

**MECHANISMS OF IMPLEMENTING SELF-EDUCATION IN STUDENTS ON  
THE BASIS OF A HISTORICAL-CULTURAL APPROACH***Nazokat Rahmanova Tairova**Senior teacher, Tashkent State University of Economics  
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**Annotation:** The relevance of the article is associated with the priority of education at the present stage of education development, its leading role in the formation of a citizen capable of innovatively transforming himself and society, responsible for preserving the natural and cultural wealth of the Motherland; the fragmentary use of the educational potential of the historical-cultural heritage, which contains cultural-historical memory, spiritual-moral values, traditions, moral and environmental requirements. The purpose of the article: to develop and substantiate the technology of educating students on the basis of historical and cultural heritage in the context of the ideas and rules of an integrated approach, cultural and personal-activity educational paradigms. The article discusses the main theoretical and methodological provisions of the study, the specific features of the integrated approach as the basis for educating students on the basis of historical and cultural heritage; The developed integrated-differential mechanism for educating students on the basis of cultural heritage is presented; The features and structure of the holistic cultural-educational technology are considered, which ensures the formation of knowledge, value relations, experience of responsible creative and constructive activity in the preservation of heritage objects. The specific features of the developed technology are considered. The materials of the article are of practical importance for educational organizations, teachers of additional educational institutions and students of pedagogical universities.

**Keywords:** education, cultural heritage, pedagogical technology, holistic approach, historical and cultural heritage, holistic cultural-educational "immersion" technology.

**Introduction.** In the conditions of rapid and large-scale changes, socio-cultural transformations, the preservation of historical memory, the strengthening of traditional Russian values and the formation of civic identity, the upbringing of the younger generation, the "acquaintance of students with the cultural heritage" of their country and people are of strategic importance.

Cultural heritage, which has accumulated spiritual and moral values and the accumulated life experience of previous generations, has a great educational potential. It ensures the preservation of the axiological matrix of society, dialectically connecting the traditional, the turbulent and the innovative, integrating the culture of the past and the present. Analysis of scientific literature made it possible to establish a number of studies that reveal various aspects of the implementation of the educational potential of this phenomenon: in the

patriotic education of students based on the Russian musical heritage; in spiritual and moral education based on the historical and cultural heritage, in the pedagogy of amateur theatrical creativity based on the folklore heritage, in substantiating the role and significance of cultural heritage in the education of young people and in considering heritage as an educational factor in school education, in developing methods for using cultural heritage, in studying landscapes according to the basic principles of cultural heritage, etc.

This mechanism involves the implementation of the following stages:

Stage 1 - "Universal Orientation: Meeting" is aimed at creating an emotional space; arousing students' interest in studying heritage, shaping its image;

Stage 2 - "Partial Orientation: Dialogue" ensures the formation of personal meanings and internal positions of the individual in relation to the historical and cultural heritage being studied; understanding its significance and history of development through dialogue with nature, society, culture and the individual; Stage 3 - "Universal Orientation: Testing" involves involving schoolchildren in constructive and creative activities related to solving problems of preserving historical and cultural heritage: working with cases, developing projects, completing important tasks, etc. The mechanism considered and the theoretical and methodological rules presented above became the basis for the development of a holistic cultural education technology. " This technology involves involving students in three consecutively implemented cultural and educational games - trips to the studied objects of the historical and cultural heritage of Russia or their native territory. The duration of each game is 1-2 weeks. Cultural and educational travel games establish an "immersion" dramaturgy, which involves the use of the following pedagogical tools: games, stories, role-playing, teamwork, a system of personal growth, a set of methods (dialogue, situations, projects, a system of responsible tasks, web quests, heuristic teaching methods, methods of information visualization). The presented tools help schoolchildren to gradually "immerse" themselves in the culture of historical periods in which the formation of the cultural heritage object took place, and to understand the influence of natural features, social norms and lifestyle on its development. Thus, the interaction of students with the studied historical and cultural heritage object is carried out along two axes.

The first axis is determined by three successively implemented cultural-educational travel games, which determine the substantive basis of the study:

Stage 1 - the travel game is focused on the aesthetics of heritage objects;

Stage 2 - the travel game ensures that students focus on the value-normative component of heritage;

Stage 3 - the travel game ensures the development of responsible methods of activity.

The second axis of immersion is determined by the integral-differential mechanism, which ensures understanding of the integrity of the studied heritage object, its figurative understanding and analysis of the features of its historical development; combining various methods of knowing it.

Next, we will consider the features of implementing the first stage of a holistic cultural-educational "immersion" - the cultural-educational game-travel "Our Heritage: We Feel with Our Hearts, We Create Images".

Stage 1 - "Orientation to the Universal: Meeting" includes familiarization with primary information about the heritage object and the formation of an associative series. On this basis, the creation of a mental map "Cultural heritage through the prism of images: an aesthete's point of view", reflecting the impressions and associations of schoolchildren associated with

the heritage object under consideration; modeling the artistic and cartographic image of the heritage object based on historical features, mythological ideas of the local community and local toponymy. At this stage, the following methods are used: information visualization (mental maps, infographics), methods of artistic depiction of images, methods of figurative vision, semantic vision, symbolic vision and artistic depiction. Conclusion. Thus, the study revealed the essence and educational potential of the historical and cultural heritage, which is the main material, spiritual and educational resource in the education and socialization of students. The main theoretical principles and methodological approaches of the study are outlined. The specifics of the integrated approach are considered, a holistic-differentiated mechanism for educating students on the basis of cultural heritage is presented and substantiated. The specific features of the technology of integrated cultural-educational "immersion" are revealed, which creates a basis for schoolchildren to understand the genesis of the development of heritage objects, to understand the experience and significance of this phenomenon, to adapt to the values and norms accumulated in it, to form the experience of creative activity.

**List of used literature:**

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