

PECULIARITIES OF USING INTERESTING PRESENTATIONS IN MUSEUM PEDAGOGY

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Abstract. This article provides information on the organization of historical museums in secondary schools and its significance in the Republic of Uzbekistan, its involvement with such subjects as History, Museum Studies, Cultural Studies, etc., important issues of the use of museum pedagogy in the development of cognitive activity in the educational process, the effectiveness of the implementation of museum pedagogical technology in an educational institution.

Keywords: Museum pedagogy, cognitive activity, museum studies, cultural studies, technology, elements of historical consciousness, personal development.

The introduction of museum pedagogy into the educational system in order to perpetuate the memory of our compatriots, who were sacrificed due to the mass repression of the Times of the Muslim regime, whose honor, dignity were found in our country, strengthen the feelings of love for the motherland, loyalty to the ideas of independence in the hearts of the younger generation.

The museum is a place where the keys to Eternity are kept, where the history and memory of the people come to life. As you know, life is impossible without the past, without which there is no present and future. The museum also serves as a venue for informal education and development. The student not only sits at the table, but also meets face to face with the object of study, which he will be able to see from all sides. This develops his cognitive abilities.

In higher education institutions, Museum pedagogy is an innovative technology in the field of personal education of students, creating conditions for the absorption of the individual into a specially organized space and time Environment[1].

Modern educational practice is characterized by the modernization of the pedagogical process, the introduction of a broad social and cultural context into it. Museum pedagogy is considered one of the innovative technologies that help students socialize, get acquainted with their cognitive development, aesthetic education and the history of their people.

The museum has been used as an educational resource by teachers since the mid-17th century, and was originally aimed at adults and schoolchildren. Students began to be seen only in the second half of the twentieth century as subjects of museum communication. Experimental programs "topical world of Culture", "Museum and culture", "Hello, Museum" have been developed for the audience. Elements of museum pedagogy are included in some complex and partial programs of the artistic and aesthetic direction for higher educational institutions-"origin", beauty. Joy. Creativity", "student talent", "nature and artist" and others [6].

The role of museum pedagogy in introducing students to cultural and historical values L. M. Zakharova, A. A. Kharitonov [6]. S. V. Vasilchenko [6], I. A. Shpachenko [6], considers Museum-pedagogical activity as an effective means of socio-cultural development of the student. P. V. Aksenova focuses on the potential of museum-pedagogical tools in the environmental education of children [4]. Analysis of regulatory documents regulating the activities of a higher educational institution [5] shows the possibility of using museum pedagogy for early socialization and self-development of students. Acquaintance with universal values, interaction with the family in order to fully develop students, the formation of civic and national identity, patriotic feelings, the formation of moral, aesthetic and environmental culture.

The role of museum pedagogy in the theory and practice of modern teaching and education is of great importance. It is considered both as a qualitatively new field of educational activity and as an innovative pedagogical technology. I would like to tell you what information and communication technologies are, which will help in the work of the Museum of the history of the regions. Modern information technology space included in education allows you to take working with information to a new level.

We use the traditional directions of the museum's activities-Foundation, excursion-lecture, search, exposition, promotion, professional orientation, innovative technologies are used. The integration of innovative technologies in the work of the Museum of the region forms the ability to comprehensively develop students, expand their worldview, activate their mental activity, solve educational and educational problems. The museum also develops the electronic culture of students through pedagogy it is considered important to carry out both through the collection and use of videos on the history of the area.

Photomaterials are collected in the museum's funds, which allows for a variety of forms and methods of excursions that will interest visitors to the museum, will allow you to acquaint excavators with the history of the village and the city. One of the forms of use of information and communication technologies in the work of the museum are constantly created presentations, which are updated [3].

Multimedia presentations have been developed that allow them to conduct thematic excursions, expanding the learning space as an interactive development environment. As a result of collective communication, creative growth is carried out among students. Students have developed the following interesting presentations:

- "The city and its people who grew up from dreams";
- "Namangan-city of amazing beauty";
- "Babur Street", "Uychi Street" ;
- "Namangan's unforgettable places" ;
- "Let the thread of memory not break" ;
- "About courage, about glory" ;
- "Labor market: yesterday, today, tomorrow" ;
- "There is a wonderful city on the map of Uzbekistan", etc.

In modern education, it is very familiar with the possibilities of computer technology. Well know the software, terminology, virtual communication tools, so the work of the territory museum is carried out using new tools. Today in the Data Bank of our museum there is a video in English we will have information not only about our city and the eastern territory that we see outside our region. He won the

silver medal in the tell the world about Uzbekistan competition, organized by museum activists to participate throughout Uzbekistan. The Video is used on excursions about Namangan.

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Excursion-presentation of a book about an educational institution it is possible to publish a book about 50 facts of the history of the institution or in the memoirs of teachers and graduates. Using the materials from his archive, the student creates an animated video about the defenders of the motherland, veterans of Labor, devotees, soldiers who fought in the ranks of the army become more proud of his family, his heroic past, in the heart of the student. This results in no loss of communication between generations [3]. The Museum of the region helps to form civil-patriotic qualities, develop spiritually and creatively, educate the cognitive interests of students.

Museum pedagogy, like pedagogy in general, is aimed at educating the development of a student's personality, while the museum building itself, and most importantly, the museum items in it, open up additional opportunities for teachers and students (Figure 1):

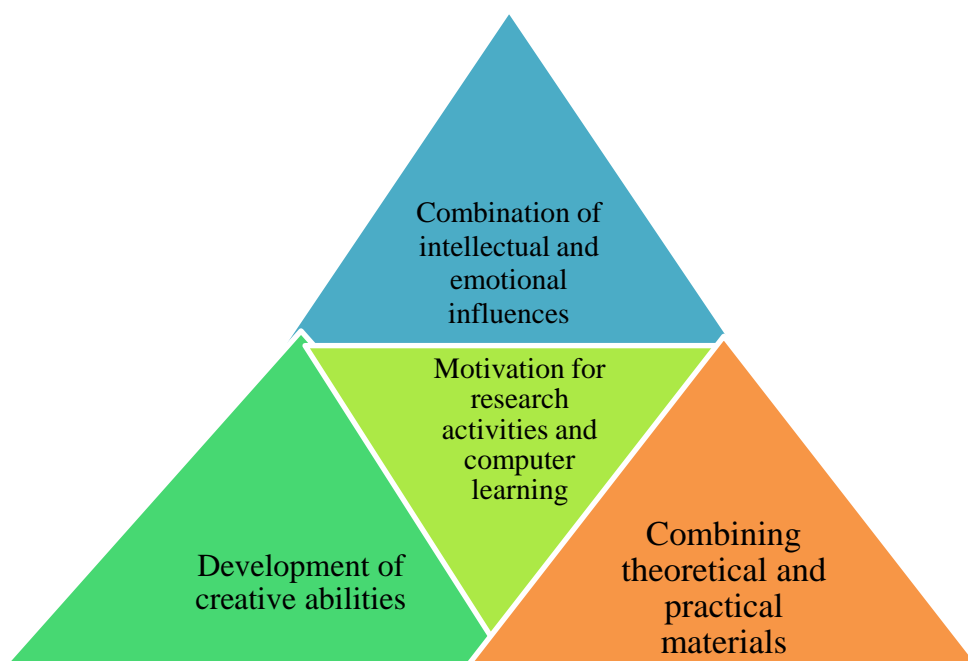


Figure 1. Development of student personality on the basis of museum pedagogy

Being the head of the Muasasasa History Museum and a history teacher, I see and apply different ways of using museum items in class and extracurricular activities. These can be two opposites, but complementary directions.

1. From class to museum science. There are creative tasks in the history textbook, which include using museum items in a simple lesson or visiting a museum before class. I give examples. It has the theme "description of the National item". Our museum attracts attention unusual exhibition-toy wooden furniture from 1965—a gift to the Daughters of the father who went to the front, etc.

Computer technology becomes a part of muasasasa's life. We all apply them in museum pedagogy and not only advise guides on how it is better to make a presentation during the excursion and use it, but we learn from students. I can say that I learned the possibilities of a new presentation for myself in collaboration with graduates, who offered an interesting animation technique. And this year, the student who participated in the guides competition made his 3D project according to my proposal to draw the missing monument project. In the process of preparing an excursion, project, research work, all personal UUDS are formed. The motivation of museum leaders is already there, but in order to prepare for the competition, it is necessary to firmly support it in the desire to work for the result, the desire to find material from various sources and gaining speech experience.

When choosing a topic, an ethical and ethical assessment of the studied content is carried out, based on personal values and preferences. Semantic formation is important. Each router itself answers the question: "What significance does this topic matter to me?" The book on the territory was published on the occasion of the 80th anniversary of the city, "let the apple trees still bloom" and, thanks to the work carried out over the years, among other things, it became possible Museum research work, for example, it is advisable to have the following words of graduates.

Modern museum pedagogy uses a variety of forms, methods and technologies. The main forms of cultural and educational activities of the museum will be:

excursions, lectures, consultations, conferences, clubs, circles, competitions, meetings with an interesting person, literary evenings and holidays.

Thus, the museum lesson provides great opportunities to saturate the process of teaching and educating the student with active, meaningful, cognitive activity, thereby making him an important factor in the development of the individual. The issue of museum pedagogy is very relevant, since the practical application of the latest methods and forms of work in the format of “High School-Museum” gives tangible results in the process of forming students' knowledge and skills, in their patriotic and aesthetic education. Increasing the number and improving the quality of work performed by students on an independently selected topic or problem (projects, educational research, abstracts, presentations) will be effective as a result of the use of the tools of museum pedagogy.

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