

# "PEDAGOGIC AND DIDACTIC POSSIBILITIES OF USING MINIATURE WORKS IN HISTORICAL LESSONS"

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**ABSTRACT--** *This article explores the didactic possibilities of increasing the effectiveness of History Education by using historical and visual arts in secondary education schools. One of the important tasks is to use the fine arts in modern methods of teaching historical science. It will improve the practical knowledge and skills, effectively organize students' independent work, increase their interest in history, and modernize the lesson process. Therefore, the development of scientific, pedagogical, methodological foundations and conditions for use of historical works of fine art is a topical issue today. The article aims to develop pedagogical requirements for the use of historical art works in the lessons of history, creating a didactic system to enhance the historical memory of schoolchildren through the use of miniatures with a true depiction of historical chronicles, enhancing the effectiveness of historical education through documentary evidence. The article provides the necessary conclusions as to justification of the relevance of the topic raised and the extent of its work. The topic raised in this article is not only educational but also educational. For example, the practice of using miniature artworks in History classes shows that enhancing students' historical knowledge and skills for self-image can also produce positive results in instilling in students a sense of national pride and patriotism.*

**Keywords--** *miniature; integration; teacher; pupil; method; didactics; resources; upbringing; historical monuments; pictures.*

## I. INTRODUCTION

The main directions of educational reform are the organization of education in the world on the basis of modern requirements, achievement of efficiency through improvement of its content on the basis of national traditions and values, application of new technological approaches, rational use of historical values and traditions. In this regard, along with the latest innovations, changes and laws, modern sources, achievements, and the latest developments in the teaching of historical science, the use of historical resources is one of the most important pedagogical challenges. These problems are being investigated around the world, and historians and educators are presenting new scientific conclusions regarding their solution. In particular, the results of studies in the USA, Great Britain, Germany, Japan, as well as Afghanistan, Azerbaijan, Tajikistan and Russia, serve as a peculiar methodological basis for the use of miniature art in the practice of historical learning. In particular, the annual publication of education news by UNESCO and its widespread use in international educational practice contributes to the development of education. The organization also promotes the study of miniature art in modern conditions.

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The main directions of educational reforms are to form the basis of modern education requirements, to achieve efficiency through improving its content on the basis of national traditions and values, the use of new technological approaches, and the rational use of values, traditions and didactic capacities. In this regard, the development of pedagogical technologies in the use of historical sources along with the latest news, changes and laws, modern sources, achievements and the latest developments in teaching historical science are relevant pedagogical problems.

In education reform, special attention is paid to strengthening the national basis of education, improving the management systems of education, bringing its material and technical base into line with modern requirements, and improving the educational process to international standards. As part of these educational activities, the content of the system of continuous education in the country was revised, and the development of new curricula and textbooks was the only criterion for improving the quality of education.

The urgency of the topic is dictated by the need to understand the past, to make objective judgments, and to draw practical conclusions for the near and distant future, which will help us to determine our place in time and space during the new era of our millennium.

Thanks to the independence of our country, there are many opportunities to study and promote the ancient historical heritage and spiritual values of our ancestors. In particular, these opportunities are created a favorable methodological framework for strengthening the national foundations of the content of education, and also enriching lessons. Therefore, use of historical sources in teaching the history of Uzbekistan in secondary schools of the Republic as the interpretation of historical facts in the historical events and events reflected in the works of miniature creates a unique pedagogical convenience for students to effectively acquire historical knowledge. However, this educational process should be based on specific scientific findings. In turn, this requires special pedagogical research. After all, in the Orient, miniature art has evolved into a socially descriptive interpretation of the period, consistent with the development of society. Therefore, the use of resources related to the interpretation of each historical period allows students to enrich their historical knowledge about the period. Therefore, it is necessary to study the historical knowledge, wall paintings, miniatures, as well as the works of contemporary artists as an important factor in enhancing the students' historical knowledge through the study of history.

## **II. MATERIALS AND METHODS**

World experience shows that one of the main reasons for the rapid development of some countries is the right organization and timely implementation of national education. However, the main content of its implementation requires that all areas of education, first and foremost, be appropriate in the teaching of history, including the proper use of historical heritage, and the expansion of students' perceptions of historical knowledge. In this sense, the use of historical miniature art enriches the educational system in a meaningful way. Importantly, when choosing a miniature art piece on a historical subject, a teacher of history should pay attention to its educational value, how authentic, real and scientific coverage of historical events is.

Teaching and practicing methods through visual and oral texts that form a system of teaching methods of historical science are closely intertwined. The link between them is based on the interaction and interaction between teaching methods and the types of thinking that are relevant to them. In this regard, works of miniature

on the historical theme play an important role as additional and reliable didactic opportunities to enhance the effectiveness of teaching history.

Miniature art is an important resource for use in history lessons in two aspects, which is a clear example of the synthetic application of the above types of art. In addition, works of miniature are also important as visuals.

The didactic significance of visual aids in teaching history. Andreevskaya, V.N. Bernadsky [1,] describes: “Without visual images, students can’t create meaningful ideas about the past. No matter how vivid and vivid the words of the teacher, the excerpts from the documents, or the historical novels, the fictional images of the writer are, the words alone will not suffice to give students a clear and accurate picture of past life. In this context, the use of miniature artworks by a history teacher to match the content of a particular topic is a sure factor in improving the effectiveness of the lesson. After all, according to K.L.Tarasov [2], “For the sake of completeness of the imagination, the reader should not only speak the word verbally, but also give it a true picture. Therefore, it is best to use a highly visual method in history lessons.

Word of I.V.Gittas [3], “in the work of initial education method of history” it is emphasized that “Only a visual understanding of the subject, along with all the features of the historical image, can be more accurate and accurate”.

Just as the visualization is based on the oral method, the visual method is the visual method, and the practical activities aimed at developing students' independent thinking also rely on the oral and visual images of the teacher. The works of miniature reflecting historical facts, including ancient miniature art, have a range of didactic opportunities to improve the quality and effectiveness of historical learning as a visual medium.

Thus, it can be argued that the effectiveness of history lessons is achieved only when the teacher relies on the ability of the teacher to use visual, verbal and practical techniques at a high level and skill.

The use of historical miniatures in teaching history at school is not enough to know the content and objectives of teaching and learning the basics of history teaching. The teaching of history, as well as the acquisition of history materials by students, will be followed by extracurricular activities. In this sense, the independent study of historical facts depicted in historical miniatures is also considered as another didactic opportunity to teach historical science. The system of history lessons, in particular, the choice of a particular kind of history lesson, is based on the ideological content of the history program material, its educational and educational tasks, and the general preparation of the students. Consequently, the need to use different types of history lessons stems from the richness and diversity of the history curriculum and the educational laws. The current stage of development in the history teaching methodology is theoretically grounded, and the use of a variety of history lessons systems tested in the experience of leading teachers will help to successfully implement the teaching and learning objectives of the school history course. The problem of classifying history lessons has been interpreted differently by Methodists at different stages of the history teaching methodology.

A teacher uses historical miniature works in history lessons:

- a vivid picture of historical events foreseen in the school program;
- to show the living conditions of historical figures, statesmen and public figures and the people;
- select works that describe important historical events and specific conditions.

Works of miniature art on a historical theme, selected on the basis of specific didactic requirements, are represented in the didactic possibilities of the process:

- serves as one of the main sources of historical knowledge;

- assists in the successful implementation of educational and educational objectives of teaching materials;
- facilitates clear, figurative and emotional presentation of the teaching material;
- increases students' interest in learning material and activates their cognitive activity;
- facilitates students' understanding of the teacher's statement and other teaching methods used in the lesson;
- develops students' thinking activities and creative abilities;
- to make students' historical knowledge clearer, deeper, and stronger.

Works of historical miniature are divided into the following types, depending on their content, character of historical images, techniques of their preparation and use:

- photographs of historical monuments, memorials, economic and other buildings, labor tools;
- historical paintings and albums used for reading, and other works of art;
- conventional weapons, historical maps.

The use of historical miniature art helps to clarify and refine the students' historical imagination. Historical miniature works reveal historical facts and events not only by their appearance but also by their inner nature. The high need for students to see and understand in learning is an important pedagogical guarantee of the important educational effect of using miniature works of history in history lessons. Therefore, the main method of organizing the learning process is the use of text and all illustrations as a visual tool. For example, the text of the theme is enriched based on miniature art, based on the environment of that time, so that the reader can see it. This will encourage the learner to acquire both knowledge and interest.

The works of historical miniature help students to form historical insights, to better understand the relationship between theoretical conclusions and the general principles of social development with objective laws. It also serves as an important tool for aesthetic education of students.

Historical miniature art, including miniatures, is not limited to visual observation and visualization of the eyes. It is necessary to fit into the text the works of miniature with clear and well-grounded sources, while providing a miniature work as an illustrative example without changing the objective laws of complex historical events. This is because the reader will be able to easily see the miniature footage, given the context of the time, to master the textual knowledge. Especially, the reader can quickly and thoroughly study historical events as a visual attachment to the information presented in the text.

It is noteworthy that the principle of multi-elemental depiction of reality in historical miniature art, including miniatures, is the aesthetic approach of Oriental artists, where characters [multicolored compositions] and abundance of elements [nature, architecture, clothes, weapons, and animals]. Universe, etc.] can make their perception a little complicated. On the other hand, it is the multidimensionality that ensures the completeness of historical facts and details. This factor means the wide range of didactic possibilities of historical miniatures. The difference between the miniature school and the other schools is that it has features such as generalization, compactness of the shape, clear and large processing of clothes and accessories, uneven structure of the space, simplification of the architectural drawing and floor. Common colors are bright, clear [orange and black are predominant], and the paintings are unique in that they are creative and solemn.

For the artist, life and experience of famous historical figures, who had preceded his example in human research, are very useful. This is because every historical person, especially a historical creative person, lives in harmony with the three components of history - past, present and future. Examples of the past, the study of the lives of

famous historical figures, are an ideological and aesthetic process that is directly linked to the needs and needs of historical development, and is of particular relevance to the present day.

The following requirements must be met when selecting works of miniature art from these historical sources:

1. The artifacts that are being studied should help students understand and understand the regularities of the historical process and reflect the main stages of history.

2. The works of these historical miniatures should not be large and complex in size and should be chosen from the excerpts.

3. Selected miniature artworks and excerpts from them should be easy for readers to understand.

The use of examples of miniature art to help students acquire a good knowledge of history lessons is an important factor in solving the following tasks:

wide use of historical miniature works in history;

- students' ability to think independently of the historical miniature art, to feel the content and composition of the image; students to understand the peculiarities of the story in the picture; to enhance students' worldview through the understanding of historical miniature art.

When teaching students to love historical science through the use of historical miniature art, it is advisable to: to arouse students' interest in historical miniature art; to develop the ability to draw specific conclusions; to understand the life, activity, way of life, thoughts, and spiritual experiences of heroes in historical miniature art; to learn from the positive heroes, to convey their inner experiences to the students skillfully and responsibly, to study the processes of their life and activity, to gain the ability to solve problems and problems;

Increasing interest of students in miniature art, especially historical miniatures; not to forget our national values, to preserve our historical heritage, to develop a sense of devotion to the country;

to elevate the qualities of our nation such as faith, integrity, piety, honesty, love, and shame;

The inclusion of unfathomable facets of our history in miniatures depicting the hearts and minds of students. Success in addressing these challenges can be achieved by considering the following factors: sufficient knowledge of history teachers about historical miniature art the availability of a sufficient amount of historical miniature artifacts; the need for students to study artistic works, to know the life and activities of heroes; to promote students' interest in historical works and to promote ideas; creating opportunities for family reading activities.

The aforementioned factors are an important prerequisite for expanding the didactic capacity of teaching history.

As a result of using the sources of historical miniature art in public schools, it is an effective tool to get rid of biased interpretations of historical events and to get rid of dissociation, thinking, and biased views in the history.

The sources of miniature art reflect both the tragedy of the past and the fortune of the past as a fact of history. So these sources are the property of history, and how they bring this property to the content of education. This is due to the teachers' knowledge of miniature art, their dedication to science, and their creativity.

Increasing the effectiveness of teaching history in secondary schools can be achieved only if the following educational, educational and developmental tasks are addressed:

- fostering history - students' ability to analyze and evaluate past and present events, to think creatively, to strive for scientific objectivity, to develop the ability to analyze miniature artworks, historical processes across the country and around the world, and to independently study historical sources, striving to draw conclusions;

to develop students' ability to understand problems in history, to study history in secondary schools, to give students competence in evaluating historical events and personalities;

Education of patriots who promote and take pride in the cultural values of the country, socio-religious traditions of the people, historical and cultural monuments, and actively participate in the protection of ancient monuments; training of international multiculturalists, who know the history of different countries and peoples, who respect the culture of other nations, understand the progressive importance of the intercultural interaction and interactions of nations.

The didactic effect of miniature art works on historical themes is that they first fill and expand the scope of the reader's historical imagination. Through the works of miniature art on the historical theme, the past lives vividly in the minds of readers, who directly visualize the past, feel deeper, more figurative.

At the same time, it is important to note that students must correctly interpret the essence and meaning of the miniature works on the historical subject, including the miniature, which is used in the lessons of history.

However, since the analyzed sources are mainly artistic, it may not seem to be relevant to this study at first glance. In fact, in the system of pedagogical requirements for miniature works used in history lessons, first and foremost, the miniature artifacts chosen as additional parameters must have a high artistic and aesthetic value. The above analyzes, as well as the comments below, serve as a peculiar methodological framework for the historical art criticism. This shows the high artistic aesthetic level of miniature works used in history lessons, with the educational burden on the basis of specific pedagogical requirements.

The little extracurricular learning of miniature art is due to our narrow pedagogical approach to entertaining students. But such an approach has a negative impact on students' historical imagination. That is why scientific and pedagogical thinking is always on the issue of integrating history courses. This issue has become increasingly important in recent years.

One of the most important didactic conditions in the process is the provision of methods and tools that will be effective in improving the effectiveness of miniature artwork in classroom and extracurricular learning.

When historical knowledge is built on an unbiased and positive meaning, the nation, first of all, has a deep understanding of its historical roots, the ability to analyze the processes of the past, draw the necessary conclusions from them, and identify the optimal paths for tomorrow influence on the development of national historical memory.

There are a variety of works of miniature art on historical themes. These are pieces of news and events of their time. The complexity and ease of studying miniature art on a historical theme depends on the content and the extent of its content. The work on miniature art drawing on historical books is somewhat complicated. Miniature works of tree and literary character are easier to understand than others, and are easy to absorb. Therefore, it is not only necessary to use miniature artworks on historical topics, but also to educate them about what kinds of works, why and how to use them.

The main purpose of using history-based miniature art in teaching history is to create realistic, valuable images that are at odds with the past. Therefore, if the history textbook is accompanied by illustrations that help to visualize past events, its educational value will also increase. French Methodist-historian E. Laviss [4,] affirmed this point by proposing that every history book should be provided with pictures. Historical miniature artworks help to understand the past and make it easier to understand the past. E. Laviss [5,] notes, "Students understand because they see."

It is also important for students to have an interest in historical miniature art. This is due to the growing demand of the growing mind to see and experience something new. Usually, a young reader starts by familiarizing himself with the book by watching his pictures.

Thus, the history of miniature art on historical topics is a necessary source of a correct picture of the past in teaching historical science, facilitating the understanding of the past, and fostering students' historical knowledge. Most importantly, the historical information is reflected in the works of miniature art on the historical theme, and the interest of the readers.

This complex of educational and educational tasks is one of the most important tasks of upbringing the young generation in the spirit of patriotism and boosting their interest in the profession. Historical education is one of the most important factors in shaping students' high ideology and understanding the benefits of miniature artworks on historical topics.

The objectives of explaining historical themes through the use of miniature artwork on history, as well as the content of the course, the knowledge of students, and the level of preparation for independent work, are different. It is not enough to justify any method in explaining works of miniature on a historical subject. Therefore, the process of developing methods of using miniature works of history on the history lessons is also an urgent problem.

Organizing lessons using miniature artworks in history classes will help teachers and teachers: deep understanding of the purpose and content of the lesson; to organize the classroom process on the basis of proper and accurate resources; to have pedagogical activity in terms of learning and teaching of the subject; to master the rules of interdisciplinary integration; to ensure that the concepts of time and time are balanced with accurate sources, events and events; be able to link additional relevant information and resources; to have a certain knowledge about the works of miniature art and historical artifacts such as antiques; explaining the content of miniature works of historical epoch with real historical events; to know the creators of miniature art, their spiritual, artistic and aesthetic heritage; - to provide students with a visual representation of a particular historical reality, to give clear arguments and interpret the period through the use of historical miniature artworks related to the subject;

- Requirements, including the use of annotated illustrative sources provided in the textbook, and the ability to apply them where appropriate.

Based on these requirements, the organization of history lessons, innovative pedagogical technologies - as a factor in the implementation of tasks aimed at improving the knowledge, skills and abilities of the student through examples of miniature art on the historical theme.

There is a saying in the Chinese: "I hear and forget, I see and understand, I do and I remember." This reaffirms the importance of using the visual capabilities of history education in the context of our research. After all, we perceive materials through our sense organs and absorb them through activities. On the basis of these facts, the use of miniature art in history education can be demonstrated in this way.

Therefore, it is desirable that the works of miniature art on the historical theme should be used in the educational process as a historical national and spiritual value. This factor, in turn, must meet certain pedagogical requirements within the state educational standards of the industry. First of all, this requirement is addressed directly to the teacher.

The history teacher will understand the content, essence of each topic, the specifics of each historical period, the full knowledge of the causes and effects of historical events, the pedagogical skills and abilities to give students a thorough knowledge, and additional materials, including historical miniatures. know how to use art.

As students watch a miniature artwork on the subject, they gain an interest in knowledge, broaden their understanding of history, and also create the competence to seek additional sources.

While avoiding a major theme in history lessons, the above information has a positive effect on students in two ways. First, the above data indicate the high prestige of miniature works on historical topics. Secondly, these miniatures serve as a visual equivalent of real historical reality and help to strengthen students' historical knowledge.

The teacher also has to follow certain rules when using miniature artwork in history classes:

- lively reporting the historical events in the curriculum and study guides;
- portraying historical figures, public figures, their role and role;
- Selection of fragments, works that help to create a real picture of the development of historical events;
- providing additional details and information on the topic, etc.

With the use of miniature artifacts on historical topics, it is advisable to organize the course "didactic construction" of

- Historical event is created in the minds of the students as a reflection only when the teacher presents the information on the image of the work in a reasonable, effective way. The teacher should devote some time to this;
  - accurately define the place and time of the historical event, which is to be studied on the topic, and select the appropriate illustrative material - miniature model;
- give priority to the main idea while giving secondary information about the image;
  - to explain holistic historical events using inductive and deductive methods, ie to summarize and give evidence at the end of the lesson.

According to the didactic requirements for miniature art used in history lessons, the following should be taken into account when selecting and using miniature works of history:

Dynamics of students' interest in miniature works on subject and history as their age, knowledge and skills grow;- the scientific accuracy of the works of miniature on the historical theme, chosen for each lesson, and their relevance to the historical reality;- to fit the historical knowledge, interests and needs of particular students; ensuring optimal correlation between historical material [study text] and illustrative materials on historical topics, etc.

Without consideration of the foregoing, a student's attention can be distracted from learning the main subject - a historical subject.

At the same time, students will be able to work independently on miniature artworks on historical topics used in history lessons in terms of didactic opportunity and "educational burden":

properly analyze and understand miniature art;

to have historical knowledge from it;

be able to tell stories using historical miniature artifacts;

there must be clear visual material in order to be able to comprehend the history of miniature art as a historical fact.



The use of history-based miniature artworks in a history classroom will be effective if the systematic repetition of historical art-related miniature art works, along with materials related to the daily lessons.

Teacher-led teamwork is one of the most effective ways in explaining the history of miniature art in history lessons. The use of miniature art as an exhibition plays an important role in developing students' speech and logical thinking. The visual images chosen from visual aids must be well-lit and brightly colored from any part of the classroom, so that students can better understand the subject.

The process of working with miniature works of history will be followed by observation and analysis. When the teacher uses it as a visual weapon, the reader should focus not only on the general appearance, but also on the details necessary for the historical analysis of the work. It helps students to understand the regularities of history, and helps to reinforce and enrich their knowledge.

By combining miniature materials and symbols in oral and written narratives and descriptions, students collect material to create a gallery of images of ancient and medieval times and to reflect the historical process of those times.

Several lessons can be used to enhance knowledge. Excessive use of miniature artworks can reduce students' ability to take classes. Different and incomprehensible images make learning a new subject difficult and confusing in the mind of the reader.

Noteworthy is that for each of the above components, miniature artworks can be a learning element. The whole world, nature, and human society present in the lens reflect the full range of objects, people, events, colors and shapes. Accordingly, the cognitive and emotional effects of cognitive activity enable students to experience the true reality at all times.

In this regard, it is important to have an understanding of the process of artistic analysis of art works and to explain it to students. The composition, structure, color, visual and visual means play an important role in this. Composition means bringing together certain pieces of art as a result of their placement and creation.

Historical miniature artworks can be used to analyze the artwork to determine how students have mastered the subject in a history lesson, to interpret the historical context of the work, and to evaluate the outcome of the student's learning material. The task in this case is to open up the reader to the idea of a miniature artwork on a historical theme. In this way, students gain the ability to comprehend the connection between historical reality and the content of miniatures while simultaneously assessing multiple students.

At this point, the following words of K.D. Ushinsky [6,] are important. "Classes that are difficult to talk about [such a great number of us] get into a conversation very quickly with the help of pictures, and the important thing is that they freely speak without having to force anyone."

One of the most important aspects of the history teacher's work is the proximity of the teacher to the students, that is, his ability to properly organize pedagogical tactics. After all, like all pedagogical results, a teacher is the best and kindest teacher in teaching a miniature art on a historical topic. This approach should be kept in the process of introducing miniature artworks as a historical source.

The responsible stage in studying students' history of miniature art is the search for appropriate ways for the teacher to present new teaching material. In order for a new lesson to be effective and the teacher achieves his or her goal, this process should include:

- Providing examples on the topic;

It is necessary to analyze the components of the methodological system, first of all, the historical concepts [ideas, regularities, events, facts, etc.] that are described in the lesson, and divide them into basic and secondary parts. Therefore, this process is called conceptual analysis of textbook in didactics. The teacher should analyze the lesson and divide it into basic and secondary parts. This process therefore establishes a connection between the concepts presented in the textbook in didactics and establishes a system of referral questions to students;

The facts and concepts that are to be learned in the course of history are presented in a logical order and sequence. That is why the teacher first determines how to say things first and foremost. In this regard, it is necessary to plan in advance the didactic state of what form [s] of the lesson [description of teaching material] will be presented. Also, the role of miniature art in the educational system should be clearly defined. The logical method of analyzing this text is that the didactic possibilities of using miniature artworks, the rigorous consideration of students' level of training, the possibilities, the age features in the system also increase the didactic possibilities of using miniature art.

Creating a problematic situation in the classroom will determine the ways in which interdisciplinary communication can be made, the size and nature of the task at home. In this event, students will be able to independently find and comprehend the nature of miniature art, and to make their own independent research about the historical logic of their work from attempting to think independently about the historical logic of the work discusses the facts. Second, the source found by the reader may indeed be relevant to a particular topic. This factor provides additional didactic comfort to the teacher. Third, this process activates communication between the teacher and the student. It also encourages other students to become active as a motivating factor. To this end, he psychologically analyzes the text of the textbook to find ways to engage students in the same lesson, to get them interested in new content.

When using the simple and sophisticated principle of didactics to use history-based miniature art in teaching history, its potential expands. The same can be said about the methods used in the history education process.

It is advisable to apply such methodologies to this scientific problem:

- demonstration [demonstration through examples, evidence, etc.];
- to give tasks and examples [logical, problematic, etc.];
- Comparison, historical excursion, review of the past;
- travel to the past;
- preparation of various tables;
- to analyze and summarize topics by linking them with world history;
- using these resources in teaching, summarizing and repeating lessons using additional resources based on new pedagogical technology.

Collaboration between philosophy, psychology, history, art history, literary studies and pedagogy in the study of miniature art on historical topics is a didactic requirement that contributes to the effectiveness of historical learning. The issue of students' mental activity is of great importance. Therefore, we have studied existing literature, historical works of miniature art, their essence, features and possibilities.

The artistic and aesthetic interpretation of miniature works on historical themes reinforces the following educational and educational bases of students' perceptions of historical processes:

- the process of knowing the events related to the history of the nation is conscious;

- Increased awareness of the material and spiritual treasures of the people;
- knowledge of the nation's historically developed customs is strengthened;
- Expands their understanding of the history of traditions and values, their content and essence;
- increasing religious and national self-awareness;
- Development of guidelines for the formation and formation of historical memory and consciousness.

The integration of these components with pedagogical means in the minds of students enriches the theoretical and methodological process of their study of miniature art on a historical topic.

The extent of the problem studied. Although a number of historians, pedagogical scholars and methodologists of the Republic have studied various aspects of the methods of teaching history, its principles of interdisciplinary communication, in particular, the use of miniature works in history education, have not been explored as a special scientific problem. Research on miniature art has been mainly done in the fields of history, philology and art.

In particular, some issues of the history of art from the scientists of our republic Murzaev, R. Fatkhullaev Kh. Partially studied by Karimov. Historical Aspects of Art, in particular Miniature Pugachenkova, L. Rempel, A., Hakimov, E. Gules, A., Madraimov, N. Gilmanova, K. It has been studied extensively in the studies of Aquilova. In particular, the history of miniature art originated in Uzbekistan. Pugachenkova, L. It has been adequately reflected in the Rempels' research. Research works Historians and educators A. Sadiev, N. Remeev, Ya. Gaffarov, T. Tashpulatov, J. Rakhimov, S. Mahkamov, M.N. Mullajonova also include the study of the art pedagogy of miniature art. Oydinov, S. Bulatov, A.. Although Suleymanov's scholarly works do not express the use of miniature artifacts on a historical theme, their research highlights various aspects of the method of teaching history, that is, certain studies have done. However, so far, the issue of teaching history in miniature art has not been explored in special schools. The solution of this problem to some extent guarantees the effectiveness of history education.

Analytical conclusions from the study of the problem reveal that some aspects of our research are being carried out in other areas of proximity. In particular, the studies of Abdumajid Madraimov [7,] on the culture of the Temurids and Baburids, books and painting, and in particular, the Boburnoma miniatures serve as the theoretical basis for their choice in teaching history of Uzbekistan. As a logical continuation of this study, research of Nafisa Gilmonova [8] on the depiction of architectural structures in the Timurid and Baburian miniatures is of particular interest to our scientific work.

Research of N. Remeev [9,] envisages teaching and educating students on the didactic basis of historical knowledge. J. Rakhimov's [10] research investigated the forms and methods of using the materials of local history in teaching the history of the peoples of Uzbekistan, their sources and their role in the study of the history of the country. In these works, along with raising problematic issues about the method of teaching history, the issues of the history of the country were covered and a one-sided approach to written sources was provided.

In the years of independence, research of S. Makhkamov [11] focuses on improving the effectiveness of teaching, ensuring continuity in teaching history, and the use of modern pedagogical technologies and complementary resources in the implementation of interdisciplinary approaches in the teaching of history. Ya Gaffarov [12] and Methodological manuals of T.Tashpulatov [13] should also be recognized as a product of new research on the methods of teaching history.

From the research on the interpretation of miniature by scientists of the Commonwealth of Independent States (CIS), Studies conducted by Russian scientist S.I. Tulyaev [14], L.Ayni [15], M.Ashrafi [16] from Tajikistan is relevant to miniature interpretations.

Studies on the interpretation of miniatures in foreign sources include Pakistani scholars Maria Ansari, Farjad Faiz, Amna Ansari [17], American E.E. Sims, Aradhana Vaidya, B.I. Marshak, Russian E.J. Grub [18], H. Khukazava's 237-page fundamental work "Babur Sultan - Founder of the Great Empire", and the four-volume study of Ejji Mano "Babur and his era" also focuses on the analysis of miniature works in Yasusi Inoue's [19] scientific work. Also included are from the UK. Studies by scientists such as E.Bahori [20] also explain miniatures. Also, M.V. Lent (Germany) Jonathan Kimmerman (USA) defines teaching competence in teaching history.

Result. The use of historical documents and miniature artifacts on historical themes makes the teacher's lecture appear, while using visual aids gives students a vivid and clear picture of the past, including hearing and other sensory activities. In this way, students' perceptions of historical events and events will be realized, and their knowledge will be enhanced and reinforced by the use of specific images, which will serve as an important didactic tool to enhance the effectiveness of teaching history.

- Expanding the didactic possibilities of the lessons of "History of Uzbekistan" by using miniature works on historical topics;

- Development of pedagogical requirements for the selection of works of historical miniature art using them in accordance with the normative legal requirements of the field;

- The study of the essence of the concept of history education and the guidelines of the State Standard of Education, as well as the features, educational and educational opportunities of miniature art allows to use them correctly;

- The analysis of the didactic requirements for textbooks and manuals on the history of Uzbekistan in the use of miniature artifacts on historical themes, based on the updated pedagogical thinking, increases the effectiveness of didactic means.

In the course of history education, students will have the opportunity to understand its theoretical meaning by combining historical concepts with historical events. Understanding evokes ideas that allow students to react to events and events and provide a basis for recording them. In these situations, the process of imagination, understanding of the overall relationship and relationship between the object and the subject, expands. In doing so, students perform the following practical reasoning tasks:

- Historical concepts form the basis and source of works of miniature art on a historical theme. Qualitative mastering of historical science leads to a good knowledge of miniature art works on historical topics;

- The study of historical knowledge, not only general events, but also historical concepts, examples, facts, facts, judgments and conclusions. This factor will further enrich the student's historical knowledge.

The research work will help identify the main areas of research that need to be done in the future, as well as recommend a common methodology for students to study the history of miniature art.

Examining the historical subject matter of art provides an educational resource for students to gain a deeper understanding of historical development.

The ability to comprehend the teaching material through reflection and visualization of the works of miniature art, and the conscious, thorough and reliable assimilation of the teaching material will contribute to the steady and steady focus.

### III. SUMMARY

Didactic possibilities of using historical miniature art in the study of history are reflected in the following.

1. To help students understand and appreciate the changes in the historical development of our country. Historical miniature works detail historical facts and events; ensure that students' imaginations are accurate and accurate, and that their knowledge and skills are accurate, solid, and conscious.

2. The use of history-based miniature artworks in the teaching of history enables learning to relate to real historical events and educational activities.

3. Miniature works that are familiar and understandable to students make it easy for them to understand what has happened or is happening in their eyes, the general patterns, objective and subjective causes of historical development.

4. Increases interests of the students in historical science, teaches them to think independently, activates the process of working with a creative approach to mastering historical materials, teaches them to apply their existing knowledge and skills, and enhances the sensitivity of learning materials as a result of their emotional impact.

In summary, miniature works on historical themes serve to interpret art and time as well as paint different facets of history with the use of color paints in the eyes of students, to retain the full meaning of historical events and to educate readers on the lessons of the past.

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