

## FUNCTIONS OF THE DEVELOPMENT OF AESTHETIC CULTURE OF STUDENTS THROUGH LOCAL HISTORY MUSEUMS

Siddikov Dilshod

Independent researcher of the Namangan State Pedagogical Institute

dilshod.siddiqov@gmail.com

### Annotation

This article analyzes the main functions of local history museums in the development of aesthetic culture in students from a scientific and pedagogical point of view. The educational and educational role of museums is highlighted in such processes as deepening aesthetic perception, awareness of artistic and cultural heritage, the formation of aesthetic taste and strengthening the conscious attitude towards cultural values. Also scientifically based are interactive methods used in museum pedagogy, the educational significance of direct communication with exhibits and their mechanisms in the formation of aesthetic culture.

**Keywords:** Local History Museum, aesthetic culture, aesthetic education, Museum functions, creative approach, aesthetic taste, cultural heritage, cognitive function, educational function, reflexive process, museum pedagogy, interactive methods.

## ФУНКЦИИ РАЗВИТИЯ ЭСТЕТИЧЕСКОЙ КУЛЬТУРЫ СТУДЕНТОВ ЧЕРЕЗ МУЗЕИ СТРАНОВЕДЕНИЯ

Сиддиков Дилшод

Независимый соискатель Наманганского  
государственного педагогического института

### Аннотация

В данной статье с научно-педагогической точки зрения анализируются основные функции краеведческих музеев в развитии эстетической культуры у студентов. Освещается учебно-воспитательная роль музеев в таких процессах, как углубление эстетического восприятия, осмысление художественно-культурного наследия, формирование эстетического вкуса, укрепление осознанного отношения к культурным ценностям. Также научно обоснованы интерактивные методы, используемые в музейной педагогике, воспитательное значение непосредственного общения с экспонатами и их механизмы в формировании эстетической культуры.

**Ключевые слова:** краеведческий музей, эстетическая культура, эстетическое воспитание, музейные функции, творческий подход, эстетический вкус, культурное

наследие, познавательная функция, воспитательная функция, рефлексивный процесс, музейная педагогика, интерактивные методы.

The new stage of development of Uzbekistan has taken a fundamental turn in the cultural sphere, as in all aspects of economic and political life, including the study, preservation of our rich past heritage and its promotion to the broad masses of the people. Therefore, a lot of research is being carried out on the development of aesthetic culture of future educators through local history museums, its adaptation to international standards, as well as the development of interest in the activities of local history museums in the minds of our society, improving its theoretical and scientific foundations in the educational system.

Also, as an effective methodology for directing future personnel to tourism activities in higher education, the tasks of using the capabilities of museum pedagogy extensively, increasing its pedagogical conditions are becoming more urgent.

The model of the development of aesthetic culture of future educators through Museums of immortality is an important tool in achieving the goal of research work in scientific research within the field of Pedagogical Sciences. In modeling, a model of the object being studied is created within the framework of the dissertation. Research shows that the model is an imaginary image that allows you to obtain new information about the object, scientifically reflecting the subject of scientific work, and its system with a material appearance. Today, however, the scope of the concept of the model has expanded and is used in a wide range of hajm, it also remains attached to the desired opinion and mysticism about being. For example, today the purpose of the desired activity is evaluated as a process model that reflects the result. Therefore, in similar research, depending on the theoretical and practical orientation of the models, it is possible to divide into a group of knowledge and pragmatics.

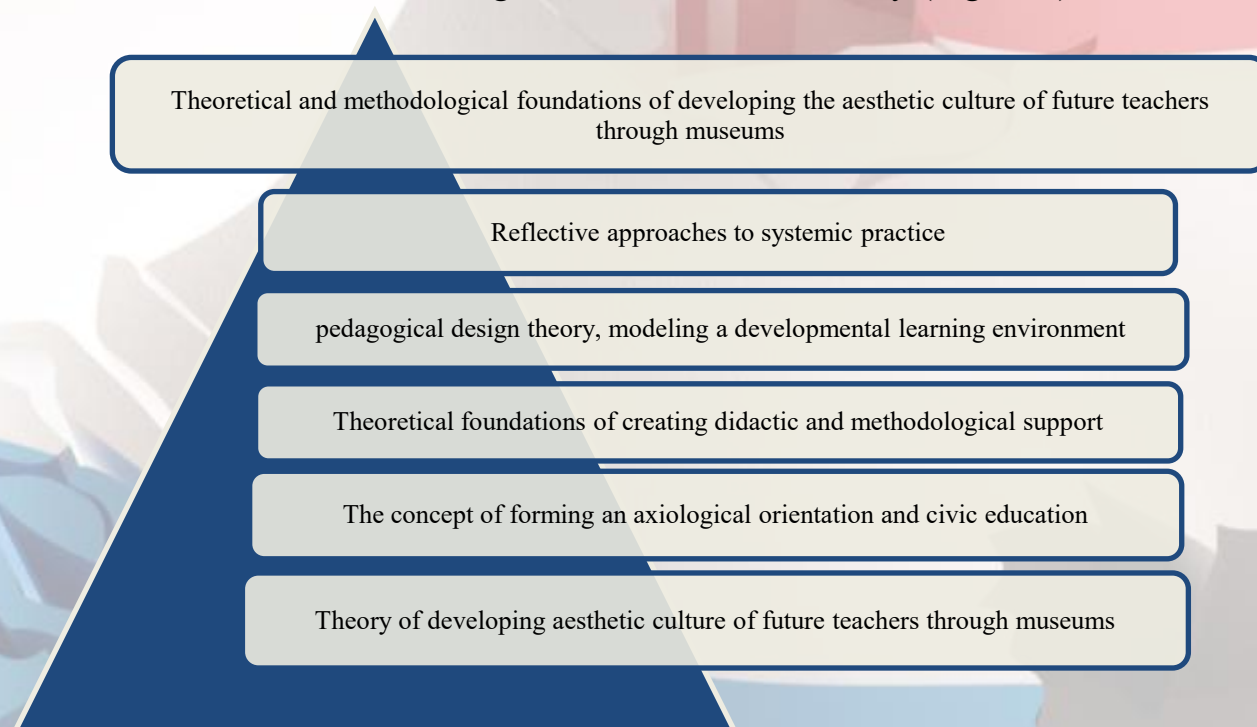
Within the framework of the study, the aim was to research and develop the foundations of the pragmatic, systematic-functional model. The search for the means of managing the process of developing the aesthetic culture of these future educators through the museums of immortality of the model will help to reflect their functions as a model subject and will be followed by the following functions:

- methodological support function. The implementation of this function is associated with regulatory legal acts, a social order that defines the theoretical foundations of the development of aesthetic culture of future educators through the means of Museums of immortality;
- regulatory legal provision function methodological support function. The implementation of this function is associated with regulatory legal acts, a social order that defines the theoretical foundations of the development of aesthetic culture of future educators through the means of Museums of immortality;

- regulatory legal provision function. This requires the definition of the principles, content, tasks, pedagogical conditions, and diagnostic tools for the involvement of future teachers in activities aimed at increasing their aesthetic culture through museums.

- empirical function.

The empirical function involves a number of tasks, in particular the formation of knowledge, skills, qualifications and competencies for the development of aesthetic culture of future educators through the means of Museums of immortality, for which the assessment and analysis of the results of the process being analyzed within the framework of the study is carried out. Below is a theoretical methodological basis for the development of aesthetic culture of future educators through Museums of immortality (Figure 1).



**Figure 1. Theoretical methodological foundations of the development of aesthetic culture of future educators through Museums of immortality**

One of the important tools for achieving the goal set in pedagogical research is modeling. Based on modeling, a model of the object under study is developed. In our research, I.OnOne of the important tools for achieving the goal set in pedagogical research is modeling. Based on modeling, a model of the object under study is developed. In our research, I.P.We relied on the definition given by podlasy to the understanding of “model”. The scientist's argument is that the model allows to obtain new information about a particular object, that the research premet is scientifically reflective of the thought imagination or its egi system for material appearance. Today, the understanding of the "model" is so widely used that it remains relevant even to the desired knowledge and perceptions of the universe. For example, from a modern

point of view, the purpose of any activity can be considered as a model that reflects the result of the activity.

Models can be classified according to different characters and characteristics. Today, the understanding of the "model" is so widely used that it remains relevant even to the desired knowledge and perceptions of the universe. For example, from a modern point of view, the purpose of any activity can be considered as a model that reflects the result of the activity. Models can be classified according to different characters and characteristics. F.I. Reregudov and F.R. Tarasenko grouped models according to their methods of information transfer and representation. They believe that models have a very important place in the organization of any human activity, providing convenience in the distribution of all types of activity in the direction of the main scale of information circulating among the subject and the environment that surrounds it. Based on this classification, models can be classified into a group of knowledge and pragmatics, depending on the theoretical and practical domesticity of the goal. The goal-oriented model in research plays a leading role for other blocks of the system for the development of aesthetic culture of future educators through local history museums. On the basis of clarification of the content of this model, a map of cooperation, an educational standard and a social order, regulatory framework were established. At the same time, the purpose and objectives of the goal-oriented model were also clarified.

The goal orientation of the system developed on the basis of research is determined by achieving certain results. Goal clarification is done by focusing on a series of questions that the system in development must answer. In order to successfully solve the problem of developing the aesthetic culture of future educators with the help of museums, the final result of this process should be clearly reflected. Goal orientation of the system developed on the basis of research is determined by achieving certain results.

The above-mentioned goals and objectives of the development of aesthetic culture of future educators through Museums of immortality are associated with complex methodological approaches.

Effective approaches to developing the aesthetic culture of future teachers through museums include: - the systematic-process approach is characterized as the general basis of research by such rules as setting the problem of activity of students in museum pedagogy, clarifying the main and local goals and establishing the development of their aesthetic culture on the basis of a systematic and novel methodology through local history museums. Through this, it provides for the development of a model of the development of aesthetic culture of future educators through local history museums; - axiological and reflexive approaches aimed at the development of the aesthetic culture of students through local history museums, as a theoretical-methodological basis of the strategy, determine the directions of theoretical research, reflect its general appearance. These approaches make it possible to determine the value system and develop the aesthetic culture of future educators through local history

museums; - cooperation is manifested as a practical-oriented tactic aimed at determining the mechanism and procedures for organizing the activities of the museum, teacher and students, revealing the practical significance, specifics of the development of aesthetic culture in students through local history museums, in order to achieve the goal of which an activity-oriented approach is laid.

As a conclusion, it can be said that the analysis and complex application of approaches in harmony makes it possible to objectively study the problem of the development of aesthetic culture of future educators through the means of local history museums.

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