

**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR THE
USE OF VENTILATION METHODOLOGY IN THE TEACHING OF
HISTORICAL AND ARCHITECTURAL MONUMENTS ON THE BASIS OF
MEDIATECHNOLOGIES**

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Abstract: This article provides information on the scientific and methodological foundations of the use of aeration(scaffolding) methodology in the training of historical and architectural monuments on the basis of mediatechnologies and the role of domestic and foreign scientific research carried out in it.

Keyword: Mediatechnology, 3D modeling, VR and AR, GIS, ventilation, visual scaffolding.

The application of modern approaches to education is one of the main issues facing educators operating in education. Today, even in the teaching of history, the task of using modern educational methodology imposes a special responsibility on teachers of history in lesson and extracurricular activities. Especially in the science of history, the constant use of modern educational methodologies in the teaching of historical and architectural monuments is the reason for their better assimilation. The use of aeration(scaffolding) methodology in the teaching of historical and architectural monuments can be a confirmation of precisely these points of view. The reasons for the relevance of this topic are that there are now a number of problems in higher education. Among them, the passivity of student appropriation and the formation of national pride, historical memory and cultural consciousness, and another-precisely those related to architectural monuments-fall into the mystery of complex topics.

It was not for nothing that the president of the Republic of Uzbekistan Shavkat Mirziyoyev put forward the idea that “as long as we aim to make Uzbekistan a

developed country, we can achieve this only through rapid reforms, education and innovation” [1,21-b.]. That is, today, innovation and modern approaches to teaching students in Higher Education, Advanced foreign experiences and the effective use of digital technologies are one of the relevant topics in education.

One of the pressing problems mentioned above is one of the reasons for the problem of passivity of student assimilation is the passage of many lessons in the study of historical monuments in the form of a “lecture–listener”. With ventilation (scaffolding), the teacher facilitates the task step by step, making the student an active participant. This serves to activate student appropriation [8,90-b].

Simplifying complex topics is also one of the important tasks. A joint explanation of Architecture, Art Studies and historical sources weighs on the student. Ventilation divides the complex task into parts and gradually explains it. Its application also harmonizes education with innovative technologies. 3D modeling, VR, and the application of modern technologies such as AR, GIS produce step-by-step competence in the student rather than at once.

The purpose of applying the ventilation methodology in the teaching of historical and architectural monuments is to prepare students for an independent analysis of complex historical processes and monuments, to step-by-step independence in working with historical resources, to ensure interdisciplinary integration in the study of monuments, to form their own conclusion in relation to architectural monuments by developing creative and critical thinking, to [2,6-7-P].

Literature that can be used on this topic can be divided into two. The first is abstracts and articles prepared as a result of research carried out in Uzbekistan. In this, the educator B.InIn this, the educator B.A.In ruzinov's paper”the importance of integrating cultural heritage into the educational process he educator B.A.In ruzinov's paper”the importance of integrating cultural heritage into the educational process " [4,438-p], researcher X.S.Salavatova's thesis entitled”mhe educator B.A.In ruzinov's paper”the importance of integrating cultural heritage into the educational process" [4,438-p], researcher X.S.Salavatova's thesis entitled”methodology for the use of cultural heritage ihe articles carried out.

In particular, Wood, Bruner and Ross ' 1976 guide to the classic founder of aeration methodology, “the Role of Tutoring in Problem Solving” [7,89-p], StatesHammond, P.Gibbons '2005 album" What is Scaffoldingn particular, Wood, Bruner and Ross ' 1976 guide to the classic founder of aeration methodology, “the Role of Tutoring in Problem Solving”[7,89-p], StatesHammond, P.Gibbons '2005 album" What is Scaffolding?” [2,6-p] in Chaparro-Sainz's 2022 paper “Digital tools in heritage education: Improving students’ understanding and appreciation of cultural heritage” [7,121-p] as well as S.Teaching digital heritage in Munster 2021: Challenges and perspectives” [3,35-p] in which scientific and methodological information can be found about the use of methodologies such as teaching historical-architectural landmarks and aeration.

Wood, Bruner, and Ross ' 1976 guide, “the Role of Tutoring in Problem Solving”, is the first scientific justification for the concept of aeration(scaffolding). The authors suggest that when a student or student is not yet able to independently perform a complex task, he is given “support” (scaffold). A teacher or coach reduces support depending on the process of completing the task.uner, and Ross ' 1976 guide, “the Role of Tutoring in Problem Solving”, is the first scientific justification for the concept of aeration(scaffolding). The authors suggest that when a student or student is not yet able to independently perform a complex task, he is given “support” (scaffold). A teacher or coach reduces support depending on the process of completing the task. In the experiments, children were given complex tasks (for example, building a structure from cubes). At first the coach showed, then performed together, at the end the child performed independently. The same process has been defined as “step-by-step assistance”. The role of the teacher is shown as a guiding assistant, not just a knowledgeable one. This theory was later reconciled with Vygotsky's concept of a “zone of near Development” [8,89-91-p].

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Gibbons '2005 album" "What is Scaffolding?" , which explains "scaffolding " more broadly and shows its various manifestations in pedagogical practice. The authors interpret scaffolding as a general organizational strategy of the learning process, not just Teacher–Student Support. They argue that ventilation is not permanent – as the student's need decreases, assistance should be reduced, the teacher should give the help not “top-down”, but in a way that directs the student towards independence. Also according to the authors, aeration is not just a methodology, but a pedagogical philosophy that serves to develop creative, critical and independent thinking in students[2,6 – 9-p].

In the application of aeration in historical science and the study of historical and architectural monuments through a 3D model, the teacher first shows the model, together discusses some of its elements, assigns students the task of independent analysis. As a result, students acquire the skills of independent analysis of a complex process. Harmonization of modern communicative technologies and ventilation approaches in the teaching of historical and architectural monuments makes student activities an independent researcher from a passive recipient.

There are various methods and techniques for using ventilation methodology in the teaching of historical and architectural monuments. For example, the following methods and techniques can be used by teachers of history in their activities: Visual scaffolding-is involved in the subject through photographs, 3D models or videoexcuse of a historical landmark. Step assignment-first a simple observation, then a complex analysis is carried out. Working in a couple or group – Students are given tasks divided (for example, describing the elements of a monument, finding a historical context). They are required to be studied and demonstrated. Question – and-answer discussion-activity is controlled with referrer questions at each stage. Reflection-at the end of the lesson, students will have to write down and compare their conclusions.

If one of these methods is considered the process of teaching the Registan complex in Samarkand, to give an example of “visual scaffolding”, it will be necessary to carry out the following works: 1. Initial stage (visual input): the teacher

shows the Registan field through VR. Students were asked “which buildings have you seen? What did you pay attention to?”he asks. 2.f one of these methods is considered the process of teaching the Registan complex in Samarkand, to give an example of “visual scaffolding”, it will be necessary to carry out the following works:

1. Initial stage (visual input): the teacher shows the Registan field through VR. Students were asked “which buildings have you seen? What did you pay attention to?”he asks.
2. Model demonstration: The teacher shows a short video about the Sherdor Madrasah and explains the main elements.
3. Co-execution: students divide into groups and prepare a short description on Google Docs or Padlet for each building in Registon.
4. Help reduction: the teacher only advises. For example: "what historical period does this building belong to?", "What do the symbols in the decorations mean?"through questions such as
- 5.. Co-execution: students divide into groups and prepare a short description on Google Docs or Padlet for each building in Registon.
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On the basis of ventilation methodology and mediatechnologies, it is possible to fully reflect the process of teaching historical monuments through a Table (Table 1).

Table 1. The process of teaching historical monuments on the basis of ventilation methodology and mediatechnologies.

Stage	Method	Applied media technologies	Expected result
Guiding students (introductory part)	General questions and answers about the historical monument are formed, forming an initial idea.	Small video, VR-based excursion and photos of monuments, interactive slides	Students get acquainted with the monuments, which arouses interest in the subject
Sample and model display	A model is shown to the students and analyzed together, and the main facts and elements are explained.	3D model is displayed, animations are analyzed	Students learn to distinguish monuments and their parts based on visual cues.
Working together in collaboration	students complete an assignment and	Data is recorded together in Google Forms and	By learning to complete collaborative media

	describe parts of the building and find historical context	Padlet.	assignments, communication and analytical skills are developed.
Reducing the process of helping	Students are asked guiding questions and an independent research process is carried out.	Formative assessment is conducted using interactive task applications Mentimeter and Kahoot.	Students develop independent thinking and activity in assignments, and their analytical skills improve.
Independent activity and final conclusion	The student prepares a project, model, or analytical presentation on architectural monuments.	3D modeling, VR tour or GIS map analysis	The ability to conduct independent research, think creatively, and draw historical conclusions will be developed

The practical importance of studying historical and architectural monuments on the basis of mediatechnologies from the methodology of aeration in teaching students is that students enter the process of active learning, perceive monuments not only as images, but as a complex system, technological competence is formed, that is, the skill of working with VR and AR, GIS develops, deep assimilation of national cultural heritage and increased interest in it [6,136-p].

The effectiveness of mastering historical and architectural monuments on the basis of mediatechnologies from the methodology of aeration was analyzed in teaching students. The effectiveness of mastering historical and architectural monuments on the basis of mediatechnologies from the methodology of aeration was analyzed in teaching students. Studies studied in the analysis process (Chaparro-Sainz, Münster) have shown that when using aeration and mediatechnologies, student.

If the data presented in the process of preparing this article is analyzed, it was determined that the topic scientifically combines interdisciplinarian (pedagogy, history, digital technologies, geography) directions, opens up new research directions through the concept of digital heritage in the formation of students' historical thinking, applies the ventilation methodology to the science of history – provides scientific innovation as didactic innovation. Methodically, on the other hand, the fact

that in history lessons, a clear task and technology are attached to each stage provides a systematic approach, the introduction of reflection and analysis steps to assess students' creative thinking creates a methodological diagnostic mechanism, the methodology connects history with modern teaching technologies and brings it closer to such a constructive direction as STEAM.

As a result, the lessons, which are based on a practical, aeration approach, are rich in interdisciplinary and mediatechnologies, facilitating the visual acceptance of the science of history. It leads to the creation of a virtual excursion through VR in students, the emergence and development of the practice of working with GIS maps. The teaching process serves to shape the student as a researcher, media designer and analyst. The main thing is to digitize cultural heritage sites in practical results and encourage them to promote them in the educational process.

In conclusion, when teaching historical and architectural monuments on the basis of mediatechnologies, the ventilation methodology ensures the transformation of students from a passive role to an active and independent researcher. Especially if students become teachers at the first stage, then at the end they become independent analysts and researchers.

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