

## Information-Descriptive Competence Support in Future Students of History with the Help of Historical Miniatures

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**ABSTRACT:** The article analyzes the organization of the system of methods of teaching history and teaching through oral texts, as well as practical methods. Also, the connection between them is based on the interaction and influence of teaching methods and corresponding thinking activities. In this regard, works of miniature art on a historical theme are important as an additional and reliable didactic opportunity to increase the effectiveness of teaching history.

**KEYWORD:** historical miniature, news analysis, historical source, pictorial interpretation, historical book, translation studies, historiography.

Organizing education based on modern requirements, achieving efficiency by improving its content based on national traditions and values, using new technological approaches, historical values, rational use of didactic opportunities of traditions are the main directions of educational reforms. In this direction, today's innovations, changes and laws, modern sources, achieved results, and the creation of technologies for the use of historical sources are among the current pedagogical problems in the teaching of history. These problems are researched on a global scale, historians and pedagogues are presenting new scientific conclusions about their solution. In particular, the results of studies conducted in the USA, Great Britain, Germany, and Japan regarding the use of miniature art examples in the practice of history education - visual interpretation of real historical realities - serve as a unique methodological basis for this research.

In the new stage of development of our society, the normative bases of teaching history are being improved based on the principles of gradual modernization, optimization, and integration of the educational program, as well as state educational standards. In this process, ensuring the objectivity and evidence-based nature of history guarantees the authenticity of history taught in higher education. In this sense, there is a need to develop the content and methodology of using works of miniature art on a historical theme, to determine its didactic potential. In the state educational standard and curriculum requirements for students' competencies, it is specified that students should have knowledge of cultural life, architecture, art, and crafts, and that they should be able to "use additional literature and sources to provide information about historical processes and events." Also, in this normative document, the fact that students "can create stories based on historical illustrations" means that the use of miniature works of art on a historical theme in history lessons is a structural component of history education.

Historically themed miniature art pieces are varied. These are works in the form of a message, and consist of events and incidents related to their time. Difficulty and ease of studying works of miniature art on a historical theme directly depends on its content, what kind it is. Working on works of miniature art drawn in

historical books is distinguished by a certain level of complexity. Miniature works of art in the form of a tree and a literary character are easier to understand than others, and their symbolic form is easy to master. Therefore, along with the necessity of using miniature works of art on a historical theme, what kind of works of art to use, why and in what way is also a pedagogical problem.

Art critic N. Oydinov states that the term "miniature" is a structural artistic-graphic part of a manuscript book, all its elements, whether it is a difficult plate, or an illustration occupying the whole page, in some cases two adjacent pages, is a phrase used in relation to decorative images" [1]. In another place, N. Oydinov writes about miniature art: "in the works of miniature artists, the human figure, nature, and various animals are made with high taste and great skill" [2].

Compared to other forms of art, painting shows life events through color, light, shadow and lines. In a painting, a person or the environment surrounding him can be shown as an artistic image. The most beautiful works are created in the painting. During the historical development, various types of art appear: architecture, sculpture, painting, decorative-applied art, graphics, etc. Miniature art is an important source for use in history classes in two respects, i.e., as a clear example of the synthetic application of the above art types, and because it is devoted to the depiction of real historical reality. In addition, miniature artworks are also important as a visual medium.

The mechanisms of ensuring the ability to give a true assessment of historical events and the feeling of love for the history of the homeland in the heart of the student were researched and the main cases were scientifically substantiated. First of all, we need to fundamentally change our attitude towards the education system. It is necessary that the educational reform be an internal force that will boldly lead us on the path of democratic changes, building a new society, and move all of us. Let it be clear to all of us that without changing the education system, it is impossible to fundamentally change people's minds, and thus their way of life.

In this sense, it is necessary to form the historical consciousness of the students in a true way. Narrating historical reality depicted in oriental miniatures serves to strengthen students' knowledge of history. The analysis of the literature on pedagogical education confirms the theory that the use of the practical method in the teaching process causes the students to quickly, perfectly and easily learn the information given to them. "...though the imparted knowledge is delivered through sight and hearing, □ writes A. Minavvarov - but it is through the practical method that allows complete acquisition of information and perfect memorization»[3]. Therefore, based on the above considerations, it can be noted that the effectiveness of history lessons is achieved only when the teacher's ability to use visual, verbal and practical methods at a high level and with skill is relied on.

It is not enough to know the educational and educational tasks and content, to acquire the scientific basis of history teaching in the development of informational-analytical competence of future history teachers by means of historical miniatures. The teaching of history, as well as students' acquisition of historical materials, continues in extracurricular activities. In this sense, independent study and mastering of historical realities depicted in historical miniatures is important as another didactic opportunity of teaching history. The system of history classes, in particular, the choice of one or another type of history classes is based on the ideological content of the history program material, its educational and educational tasks, and the general preparation of students. Therefore, the need to use different types of history lessons arises from the rich and diverse content of the history program and educational laws. The current stage of development in the methodology of history teaching is theoretically justified, and the use of various types of history lesson systems tested in the experience of advanced teachers helps to successfully implement the educational tasks of the subject. The problem of dividing history classes into types was interpreted differently by methodologists at different stages of the development of history teaching methodology.

Not all of the knowledge and skills that future history teachers need to learn can be accommodated within classroom training. On top of that, in the conditions where the amount of historical knowledge, scientific and political news is expanding and constantly increasing, it is necessary to organize activities outside the auditorium so that students can constantly improve their knowledge. This form of education creates favorable conditions for the use of additional materials on historical topics, including historical miniature works. At the same time, it is worth noting that historical miniature works are not a ready source for use in Uzbekistan's history classes. In this process, of course, certain educational laws and didactic requirements must be followed.

In the use of works of historical miniature art in the development of informational and analytical competence of future history teachers:

- live depiction of historical events;
- to show historical figures, state and public figures, and people's living conditions;
- it is necessary to choose works aimed at describing the places where important historical events took place and the specific conditions of those places.

Political scientist N. As Joraev stated in his "Concept of Restoring Historical Memory and Creating It", "... understanding of history creates the ability to understand life, to understand the humanity of a person" [4]. In this process, the use of miniatures of Zahiriddin Muhammad Babur's work "Baburnoma" is effective. In this work, Babur describes different provinces, cities, districts and villages of Movarounnahr and thinks about their geographical area, nature, weather, plants and animals. Accordingly, in the works of miniature art, they are presented in pictorial images. This increases students' informational and analytical knowledge and skills. For example, when the teacher explains the life of Babur Mirza, he uses Babur's work "Baburnoma" and selects and shows pictures related to the topic, it becomes easier for the students to feel this period. Because, in some cases, although the teacher's lecture is impressive and descriptive, some historical events and facts remain somewhat abstract in the student's imagination. It is precisely for this reason that the educational value of works of historical miniature art is great.

- Works of miniature art on a historical theme, selected on the basis of specific didactic requirements, the didactic possibilities of the process are expressed in the following:
- serves as one of the main sources of historical knowledge;
- helps in successful implementation of educational tasks of educational materials;
- helps the teacher to clearly, figuratively and emotionally describe the educational material;
- increases students' interest in studying the educational material and activates their cognitive activity;
- improves students' understanding of the teacher's statement and other teaching methods used in the lesson;
- increases students' informational-analytical competence, thinking activity and creative ability;
- ensures that historical knowledge of students is clear, deeper and stronger.
- Historical miniature works are divided into the following types depending on their content, the character of their historical images, their preparation techniques and methods of use:
- pictures of historical monuments, commemorative places, farm and other constructions, labor tools;
- historical paintings and albums, other types of works of art designed for study use;
- weapons with conditional instruction, historical cards.

- Experiments and analyzes show that historical miniature works of art are rarely used in history education. In fact, there are many sources, literature, and images that can be used in history classes.
- Including:
  - historical miniature works created during historical processes based on documents related to real historical realities, as well as miniatures dedicated to "Zafarnoma" and "Boburnoma";
  - pictures of scientifically based and reconstructed architecture and other monuments, works of miniature art on historical themes created by artists, for example, academician G. Pugachenkova's fundamental scientific works on ancient historical architectural monuments, as well as A. Alikulov, Z. Fakhridinov, M. Nabiev's works. Using them as a didactic opportunity is one of the important means of increasing the effectiveness of history lessons.

The use of historical miniature works of art can help clarify and refine the historical thinking of future history teachers. Historical miniature art works reveal historical facts and events not only in their external appearance, but also in their inner essence. The high need for observation and perception in the development of informational-analytical competence of future history teachers indicates that it is a pedagogical guarantee of the important educational effect of using works of miniature art on historical subjects in history lessons. Therefore, the main method is to organize learning with the methods of using the text and all the illustrations as a visual tool during the lesson. For example, the text of the subject is enriched with the examples of miniature art created based on the environment of that time, so that it appears before the eyes of the student. This increases the student's feelings of learning and curiosity.

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