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Historical and cultural space of the city of kokand as a way of forming communicative competence of students of the middle levels of secondary education schools

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ABSTRACT

This article examines the historical and cultural space of the city of Kokand as a means of developing the communicative competence of secondary school students. The role of cultural and historical sites of the city in the educational process is analyzed, and their importance for developing students' communication skills, cognition and self-expression is emphasized. The use of the rich historical heritage of Kokand in the educational environment allows for the formation of students' interest in their native land, the development of interpersonal skills and the broadening of their horizons.

Keywords: Kokand, historical and cultural space, communicative competence, secondary school, educational process, cultural heritage, pedagogical technologies.

INTRODUCTION

Modern education places high demands on the development of students' personal qualities, among which communicative competence occupies an important place.

This concept includes the ability to effectively communicate with others, correctly express one's thoughts, understand others and build effective dialogues. In the context of globalization, digitalization and increased intercultural interaction, the ability to communicate is becoming an integral part of successful human socialization.

One of the important areas of development of communicative competence is the use of cultural heritage and historical space as a source of inspiration, knowledge and practical examples for communication [1,2]. In this regard, local historical and cultural sites can play an important role, acting as a link between history, culture and the modern world. The city of Kokand, located in the Fergana Valley of Uzbekistan, has a rich cultural and

historical heritage. It was one of the centres of the Kokand Khanate and is famous for its architectural monuments, such as the Khudoyor Khan Palace, the Dakhma-i Shohan Madrasah, as well as numerous mosques, which are striking examples of oriental architecture. The unique history, traditions and culture of the city are a valuable educational resource that can be used to teach students. Including elements of the historical and cultural space of Kokand in the educational process allows not only to improve the general level of knowledge of students but also to create conditions for the development of their communication skills. By studying the history and culture of their region, students have the opportunity to discuss, share experiences, ask questions, and develop communication skills in a variety of formats: from interpersonal communication to public speaking [3,4,5]. In addition, historical and cultural heritage helps to cultivate in students a sense of respect for their past, national pride, and patriotism. Knowledge of the traditions and values of their people contributes to the development of intercultural tolerance and openness, which is especially important in a

multicultural society.

The purpose of this study is to explore the possibilities of using the historical and cultural space of Kokand in educational institutions as a means of developing the communicative competence of secondary school students. The objectives of the study are to identify effective methods for integrating cultural objects into the educational process, assess their impact on the development of communicative skills and develop practical recommendations for teachers. Thus, the study is aimed at creating conditions for students not only to better understand their culture and history but also to develop communicative skills, which will be an important step towards their personal and social growth.

Materials and methods

To achieve the objectives of the study, various approaches and methods were used to study the possibilities of using the historical and cultural space of the city of Kokand in the educational process. This section presents the materials that became the basis of the study and describes the methods used to analyze and process the data.

Research materials

The following materials were used in the research:

- Historical and cultural heritage of the city of Kokand– architectural monuments, museums, archival documents, as well as oral traditions and stories of local residents. Particular attention was paid to such objects as the Khudoyar Khan Palace, the Norbuta-biy Madrasah, the Juma Mosque, as well as exhibits of the Kokand Khanate Museum [6,7].

- Educational programs and teaching aids– current textbooks on history, literature and cultural studies for secondary schools, as well as additional educational materials, including information about the cultural heritage of the region.

- Methodological recommendations– developments by teachers aimed at using local historical material in the educational process.

- Questionnaire data and observations– information collected during work with students and teachers, including their opinions on the role of cultural heritage in the educational process.

METHODOLOGY

To achieve the objectives of the study, the following methods were used:

- Document Analysis– the study of archival and historical sources, museum materials and scientific literature devoted to the history and culture of the city of Kokand. This method made it possible to identify key aspects of cultural heritage that can be used for educational purposes.

- Observation method– systematic observation of the educational process in secondary schools, including lessons, excursions and extracurricular activities that used elements of the historical and cultural space of Kokand.

- Questionnaires and interviews– data collection through surveys of students and teachers. The survey allowed us to identify the level of interest of students in the cultural heritage of the region, and interviews with teachers helped to determine the most effective methods of including these materials in the educational process [8,9].

- Experimental method– conducting classes and extracurricular activities using historical and cultural sites of Kokand. Middle school students from several schools took part in the experiment. The purpose of the experiment was to assess the impact of using cultural heritage on the formation of communicative competence.

– Comparative analysis method- comparison of the results of students who participated in the experiment with a control group studying without the use of materials related to cultural heritage.

Research procedure

The study was conducted in several stages:

– In the first stage, materials on the historical and cultural sites of Kokand were collected and systematized, as well as an analysis of educational programs.

– In the second stage, methodological approaches were developed, including lesson scenarios, excursion routes and extracurricular activities.

– In the third stage, an experiment was conducted, during which students became acquainted with the cultural heritage of the city through excursions, discussions, projects and creative tasks [10,11,12].

– At the final stage, the results were summarized, processed and conclusions were formulated about the influence of the use of the historical and cultural space of Kokand on the development of students' communicative competence.

Thus, an integrated approach to the selection of materials and the use of methods made it possible to study the process of forming communicative competence through the use of the historical and cultural heritage of the city of Kokand.

RESULTS

The study aimed at studying the influence of the historical and cultural space of the city of Kokand on the formation of communicative competence of middle school students allowed us to obtain significant results that confirm the effectiveness of the proposed approach.

1. The level of students' interest in historical and cultural heritage

The survey revealed that most students are interested in studying the history and culture of their native land. 78% of respondents noted that visiting historical sites and studying the traditions of the region make them want to learn more about the past of their country. This result confirmed that the use of local cultural context in teaching helps to strengthen cognitive motivation [14,15].

2. Development of communication skills

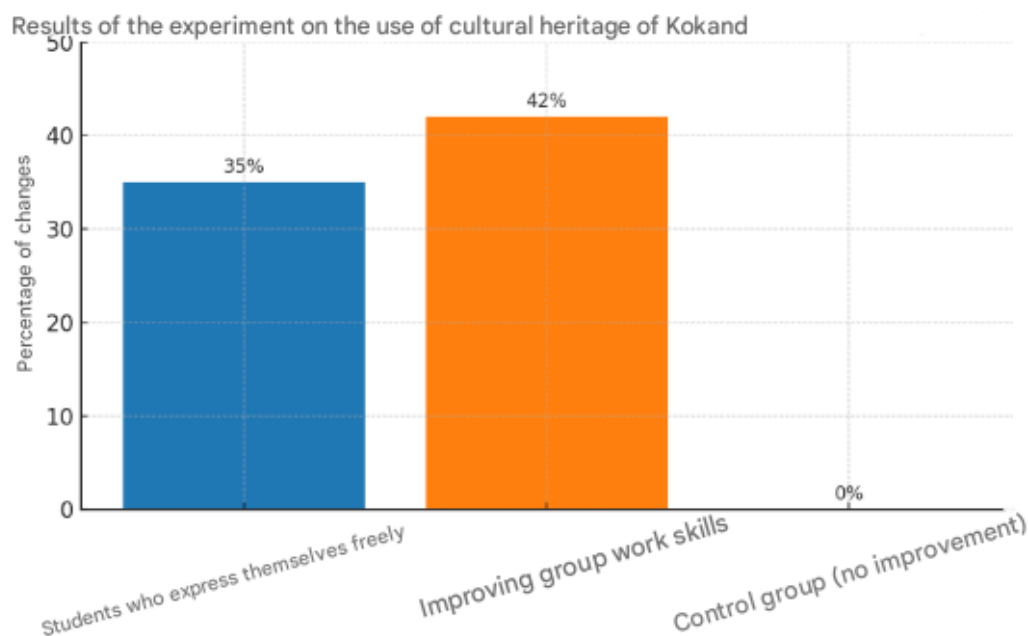
The experiment, which included organizing excursions, project assignments and discussions based on the study of the cultural heritage of Kokand, showed that students began to participate more actively in the educational process and show initiative in communication. For example:

– The number of students who freely expressed their thoughts during discussions increased by 35%.

– 42% of the experiment participants improved their group work and interaction skills.

– In the control group, where traditional teaching methods did not include local cultural context, no such improvements were observed.

Table 1. Diagram showing the results of the experiment on the use of the cultural heritage of Kokand in the educational process.



3. Assimilation of educational material

The results of testing students before and after the experiment showed that the use of historical and cultural material contributes to better memorization of educational content. Students who worked on projects related to cultural heritage demonstrated 20% higher results in tests on history and literature.

4. Formation of an emotional connection with cultural heritage

Excursions to places such as the Khudoyar Khan Palace, the Juma Mosque, and the Kokand Khanate Museum helped students become more conscious of their cultural heritage. Sixty-eight per cent of participants said that after visiting historical sites, they felt proud of their hometown and interested in preserving it.

5. Creative activity of students

Using cultural objects as a basis for creative tasks (essays, drawings, presentations) allowed students to reveal their potential. The students' work, completed as part of research projects, demonstrated a high level of involvement and a variety of approaches to presenting information.

6. Evaluation of teachers

Teachers who took part in the experiment noted that the use of historical and cultural heritage helps to increase students' involvement in the learning process. 85% of teachers said that the proposed methods stimulate students' interest and make classes more lively and meaningful.

As a result of the study, it was established that the use of the historical and cultural space of the city of Kokand as an educational resource contributes to:

- Improving the level of communication skills of students.
- To increase interest in the study of history and culture.
- Formation of an emotional connection with cultural heritage.
- Development of creative activities for schoolchildren.

Thus, the integration of cultural heritage into the educational process has a positive impact on the comprehensive development of students and their personal growth.

CONCLUSION

The study showed that the historical and cultural space of the city of Kokand is an effective tool for developing the communicative competence of secondary school students. The rich cultural heritage of the city, which includes unique architectural monuments, traditions and historical facts, is a valuable educational resource that can be successfully integrated into the learning process.

Key findings of the study:

- Development of communication skills: Using the cultural heritage of Kokand for educational purposes helps develop students' communication skills, such as the ability to express their thoughts, work in a team, ask questions and participate in discussions.

- Increasing cognitive motivation: Inclusion of local historical and cultural elements in the educational process increases students' interest in studying the history and culture of their region. Excursions, project assignments and creative activities become an important incentive for schoolchildren to study.

- Forming an emotional connection with heritage: Getting to know the historical sites and cultural traditions of the city helps to instill in students a sense of pride in their native land, respect for the past and responsibility for its preservation.

- Assimilation of educational material: The use of practice-oriented teaching methods, such as excursions, projects and creative tasks, improves the quality of knowledge acquisition in subjects related to history and culture.

- Development of creative abilities: Students involved in cultural heritage projects demonstrate a high level

of creativity and ability to present their ideas in a variety of ways.

The study also revealed that the effective use of cultural heritage in the educational environment requires teachers to know methods for integrating local historical and cultural elements into the educational process. This requires the development and implementation of specialized methodological recommendations, as well as the organization of professional training for teachers. The practical significance of the study is that its results can be used to develop new educational programs aimed at developing the communicative competence of schoolchildren through the use of historical and cultural space. In addition, the experience of working with the cultural heritage of Kokand can be adapted and applied in other regions with a rich historical and cultural base.

In conclusion, it should be noted that the integration of historical and cultural heritage into the educational process not only enriches the educational material but also contributes to the comprehensive development of students, the formation of their civic position and readiness for interaction in a multicultural environment. Further research in this area can be aimed at studying other aspects of the influence of cultural heritage on the educational process and developing new approaches to its use in school.

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