



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

CRITERIA BASED ON THE DEVELOPMENT OF STUDENTS' SENSE OF THE MOTHERLAND THROUGH ARCHITECTURAL MONUMENTS

Submission Date: December 09, 2024, **Accepted Date:** December 14, 2024,

Published Date: December 19, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue12-28>

Botirova Nazokat Ruzimovna

Independent researcher of the National Institute of Pedagogical Education named after Kori Niyazi, Uzbekistan

ABSTRACT

This article is devoted to the criteria used in the development of the sense of homeland in students by means of architectural monuments. the criteria for its implementation were considered.

KEYWORDS

Architecture, student, criterion, feeling, means, homeland, monument, people, pedagogy, education, pride, idea, process, knowledge.

INTRODUCTION

The ideology of national independence of independent Uzbekistan and the "National Program for Training Personnel" are based on the treasures of knowledge created and preserved by our people for millennia, our rich ancient heritage. Because in the teachings and teachings of our ancestors, created as a result of life experience, in their secular knowledge, there are such humanitarian ideas as the preservation and glorification of the Motherland, which are important and valuable not only for today, but also for future

generations. At the same time, recognizing that the study of our past cultural heritage is one of the pressing issues necessary for the development of society and science, our government began to restore the time-tested, beneficial aspects of national values for humanity. At the same time, during the period of the former Soviet regime, the study of the people's somewhat forgotten, humanistic values and their advantages has become one of the main issues requiring today. Conducting scientific research on the

creation of pedagogical foundations for developing a sense of patriotism in students is a requirement of today. One of the most valued feelings of a person is his sense of homeland. Before discussing the development of a sense of homeland in students, we need to have a more complete understanding of the content and essence of the concepts of “homeland” and “patriotism”.

Particular attention is paid to the study of historical, national, and spiritual values in the context of social, economic, and cultural-educational transformations taking place in Uzbekistan. The formation of a sense of patriotism in citizens by our state and society, the desire to cultivate a sense of patriotism in them, is based on the goal of preparing worthy successors for the future of the Motherland [1]. Therefore, the study of historical and architectural monuments has a high educational significance in shaping the younger generation's sense of pride in the city, village, neighborhood, and mahalla where they were born and raised.

A sense of patriotism is not mere pride in one's ancestors, it is a desire to become a worthy son of a free people, a selfless citizen of an independent country [2; 24-6.]. In order to feel the Motherland deeply in the heart, and to show the examples of patriotism of the people, the people must be free, the

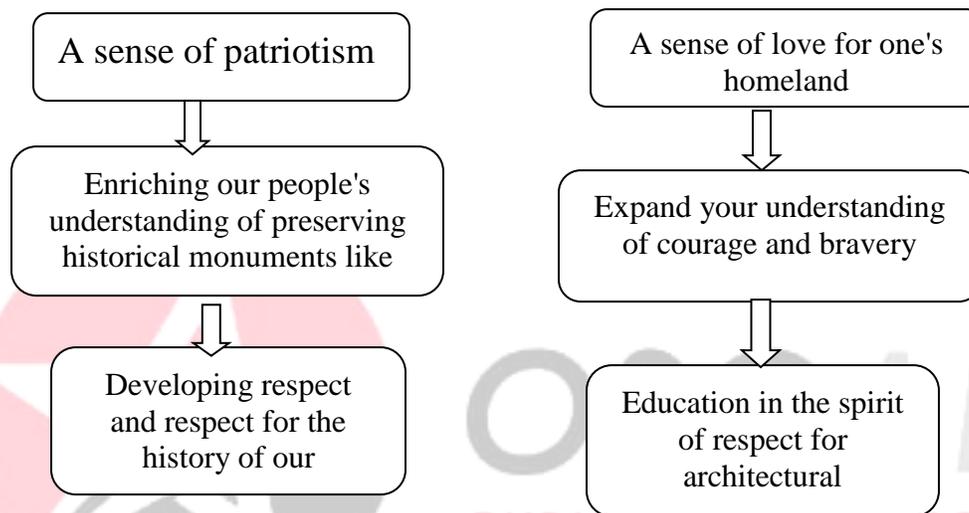
Motherland must be independent. Today, as long as we have this independence in our hands, we must respect and appreciate it. These feelings, virtues, and good deeds are examples of true patriotism for today. Historical and architectural monuments, an integral part of the history of the Motherland, serve as an important source in fostering this sense in students.

A sense of patriotism is a constant remembrance of the selfless and creative work of ordinary people who beautified our dear country, but whose names have not remained on the pages of history. A sense of homeland is a remembrance of dozens of our encyclopedic thinkers, such as Moses al-Khwarizmi, Ahmad al-Fergani, Abu Nasr al-Farabi, and others, who made a significant contribution to world civilization with their intellect[3].

Therefore, the concepts of homeland, patriotism, and sense of homeland, interconnected and closely connected to each other, manifest themselves in the process of people's activities and complement each other. It is impossible to imagine patriotism without patriotism, and a sense of homeland without patriotism.

By studying sources about the homeland and patriotism, one can rely on the following criteria in shaping students' sense of homeland through architectural monuments.

Criteria for developing a sense of homeland in students through architectural monuments.



Based on these criteria, it is important to study historical monuments that stimulate the formation of a sense of homeland among students through architectural monuments.

Patriotism means a high sense of responsibility, a high duty to the Motherland and the nation. In fact, the same content is embodied in the hadith "To love the Motherland is from faith," passed down from ancestors to generations.

Patriotism also occupies a large place in the etiquette, teachings, and religious-philosophical books common among the peoples of the East. In recent years, due to the changes taking place in our country, attention has been paid to the study of these sources and their

application in the educational process. In particular, in centuries-old architectural monuments, their history, folklore about them, that is, in legends, fairy tales, and legends, human labor is glorified. In fact, the feeling of homeland is in the blood of each of us. Wherever we are, we are first bored with nostalgia for our homeland. In the works of our great thinkers, there are many reflections on this, and the good deeds they have done for the development of the Motherland today have educational significance for every compatriot, especially for our youth. Our ancestor, Amir Timur, introduced the Uzbek nation to the world. He not only made the nation famous in the world, expanded the borders of the Motherland and developed science and enlightenment, built wonderful and beautiful gardens,

tall towers and monuments. He glorified the values of his nation and valued them.

Values are a product of human consciousness and activity, as well as the social, economic, cultural, and spiritual development of society. Values were reflected in the dreams, desires, material and spiritual needs of the people who lived at that time. As the demands of time and time change, so does the content of values.

CONCLUSION

In conclusion, it should be noted that the textbooks "History of Uzbekistan" and "World History" are of particular importance in the development of a sense of patriotism in students and their upbringing as patriots. With the help of these textbooks, students will learn about the history of the Uzbek people, famous symbols, and the cultural life of our state. They gradually gain information about the way of life of peoples, their national values.

REFERENCES

1. Ibrohimov A., Sultanov H., Joraev N. The sense of homeland.- T.: Uzbekistan,- 2006.- 153 p.
2. Makhkamov U. Moral and Ethical Lessons.-T.: Science, 1994-133 pp
3. Erkaev. A. Spirituality is a symbol of the nation.- T.: Spirituality, 2009.-188 p.

OSCAR
PUBLISHING SERVICES