



THE IMPORTANCE OF HISTORICAL-CULTURAL HERITAGE IN DEVELOPING SPIRITUAL CULTURE

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ABSTRACT

The article describes the importance of the issues of preserving historical and architectural monuments. The paper deals with the methodological directions and systems of introducing students to architectural monuments include, and pre-planning and discussion of lessons, conducting excursions and organizing their creative activities have been analyzed from the author's point of view.

KEY WORDS: *educational, cultural education, historical, cultural heritage, spiritual culture, learners, teaching.*

INTRODUCTION

Currently, rational and purposeful organization of spiritual and educational work in the general secondary education system, which covers a large part of the youth of our country, is a task at the level of national policy. Thus, in the Decree "On Education" in our Republic, special attention is paid to the spiritual, educational and cultural education of the young generation [2].

Scientific and technical progress, modern discoveries can increase the power of mankind and create new opportunities. Situations like this might require a person to rise to a higher level of spirituality. In addition to this, the spiritual growth of a person increases his social activity and accelerates the development of society [1]. Actually, raising spirituality is one of the urgent tasks of today, instilling a rich spiritual heritage into the hearts and minds of young people, which is the foundation of the future, and forming a perfect generation that embodies the culture of behavior on the basis of instilling the ideas of independence is the main task of the day. In general, future of the Motherland, achievement of the great goals facing our people, depends first of all on the young people, on their growing up as well-rounded people.

LITERATURE REVIEW

Main methodological directions and systems of attracting students to historical monuments provide for the preliminary interview, excursion, final interview, organization of artistic and creative activities of students. One of these solutions is to introduce children to the architecture of the villages where they were born and raised. Methodological directions and systems of introducing schoolchildren to architectural monuments include, first of all, pre-planning and discussion of lessons, conducting excursions and organizing their creative activities.

For a long time, culture in science meant only spiritual culture. After all, they believed that existence is defined by truth, goodness, and beauty. For this reason, in the first place, the basis of scientific research has become scientific ethics and sophistication. As a result, no attention was paid to studying the material life of society and its economy. Material culture is considered interesting for research [4]. The first spiritual need of a person is the need to know. Without it, a person would not have a social essence, would not be able to know nature, people, and himself. It is impossible to imagine any human activity that is not based on knowledge. According to Hegel, the most serious need is the need to know the truth [5].

Today, issues related to the study and preservation of cultural heritage in the regions have become particularly relevant. In our country, interest in regional specifics has increased due to the historical process that we are witnessing at the present time. Cultural heritage is the totality of all material and spiritual cultural achievements of society, its historical experience that remains in the arsenal of public memory [6]. The cultural heritage is made up of achievements of various antiquity, as well as passing to new generations in new eras. Important role in the program of cultural heritage preservation allocated to cultural institutions – museums, libraries and archives. It is in them that the historical and cultural heritage of the country is concentrated, in which it is preserved and promoted. And each of these cultural repositories is unique.

Furthermore, the inculcation of the forms of national value in the human activity, which is of great importance in the development of the thinking that raises the spirituality of the society and the individual, which is important in the development and education of a person, is the reason for the progress of the society. In this case, spirituality has a strong



influence on the development or crisis of society. If the spirituality is enriched, the society will prosper, and on the contrary, if the spirituality is impoverished, the society will gradually decline.

There are the following types of competences: 1) Ability to understand historical reality and explain it logically, competences to work with historical sources and literature – to provide information about important facts, events and processes related to history, to explain historical processes, can provide information about important events and processes that left a certain mark in the history of mankind from the earliest periods of Uzbekistan and the world history to the beginning of the 20th century, reacting to the studied historical periods, to provide information about historical and architectural monuments in our country and historical figures who contributed to the development of science and statehood, to create stories based on historical illustrations; 2) Self-development competence – Pursuit of self-development, physical, spiritual, mental and intellectual perfection; 3) Competence in working with information –to search for, sort, process, store and use the necessary information from media sources; 4) National and general cultural competencies – Be loyal to the motherland, be kind to people and believe in universal and national values, understand art and works of art; 5) Socially active civic competence – feeling of involvement and active participation in events, events and processes happening in the society; 6) Mathematical literacy, awareness and use of science and technology news – Being able to read various diagrams, drawings and models in daily activities.

RESULTS AND DISCUSSION

Currently, much is being written about the problems of cultural – historical heritage, and the upbringing of a harmoniously developed person. In this case, the school plays a vital role in the life of every person. It can make the greatest contribution in terms of coverage of people and in terms of national significance to the dissemination of spiritual values. The special importance of preserving the historical – cultural heritage lies in instilling in young people a sense of a “small motherland”, responsibility for the fate of their village, city, strengthening a sense of patriotism and pride in their great Motherland. The spiritual activity of people is diverse, and each has a wide choice of its forms and types. And on what values a person prefers, and what he himself largely depends on. Also, the teacher who leads the way of knowledge will remain in the hearts of learners for a long time. Additionally, having conversations with parents, acquaintances, peers testify that it is the school and the teacher who are the main guardians and distributors of spirituality for the younger generation.

For learners, acquaintance with the historical traditions and cultural life of the city plays a very important role. One of the main tasks in this direction helps to solve museum pedagogy, which is defined as an interdisciplinary field of scientific research, formed at the intersection of pedagogy, psychology, art history, museology, which studies the tasks, principles, methods, forms of implementation of the educational activities of museums and is focused on the transfer of cultural experience in the museum environment. When it comes to the uniqueness of the museum, we

emphasize once again that the experience of personal contact with the reality of history and culture is the main thing that other institutions of civilization cannot provide [7].

Development of students’ spiritual culture based on the national cultural heritage of the Karakalpak people, ensuring that they enjoy examples of material cultural masterpieces in the educational process, studying the current situation in this regard, looking for measures to enrich it, eliminating shortcomings is directly related to setting current plans.

Based on the historical and cultural heritage of the Karakalpak people, it is appropriate to implement the following tasks from a scientific, theoretical and practical point of view in developing the spiritual culture of students:

- arousing students’ interest in historical and cultural heritage;
- Formation of feelings of enjoyment and pride in historical and cultural heritage;
- To apply theoretical knowledge in practice;
- Educating students in the spirit of respect for national cultural heritages, leading them to become fully mature, high moral pure people;
- To develop students' need to understand the historical, cultural and national features of the Karakalpak people;
- Formation of students' feelings of patriotism, loyalty to their people, and national pride.

Thus, we have made an attempt to study and analyze the current state of solving these tasks in practice. In the course of the research, we studied the curriculum and textbooks, programs and textbooks on the subject “History of Karakalpakstan” taught in the 6th-7th grades of general secondary schools, and the manuals.

Also, feeling the national cultural heritage from the heart is the realization of the individuality of each person, instilling national cultural masterpieces into the minds of the young generation and ensuring their enjoyment requires continuous, consistent, systematic and purposeful inculcation, starting from the family and preschool educational institutions.

CONCLUSION

Thus, history lessons in general secondary schools serve as an important tool in the development of students' moral culture, providing comprehensive and thorough education to students in the subject of “History” largely depends on textbooks, teaching-methodical manuals and programs. The object of historical and cultural heritage is wide and is reflected in the content of various social and humanitarian sciences. In particular, a total of 34 hours are allocated to the history of Karakalpakstan, which is taught in grades 6-7 in general schools, and 6 hours are devoted to the study of historical and cultural heritage.

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