

How to Cite:

Pirmanova, G. N., Yarkulovna, S. S., Najmiddinova, K. D., Mustafakulovich, I. A., & Shavkatovna, J. N. (2021). Extracurricular classes on the study of historical and cultural monuments of England. *Linguistics and Culture Review*, 5(S2), 1366-1372.
<https://doi.org/10.21744/lingcure.v5nS2.1716>

Extracurricular Classes on the Study of Historical and Cultural Monuments of England

Gavkhar Nazarkulovna Pirmanova

Navoi State Pedagogical Institute, Uzbekistan

Saidova Surayyo Yarkulovna

Navoi State Pedagogical Institute, Uzbekistan

Khudoyarova Dildora Najmiddinova

Navoi State Pedagogical Institute, Uzbekistan

Isayev Anvar Mustafakulovich

Navoi State Pedagogical Institute, Uzbekistan

Jurayeva Nargiza Shavkatovna

Navoi State Pedagogical Institute, Uzbekistan

Abstract---Successful training depends not only on active vocabulary but mainly on the presentation of cultural material about England. First of all - from the general information about the greatest ancient-architecture as a whole which can be successfully solved during non-school time. With the maximum use of intellectual and creative abilities of adolescence, including adequate communication and education activities of adolescents. The article reveals the contents of new technologies, non-traditional and original, innovative methods, modern information tools that are effectively used in extracurricular activities, primarily for the development of intellectual and creative activities of teenagers - precisely not included in the teaching scope - on potentially-effective material about monuments of history and culture (Great Britain, England).

Keywords---creative, cultural, education, heritage, historical, knowledge, monument, program, student, teenager.

Introduction

The program for teenagers - "Experts in historical and cultural monuments of England" - is the structural and content basis of these classes. The program focuses teenagers on intellectual and creative knowledge of historical and cultural heritage (great Britain, England), the development of intellectual and creative activities for the dissemination of knowledge on historical and cultural heritage (great Britain, England). The purpose of the program is defined, tasks are formed, requirements for it are developed, which is especially important to take into account in the program, requirements for teenagers, selection of historical and cultural monuments (great Britain, England). Extracurricular program - "Experts of historical and cultural monuments of England" For students of senior adolescent age in secondary schools Purpose: study of historical and cultural heritage (great Britain, England) in the process of intellectual and creative knowledge; implementation of acquired knowledge in educational and educational activities (at the required intellectual and creative and communicative levels) (Claxton et al., 2006; Shane, 1993).

Analysis of recent research and publications

In pedagogical science, there is an interest in the culture of the English language countries: Tomakhin G. D., explores the use of American literature in the process of learning English; Obshchepkova V. V.-the use of country-specific material in English lessons; Burdina M. I.-the use of additional material on English national culture; Ariyan M. A.-improving the cognitive independence of students in teaching foreign languages; Bim I. L.-improves the methodology of teaching a foreign language through cultural texts. The attention to historical and cultural monuments is being increased. explores the use of modern historical and cultural monuments in order to improve the quality and effectiveness of the educational process in the study of social disciplines and in educational and propaganda work with students of vocational schools; Molchanov L. A.-writes about increasing the role of historical and cultural monuments of the Great Patriotic War in Ukraine in educational work at the lessons of social disciplines and in extracurricular work; Lolua V. V.-about patriotic education of students in the process of familiarization with the monuments of ancient culture of Georgia; Jikia L. L. - about historical and cultural monuments as means of aesthetic education in the courses "Art History", "Aesthetic education in the School of Arts"; Kuznetsova L. P. – about the forms of introducing students to the historical and cultural heritage for education outreach (lecturers – societies for the protection of monuments); Butenko, V. G. on the formation of students ideological and aesthetic interpretation of the artistic value of cultural monuments (his level conditions), which is very important in the system of educational work in the direct perception and conceptual judgments with a focus on interpretive program ; Matuliene S. P. - considers familiarity with historical and cultural monuments to be a condition for effective perception of a work of art – literary, when it requires architectural and imaginative thinking (Dziedziewicz & Karwowski, 2015).

Results and Discussion

Motivational and installation influence on teenagers. Necessary historical and cultural information for teenagers about world-recognized historical and cultural monuments (great Britain, England) (Zong & Zhen, 2021; Nyandra et al., 2018). Activation in adolescents in the process of acquiring historical and cultural knowledge of cognitive intellectual and creative abilities that lead to a more thorough study of this national heritage of England. Preparation of older teenagers to reflect the acquired knowledge and abilities in intellectual and creative "products" and implementation in intellectual and creative activities-educational and educational activities. Development of intellectual and creative activity of experts in historical and cultural monuments (great Britain, England) in educational and cognitive dialogues and performances. 6. Show older teenagers the role of acquired knowledge about the monuments of history and culture (great Britain, England), their intellectual and creative development and experience of transferring to others-in the development of intellectual and creative potential of the individual, in a deeper knowledge of ancient English culture, which positively affects the study of the English language; in acquiring the characteristics of an interesting, erudite, unusual, highly intelligent, creative young person. Specific requirements for the program are defined: it should take into account state standards; program material on the English language; specifics and features of adolescence, its psychological characteristics; features and opportunities; motivational factor; providing students with the necessary vocabulary and concepts; orientation of teenagers to intellectual and creative development, intellectual and creative cognitive and educational activities; the ability to transfer to teenagers deeper knowledge of historical and cultural monuments (great Britain, England) that have become world-famous, in historical and chronological sequence; providing teenagers not only a General idea of historical and cultural monuments (great Britain, England), but also individual ancient and historical structures: the mysterious Stonehenge; the historical center of London tower; cathedrals, tombs, palaces, castles, etc.; history (Miller, 2003; Kourilsky & Walstad, 1998).

Foundation, construction, purpose and functionality, artistic and aesthetic appearance of architectural monuments, the role, place, their significance in the history, culture of England, in the world heritage; the ability of adolescents to intellectual and creative activities in various types, forms and genres; its improvement - to intellectual and creative in communication activities; conditions for cognitive, intellectual and creative actualization and socialization of their knowledge of historical and cultural monuments (great Britain, England); in cognitive and educational activities to strengthen the practical aspect of teenagers 'knowledge of historical and cultural monuments (great Britain, England) - perception – study – analysis – generalization-reflection; reproduction; transfer of their knowledge to others); attention of teenagers to their cultural intellectual and creative and social and communicative improvement with self-assessment (according to the proposed parameters) (Gorlova, 2000; Obukhova, 1996; Goodwin, 1992). Requirements for teenagers: emotionally-positive, personally-significant attitude to classes," vision " of prospects in their intellectual and creative development; knowledge of world-famous historical and cultural monuments (great Britain, England): visually, their history, functional and

cultural purpose, current state, artistic and aesthetic appearance of historical and cultural monuments (great Britain, England); interesting information about monuments – acquired through intellectual and creative activities– in the classroom, independently, at various levels of communication – including public (educational and educational) - in intellectual and creative educational and educational activities; constantly improve knowledge about the historical and cultural heritage (great Britain, England), increasing their intellectual and creative cognitive and activity potential, activating intellectual and creative activities. Thus, in structural Foundation for the study of the monuments of history and culture, (Britain, England) included: the motivational factor organizational and installation guide disclosure of personal significance and life prospects of vocabulary and conceptual work historical-cultural knowledge about the monuments of history and culture (UK, England) perception historical and cultural monuments (UK, England), their artistic and aesthetic knowledge and characteristics intellectual and creative work improving knowledge of historical and cultural monuments (great Britain, England), intellectual and creative reflective and cognitive abilities socialization of intellectual and creative "products" (Pirmanova et al., 2020). Requirements for selecting historical and cultural monuments (great Britain, England) for their perception-analysis-study: national and historical significance; historical and cultural value and heritage - the national (England) and the world; preferably. To have an architectural monument included in the UNESCO list as a world heritage site; architectural and figurative expressiveness; rational and functional purpose; an architectural monument that represents an important phenomenon in the development of English culture; original and modern architectural appearance; the presence of images – photo, visual, film, television, computer; in different angles and from a certain height, even through aerial photography (Vesper & Gartner, 1997; Vecco, 2010).

If the monument is destroyed, its reconstruction (restoration), available in the scientific and historical archives, is desirable; age-appropriate understanding and emotional and cognitive impact; accessibility on a historical and cultural basis; cognitive appeal; availability of interesting and informative examples, facts, stories, and events; high artistry; aesthetic significance; having a great emotional power to influence active perception, thinking, and creative imagination; the ability to generate creative imagination, fantasy, demand abstract, generalized thinking; the possibility of comprehensive intellectual and creative study – historical, cultural, General awareness, artistic, aesthetic; with historical and cultural information, architectural-functional-and artistic-aesthetic characteristics. Requirements for historical and cultural monuments (great Britain, England) (Shchepkova & Boolkina, 1999). In order to generate interest in them among teenagers: motivation: the importance and necessity of studying monuments of history and culture (great Britain, England), the language of which is gaining world status; relevance of knowledge of historical and cultural monuments of great Britain (England), especially those included in the UNESCO world heritage list; improving the socio-cultural status, social status, authority of a person interested in historical and cultural monuments of world significance, who has certain, even popular, knowledge about this UNESCO world heritage (Miller et al., 2008; Smart et al., 1996).

Showing the most expressive photo or drawing of a historical monument; familiarization with the main questions of lectures, conversations, and information; gradual disclosure of the monument with the use of additional visual and illustrative materials; with a possible comparison of the primary and modern appearance of this historical and cultural monument; answers to teenagers' questions about historical and cultural monuments (great Britain, England); "kaleidoscope" of interesting things on the topic; conversation on key issues of the presented material; offer of the main and additional literature on the topic; tasks and work – to choose from and by interest. Approximate plan of perception-analysis of historical and cultural monuments (great Britain, England), representing national pride and world heritage I. Direct emotional-subjective free perception (according to the photo). II. History of the monument. Its foundation. 1. Construction. 2. What kind of construction (purpose). 3. for what purpose (functionality) (photo-monument in different angles). Controlled perception-analysis (photo portal, General architectural appearance, individual sides, parts, fragments). 1. The name of the monument. Why exactly this? 2. its silhouette, outlines, lines, forms. What is particularly memorable? Composition, construction of structures, their features. Graphic image of the composite structure. 4. External-artistic and aesthetic architectural and design decoration of the monument. 5. Inside-interior architectural design art ([Gilboy et al., 2015](#); [Sterflinger, 2010](#)).

Conclusion

Visual and expressive means used in the creation of historical, cultural, artistic and aesthetic architectural monuments, their relationship with the content of the great structure. V. Generalized artistic and architectural appearance of a monument of national value and world heritage. VI. the Monument and its epoch. VII. The monument is currently in use. VIII. My attitude to the monument. What did this perception, this analysis, this knowledge of historical and cultural monuments (great Britain, England) give me? Requirements for teenagers who perceive a historical and cultural monument: emotional perception (of course, in moderation), keep in mind the main principle of perception: the study-analysis of the monument in the unity of content and form; follow the plan-reference point, while knowing the history and culture of the era that the monument symbolizes, be able to look, understand, comprehend, understand the artistic components of the generality of the architectural appearance, artistic and aesthetic significance of the greatest building; know and be able to use methods of synthesis, analysis, and generalization; the analysis of an architectural "work" should be constructed in such a way that it consists of structurally defined parts (interrelated components), for each of which conclusions are drawn, and from them-a generalization, resulting in a conclusion of a generalized nature. Requirements for intellectual and creative activity of teenagers on the topic "Monuments of history and culture of great Britain (England)": selecting an item by interest ([Dasih et al., 2019](#); [Delgado et al., 2019](#)).

Desire, interest, inspiration; high emotional and sensual mood; maximum mobilization of intelligence-understanding, judgment, thinking-purposefully-specific, bold, confident, creative, cognitive, logical, evidence-based, independent, generalized; manifestation of one's thinking, judgment, subjective-personal and

objective-analytical attitude to the object intellectual and creative activity; maximum use of available knowledge about it; own, original individual "vision" of the monument, its uniqueness and historical and cultural significance with creative imagination and thinking (but realistic); activation and manifestation of their knowledge, concepts and ideas, intellectual abilities, creative-transformative and creative-creative abilities; so that the intellectual and creative work is ready for use in propaganda and educational activities (text, illustrations, the young lecturer himself-a teenager); so that intellectual and creative activity is socially useful (meaningful) and brings self-satisfaction; in the course of intellectual and creative educational activities, the intellectual and creative potential of the individual (teenagers) should be developed, formed and improved (Chmil et al., 2021; Peng, 2021).

References

- Chmil, H., Kuznietsova, I., Mishchenko, M., Oliynyk, O., & Demeshchenko, V. (2021). Intangible cultural heritage as a resource for consolidating modern Ukrainian society. *Linguistics and Culture Review*, 5(S4), 747-760. <https://doi.org/10.21744/lingcure.v5nS4.1713>
- Claxton, G., Edwards, L., & Scale-Constantinou, V. (2006). Cultivating creative mentalities: A framework for education. *Thinking skills and creativity*, 1(1), 57-61. <https://doi.org/10.1016/j.tsc.2005.11.001>
- Dasih, I. G. A. R. P., Triguna, I. B. G. Y., & Winaja, I. W. (2019). Intercultural communication based on ideology, theology and sociology. *International Journal of Linguistics, Literature and Culture*, 5(5), 29-35. <https://doi.org/10.21744/ijllc.v5n5.738>
- Delgado, D. G. L., Delgado, F. E. A., & Quiroz, P. M. Z. (2019). Permanent application of diagnostic assessment on learning teaching process. *International Journal of Linguistics, Literature and Culture*, 5(4), 34-45. <https://doi.org/10.21744/ijllc.v5n4.699>
- Dziedziewicz, D., & Karwowski, M. (2015). Development of children's creative visual imagination: A theoretical model and enhancement programmes. *Education 3-13*, 43(4), 382-392.
- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of nutrition education and behavior*, 47(1), 109-114. <https://doi.org/10.1016/j.jneb.2014.08.008>
- Goodwin, K. (1992). Richard W. Bailey, "Images of English: A Cultural History of the Language"(Book Review). *AUMLA: Journal of the Australasian Universities Modern Language Association*, 77, 120.
- Gorlova, N. A. (2000). The state of the methodology of early teaching of foreign languages on the threshold of the third millennium .Foreign languages at school.
- Kourilsky, M. L., & Walstad, W. B. (1998). Entrepreneurship and female youth: Knowledge, attitudes, gender differences, and educational practices. *Journal of Business venturing*, 13(1), 77-88. [https://doi.org/10.1016/S0883-9026\(97\)00032-3](https://doi.org/10.1016/S0883-9026(97)00032-3)
- Miller, A. Z., Laiz, L., Gonzalez, J. M., Dionisio, A., Macedo, M. F., & Saiz-Jimenez, C. (2008). Reproducing stone monument photosynthetic-based colonization under laboratory conditions. *Science of the total*

- environment*, 405(1-3), 278-285.
<https://doi.org/10.1016/j.scitotenv.2008.06.066>
- Miller, G. A. (2003). The cognitive revolution: a historical perspective. *Trends in cognitive sciences*, 7(3), 141-144. [https://doi.org/10.1016/S1364-6613\(03\)00029-9](https://doi.org/10.1016/S1364-6613(03)00029-9)
- Nyandra, M., Kartiko, B.H., Susanto, P.C., Supriyati, A., Suryasa, W. (2018). Education and training improve quality of life and decrease depression score in elderly population. *Eurasian Journal of Analytical Chemistry*, 13(2), 371-377.
- Obukhova, L. F. (1996). Learning—The driving force of development. *Prospects*, 26(1), 85-98.
- Peng, D. (2021). Scientific substantiation of the role of choreographic art in the cultural process. *Linguistics and Culture Review*, 5(S2), 415-434. <https://doi.org/10.21744/lingcure.v5nS2.1381>
- Pirmanova, G., Suyunova, H., Khudoyarova, D., Tashpulatova, N., & Pu-latova, Z. (2020). About Art Heritage Of England For Students. *Journal of Critical Reviews*, 7(5), 425-427.
- Shane, S. (1993). Cultural influences on national rates of innovation. *Journal of business venturing*, 8(1), 59-73. [https://doi.org/10.1016/0883-9026\(93\)90011-S](https://doi.org/10.1016/0883-9026(93)90011-S)
- Shchepkova, V. V., & Boolkina A. P. (1999). Travelling to Britain and in Britain Foreign languages at school.
- Smart, O. S., Neduveilil, J. G., Wang, X., Wallace, B. A., & Sansom, M. S. (1996). HOLE: a program for the analysis of the pore dimensions of ion channel structural models. *Journal of molecular graphics*, 14(6), 354-360. [https://doi.org/10.1016/S0263-7855\(97\)00009-X](https://doi.org/10.1016/S0263-7855(97)00009-X)
- Sterflinger, K. (2010). Fungi: their role in deterioration of cultural heritage. *Fungal biology reviews*, 24(1-2), 47-55. <https://doi.org/10.1016/j.fbr.2010.03.003>
- Vecco, M. (2010). A definition of cultural heritage: From the tangible to the intangible. *Journal of cultural heritage*, 11(3), 321-324. <https://doi.org/10.1016/j.culher.2010.01.006>
- Vesper, K. H., & Gartner, W. B. (1997). Measuring progress in entrepreneurship education. *Journal of Business venturing*, 12(5), 403-421. [https://doi.org/10.1016/S0883-9026\(97\)00009-8](https://doi.org/10.1016/S0883-9026(97)00009-8)
- Zong, F., & Zhen, S. X. (2021). The link between language and thought. *Macrolinguistics and Microlinguistics*, 2(1), 12-27. Retrieved from <https://mami.nyc/index.php/journal/article/view/12>