

The Role of Historical Knowledge in the Development of Uzbek Tourism

Oybek Aliqulovich Ostonov^a, Shakhodat Tukhtaevna Khalikova^b,
Ug'ilhon Nomanovna Raimjanova^c and Feruza Roziboyevna Umarova^d
Tashkent State Agrarian University, Tashkent, Uzbekistan

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Abstract: The role of historical knowledge in the development of Uzbek tourism, as well as the growth of historical and cultural tourism in Uzbekistan, as well as how historical conceptions and imagination are formed in history classes. Uzbekistan has a lengthy and distinctively rich history among all the nations in the globe. Many historical written and archaeological sources state that our Motherland, which has been acknowledged as the Turanian land since antiquity, has earned a rightful place among the great and ancient nations of Egypt, Rome, China, India, and Iran.

1 INTRODUCTION

It goes without saying that the history, which is full with prehistoric architectural and artistic arts as well as cultural and spiritual landmarks, has drawn travelers from all over the world. Tashkent, Samarkand, Bukhara, Shahrissabz, Khiva and Urgench, as well as historical monuments and old monuments located in different places of the republic, serve as the main foundation of the tourism of our country.

Muhammad Musa al-Khorazmi, Abu Nasr Farabi, Ahmed al-Farghani, Abu Ali ibn Sina, Abu Rayhan Beruni, Muhammad ibn Ismail al-Bukhari, Abu Isa al-Tirmizi, Bahauddin Naqshband, Ahmed Yassavi, Amir Temur, Mirza Ulugbek, Alisher Navoi, Babur, and hundreds of other grandfathers are worthy of pride. Their contributions to the history and culture of the Uzbek people have been enormous.

I. Karimov, our nation's president: "Uzbekistan has tremendous potential for the growth of tourism. World-famous Uzbek cities include Samarkand, Bukhara, and Khiva. Over 4,000 architectural landmarks may be found inside the republic's borders.

Nature's climatic conditions make it possible to receive travellers in winter and summer. It follows that Uzbekistan is one of the countries with the potential to develop international tourism and relative advantages in ensuring high competitiveness.

The growth of tourism in Uzbekistan is significantly influenced by the country's history and culture. Because the history of Uzbekistan illuminates the process of our ancestors' struggle for survival, continuous work, and the process of rising to the level of today's high people, religion, writing, science, tradition, literature and art. The history of our country teaches the process of formation of Uzbeks as a people and a nation, the rich spiritual heritage left by our ancestors, the formation of states and their internal and foreign policy. The history of our country teaches that our people became dependent on other countries in certain periods, the struggle of our ancestors for independence and freedom against foreign invaders, and the activities of national heroes and statesmen who showed bravery and courage in this.

^a <https://orcid.org/0009-0009-6754-7469>

^b <https://orcid.org/0009-0001-2008-7612>

^c <https://orcid.org/0009-0006-9442-1114>

^d <https://orcid.org/0000-0002-1201-0260>

2 THE MAIN FINDINGS AND RESULTS

One of the most pressing issues, according to our nation's first president, I. Karimov, is the growth of the tourist industry and the efficient exploitation of its opportunities: "Tourism, in simple terms, means understanding the world, understanding the world, and at the same time going to the world stage... Tashkent, Samarkand, Bukhara, Our cities like Margilon, Shahrisabz and Khiva have a history of 2500-3000 years. This is a great spiritual wealth, which can be turned into material wealth by developing tourism."

Travelers who are interested in the history, culture, folklore, ethnography, archaeology, and lifestyle of other people engage in cultural tourism. In order to introduce tourists to the cultures of different countries, local theatres and locations that showcase folk and national art are given additional emphasis during cultural tourism. Given that it's the greatest opportunity to learn about the local way of life, some visitors even go so far as to stay as guests in the homes of locals.

Travelers that are interested in artifacts that have been passed down to us from ancient people, such as tombs, paintings, madrasas, mosques, working equipment, dishes, coins, military weaponry, buildings, castles, towns, and burials, engage in historical tourism.

In Uzbekistan, there are plenty of chances for the growth of historical and cultural tourism, and this tourism's development advances Uzbekistan's foreign policy. Our people's ties to other countries are strengthened by the advancement of international relations, which also provides a solid foundation for the expansion of bilateral cooperation and the rise of tourism in our country.

History teaching begins with the creation of accurate images and representations of historical facts.

Historical imagination and concepts are inextricably linked with each other, concepts are formed only when students have a sufficiently complete and accurate idea of historical processes. As a result of deepening students' imaginations in the process of teaching history, the ground is created for the formation of concepts. Concepts, in turn, help enrich imaginations with content. Methodical methods of generating imagination and concepts are similar to each other in most cases.

In history teaching, the use of vivid and vivid images is of great importance in forming a good picture of social life in the past. It is necessary to

achieve this, that every historical fact, geographical name and activity of the person described should be figurative. Imagery is one of the necessary conditions for the scientific thoroughness of students' knowledge of history, prevention of modernization of historical events, and an important means of creating the necessary conditions for arousing interest in history and analysing and summarizing historical facts. Here is an example of analysing historical facts:

In history courses in schools, students are consistently exposed to the development of society from the earliest times to the present day.

Students will be armed with a scientific understanding of development decisions based on the examination and generalization of specific historical facts and events.

In the process of teaching the subjects "History of the Ancient World" and "History of Uzbekistan", the improvement of the mekhna of primitive people is instilled into the minds of the students, how the mekhna brought about changes in their lives.

As the historical process of development is explained, they cannot imagine the life of primitive people without a tool to show them. It is important to explain the primitive period of human development only by showing the monuments of this period or using colour pictures.

In this regard, organizing an excursion to the Museum of the History of Uzbekistan or other city and district museums of geography will ensure accurate and thorough thinking of the truth. The tour guide introduces the stone tools of the Old Stone Age found in Teshiktash cave, Oktash, Khujakent, Kui Buzsuv settlements. He shows pictures of "hunting" and "blacksmithing" where the people who lived at this time spent their lives hunting, gathering fruits, and finding roots. After that, the attention of the visitors is drawn to the cut-out pictures of Teshiktash and Oktash caves, as well as to the materials of the 12th-7th millennium BC. Attention is drawn to the fact that at this time, a person knows how to make a bow and arrow, and the first domestic animal, dogs, hits him.

In conclusion, it should be said that visitors will remember the life of ancient people and their working tools in the museum of history for a lifetime. The teacher gives the students abstract writing assignments after they get back from the museum. Some of the topics they are asked to write about are "Changes in human life due to the improvement of cocktail weapons" or "Cocktails create a person," "How did inequality among people arise?" and "The role of nature in the improvement of people's life." In the formation of historical imaginations, methods

aimed at active perception of images of historical events are used. The content of the story of the reader is demonstrative and figurative, the events and pictures in the historical documents of the textbook, works of fiction serve as the main source of the formation of historical imagination in the readers. When describing the material, the narrator relies on historical documents, popular scientific and fiction literature, and based on the existing imaginations of listeners. Increasing students' interest in history helps them to extract and remember important details. However, in order to create a clear and detailed image in the listeners, it is not enough that the listener's narrative is lively and emotional. The listener must organize and guide the active thinking of the listeners.

By showing the demonstrative weapon in this way, the narrator can't read the documents and explain its content, but he can highlight the most important parts of the story in a separate tone should wear.

At the end of each class program in history, the content of the main concepts is determined. These concepts will help to determine the scientific content of the course, theoretical-theoretical foundations, and to determine the working methods for analysing and summarizing historical materials. The acquisition of historical concepts means that students can distinguish the most important signs of historical facts from secondary signs, divide them into groups, and understand the connections and relationships between historical events and phenomena. The perfect historical concepts formed in this context serve as an indispensable chain in the creation of the system of scientific knowledge.

In order for students to effectively manage the development of their historical concepts, it is necessary to know how to classify concepts. Depending on the content of the material emphasized in the lesson, the concepts differ from each other and are divided into the following types:

Economic concepts: Cocktail weapons and economic life of different periods, economic processes. Socio-political concepts: social relations and political system between states (empire, republic, bourgeois state and its class character, bourgeois democracy and others)

Any event that is happening in the present time cannot leave the students of the school history room: a conference of historians, meetings of major statesmen, new archaeological excavations and so on. In this way, the sleepers are not left out of the problem, such a historical and life communication creates a desire in children to learn about all the news in the world.

Modern life raises many complex questions for adults and children. Usually, the listener knows everything. And the sleeper is considered a burden. This is not true after all. If the child does not become a friend of the listener, all the efforts of education will be in vain. That is why it is good to start education by teaching students to ask questions.

3 CONCLUSION

The questions may be more complicated than the truth, but at the heart of them lies the knowledge of the truth. This cannot be achieved without debate and discussion. A mind without discussion is a motionless body. The best measure of the educational process is genuine conversation, but having the ability to discuss is a prerequisite. The times need that one learns the culture of Bakhsh, therefore doing so is essential. Of course, we must provide the listeners some advice in order to clarify this. Here are a few of them:

Be prepared that your opinion will not be met with applause, but with opposing opinions. Do not interpret this attitude as stupidity, hostility towards you - a mood. Prepare evidence to prove your point. Thus, the study of the laws of social development is a long-term process, and it is an important component of forming general and necessary knowledge and scientific worldview in students.

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