in children. Creativity is the basic personality characteristic of preschool children.

Architectural monuments embody the advanced ideas of beauty of their time. Thanks to art, people understand the noble qualities that must be acquired in order to be worthy of a high level, such as humanity, justice, hard work, and love for the Motherland. Architectural monuments as a work of art are important factors in forming and developing national pride in a person.

It is known that citizenship is a concept that expresses not what nationality a person belongs to, but a certain country, the place where a person lives. In other words, citizenship represents the relationship between an individual and the state. It is understood that citizens of a country belonging to different nationalities, regardless of their nationality, are proud of the independence of their country, the symbols of the country (coat of arms, flag, anthem, Constitution, money).

Giving importance to the issue of forming a sense of national pride in children from preschool age is the main basis of the problem of raising a truly selfless citizen of Uzbekistan, a patriotic person. The important means of forming national pride are folklore, fiction, architectural monuments with cultural and historical heritage, materials of folk art, works of fine art, music, etc. Historical monuments are masterpieces of art that have a strong impact on human perception and thinking, and occupy a deep place in the mind and consciousness. As the child gets acquainted with the historical monuments, they get acquainted with the life and activities of the past grandparents in a figurative and illustrative way. They touch the things they have created with their hands and feel the national color. He rejoices in his dedication to the great culture, is amazed by the beauty of the heritage of his ancestors and is proud of them. Enriching children's speech with terms related to architectural monuments by describing historical monuments, special attention should be paid to the formation of national pride in children based on various activities.

National values and traditions, customs and traditions, historical folk heroes and statesmen, folk art are used in the education of national pride in preschool children through patriotism, bravery,

strong will, strong memory and national feelings. , historical monuments, the history and heritage of ancestors, the global events that are taking place at the present time will be conveyed to children in the process of education, which will serve to make them a well-rounded person.

National pride decorates hearts, the beauty and perfection of society, inspires good deeds. The material and spiritual heritage left by one's family, parents, motherland, and ancestors, as well as the feeling of pride in one's nation, are embodied in the content of the power that inspires a person to great deeds. Forming national pride in the future generation, raising a sense of pride in the Motherland, in the cultural and historical heritage left by their ancestors is an urgent pedagogical problem.

Addressing historical monuments, legends and traditions as an effective means of forming the elements of national pride in children, and determining their effective methods and forms are among the main tasks facing educators.

Historical monuments are of great importance in the spiritual and moral upbringing of our children, the formation of their worldview, and their development as well-rounded people.

Show children the historical monuments of their native city or village, healthy bridges connecting roads over rivers and canals, art exhibitions, theater buildings built in the ancient style, and instill a sense of pride in them. , teaching them to feel beauty from an early age is one of the important tasks that must be carried out during preschool education.

Since time immemorial, our historical monuments have moved people's hearts with their beauty and beauty. Poets and scholars praised buildings and their decorations in their works. For example, let's remember that the great poet Alisher Navoi, in his work "Sabai Sayyor", used seven palaces with beautiful, serjilo patterns in order to heal the heart of Shah Bahram, who became mad in love. This is how the poet described the magical luster of these castles:

My engineer improved a castle,  
This news made history.  
After the construction of the spring castle,  
It's like a bouquet of flowers.  
Let the idols become like flowers  
Let them be as pink as your face.

Our educators recognize the complexity of the problem of raising elements of national pride in preschool age. The study of the situation in practice also shows that work aimed at creating elements of national pride in preschool education organizations is not systematically carried out. In particular, organizing trips to historical monuments, activities aimed at raising children of preschool age to love the homeland based on folk traditions and legends are organized only in some preschool educational organizations in connection with the Independence and Nowruz holidays.

Pre-school educational organizations do not always pay the same attention to organizing a trip to architectural monuments with children, to form a sense of national pride through the feeling of being affected by the beauty of works of art. These antiques, historical architectural values, which were built thanks to the great efforts of our ancestors and compatriots, are powerful tools of education, they have a strong impact on the mental and aesthetic world of the child. Usually, children who go on such a trip will never forget the beautiful impressions they got from it.

It is known that in the system of national pride of the Uzbek people, the place of the national patterns of Uzbekistan is incomparable. Such elegant and meaningful patterns are also found in

many architectural monuments. In the process of introducing children to architectural monuments, teaching them to understand the meaning and essence of decorative decorations in them is one of the important factors of patriotic education. After all, our ancestors poured their hearts, dreams, philosophical observations, religious and spiritual-ethical observations into architectural monuments and their decorations.

According to S. Bulatov and O. Mansurov, there is no meaningless pattern in the world, just as there are no meaningless words. The square motifs used in the Kokaldosh building are "the four sides of the world, solidity, the infinity of the universe, the infinity of the sky, eternity, light, that the basis of the universe consists of 4 elements (water, air, earth, fire); charkhpalak-shaped patterns - a symbol of eternal movement, ten thousand years of happiness, a symbol of the sun, a symbol of religious beliefs about death and resurrection, etc. means [3].

In the traditions of our ancient architecture, even seemingly simple patterns have universal meaning, in particular, charkhpalak is a symbol of eternal movement, which means that the world is in eternal movement. It also represents luck, growth, and promotion.

Girih is a type of pattern consisting of repetition of complex geometric shapes. The basis of the pattern is square, triangular, rectangular distribution.

In the studies of the architecture of Central Asia, a lot of attention was paid to the shape of arches and domes. The shape of archways and domes in Osori antiques has been checked and the rules of their making have been determined. Now, a clear answer to this question has been found from Pharoabi's treatises on geometry. Ancient architects defined the forms of archways and domes with widely experienced, easy and convenient geometric methods of making. In his ideas about the geometry of the circle, triangle, square, and regular polygons, we can see that the problems of proportionality, proportion, and proportion are always solved. It was found that the geometric proportions observed and analyzed by Farobi were widely used in the monuments of the Central Asiyo architecture of the 10th-17th centuries.

In order to bring up a child under the influence of national values and traditions, the glorious, at the same time, simple and friendly atmosphere of historical monuments, the attitude of parents towards national values should be fundamentally changed.

The use of the most effective sources and tools for the formation of elements of national pride in children of preschool age is ultimately one of the important factors in raising a generation that is proud of its country's history, spiritual and cultural values, and national traditions. . Formation of national pride in the young generation is one of the urgent socio-pedagogical problems for the science of pedagogy and educational practice. In this sense, the formation of elements of national pride in children of preschool age by means of architectural monuments is a socio-historical event that captures the history of the nation, its way of life and other characteristics, an impressive source, which ensures the effective passage of this process. . After all, the attitude towards historical architectural monuments is gaining importance at the international level. The careful preservation of historical architectural monuments by our state is an important factor in the development of national pride in children.

The concept of national pride began to acquire a different meaning and essence during the years of independence. In these years, scientific studies and special literature (dictionaries, encyclopedias, etc.) that correctly interpret the concept of national pride have appeared, which can be used rationally to form children's feelings of national pride from the history of their

country, including It is guaranteed that it will have a positive effect on educating young people who are proud of historical and architectural traditions.

The process of forming the elements of national pride in children of preschool age should be carried out without denying the elements of tolerance, i.e. the values and traditions of a particular nation should not be used to discriminate against another nation.

The conclusion. Thus, the fact that the use of materials related to historical architectural monuments is an effective factor in forming the elements of national pride in children is determined by their material and spiritual value. That is why it is necessary to effectively use the factors and tools that teach them to be proud. After all, this process acquires both social and pedagogical, that is, educational and educational significance.

### **Literature**

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