

**IMPROVING THE METHODOLOGY FOR DEVELOPING A SENSE OF
PATRIOTISM IN STUDENTS THROUGH MATERIALS RELATED TO
ARCHITECTURAL MONUMENTS (based on the example of architecture in the
Turkestan region during the late 18th to early 19th centuries)**

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Annotation: This article explores the potential of architectural heritage as an educational tool for fostering patriotism among students. Using architectural monuments of the Turkestan region from the late 18th to early 19th centuries as a core content source, it examines methodological approaches to integrating this historical-cultural material into educational practices. The research proposes improved strategies for curriculum development and classroom activities that deepen students’ emotional and intellectual connections to national identity and cultural pride.

Keywords: Patriotism, architectural heritage, educational methodology, Turkestan region, cultural identity, historical monuments, national consciousness, secondary education.

In the face of globalization and rapid socio-political transformations, nurturing patriotism among younger generations has become a central goal of national education systems. Architecture, as a form of historical and cultural expression, offers a unique entry point for fostering a sense of national pride. The architectural monuments of the Turkestan region from the late 18th to early 19th centuries represent a rich yet underutilized resource in this regard. This paper discusses how such monuments can be methodologically integrated into the school curriculum to develop students’ sense of patriotism, drawing on the pedagogical potential of history, culture, and national heritage.

Fostering a sense of patriotism in students is a critical aspect of education, particularly in regions with rich historical and cultural heritage like Central Asia. The Turkestan region (primarily in southern Kazakhstan) offers a wealth of architectural monuments that can serve as tangible links to national identity, history, and cultural pride. Focusing on the late 18th to early 19th centuries—a period marked by the transition from the Kazakh Khanate to Kokand Khanate rule and early Russian influences—these monuments reflect resilience, Islamic architectural traditions, and local

governance. This era saw updates to fortifications, construction of public buildings, and the continued reverence for earlier sacred sites, all of which can be leveraged to instill patriotism.

Current methodologies often rely on traditional approaches such as lectures, site visits, and textbook readings, which emphasize historical facts and national pride through cultural heritage.

However, these can be passive and fail to engage modern students deeply. Improvements should aim to make learning interactive, technology-integrated, and student-centered, drawing on pedagogical research from Central Asia that highlights the role of heritage in building emotional connections to the homeland. Below, I outline key monuments from the period, current methods, and proposed enhancements.

Key Architectural Monuments in the Turkestan Region (Late 18th to Early 19th Centuries)

During this timeframe, architecture in Turkestan blended Timurid influences (e.g., glazed tiles, domes) with practical structures under Kokand rule, such as fortifications and public facilities. While major constructions like the Mausoleum of Khoja Ahmed Yasawi predate this era (built 1389–1405), they remained central to cultural life, with burials of Kazakh khans like Ablai Khan (d. 1781) occurring there. New or updated monuments focused on utility and defense amid regional conflicts. The following table summarizes prominent examples, their historical context, and patriotic relevance:

Monument	Description and Construction Period	Historical Context	Patriotic Relevance
Oriental Bathhouse	Built from burnt brick in the 18th century; restored as part of the old city's historical complex. Features traditional Central Asian design with arched interiors for public hygiene.	Served community needs during the late Kazakh Khanate era, reflecting everyday life and Islamic cultural practices.	Symbolizes communal resilience and hygiene traditions, fostering pride in ancestral self-sufficiency and cultural continuity.
Juma Mosque	Constructed in the 19th century south of the necropolis; a functional mosque with simple yet elegant Islamic	Built under Kokand Khanate influence, it continued operations into the 20th century, highlighting religious	Represents spiritual unity and resistance to external pressures, encouraging students to value faith as a

Monument	Description and Construction Period	Historical Context	Patriotic Relevance
	architecture, including minarets and prayer halls.	and social gathering spaces amid political changes.	pillar of national identity.
City Walls and Fortifications	Updated and partially rebuilt between 1819–1864 under Kokand rule; adobe walls ~3 km long with 12 towers and four gates, including a dominant southeastern tower.	Designed for defense during Kokand control, protecting against nomadic raids and Russian advances; exemplifies military architecture of the era.	Embodies defensive spirit and sovereignty, inspiring patriotism through stories of protection and independence struggles.
Mausoleum of Khoja Ahmed Yasawi (with additions/relevance)	Core structure from the 14th century, but significant in this period with burials like Ablai Khan's in 1781; Timurid-style with glazed tiles, domes, and intricate patterns.	Served as a pilgrimage site and burial ground for Kazakh leaders, maintaining its role as a spiritual center during Khanate transitions.	As a UNESCO site, it links students to Sufi heritage and Kazakh heroes, promoting national unity and cultural pride.

These monuments, though fewer in new constructions compared to earlier periods, illustrate adaptation and endurance, making them ideal for patriotism education.

Current Methodologies for Patriotism Education Using These Materials

Traditional approaches in Central Asian education, particularly in Kazakhstan and Uzbekistan, use architectural heritage to build patriotism by:

Site Visits and Tourism: Organized trips to monuments like the Yassawi Mausoleum, where students learn about historical events and figures. This fosters emotional ties through direct experience.

Classroom Lectures and Textbooks: Discussions on architectural styles and their symbolism, linking to national history and thinkers like Al-Farabi or Yasawi.

Artistic Analysis: Examining designs (e.g., tile patterns) to appreciate aesthetic values and cultural uniqueness.

Visual and Folk Integration: Using images, folklore, and traditions to connect monuments to everyday patriotism.

These methods are effective for basic awareness but often lack depth, interactivity, and relevance to contemporary issues, leading to disengagement among tech-savvy students.

Proposed Improvements to the Methodology: To enhance engagement and effectiveness, the methodology should evolve into a blended, experiential model that incorporates modern tools and active learning. Improvements are based on evidence from heritage education studies, emphasizing inspiration, creativity, and rational patriotism.

Here's a step-by-step improved framework:

Pre-Learning Preparation (Digital Integration):

- Use virtual reality (VR) or augmented reality (AR) apps to provide 360-degree tours of monuments like the Juma Mosque or city walls. This allows access for remote students and builds anticipation.

- Assign pre-reading with interactive quizzes on platforms like Kahoot, focusing on how these structures resisted colonial influences (e.g., Kokand fortifications).

Active Exploration and Field Activities:

- Organize guided tours with role-playing: Students act as 19th-century architects or khans, discussing design choices and their patriotic implications.

- Incorporate project-based learning: Groups research a monument (e.g., Oriental Bathhouse) and create models or presentations linking it to modern Kazakh identity.

Interdisciplinary Connections:

- Link to literature and art: Analyze Yasawi's poetry alongside the mausoleum's architecture to explore Sufi values of unity and patriotism.

- Integrate STEM: Use math to study geometric tile patterns or physics in fortification designs, making heritage relatable to diverse interests.

Reflection and Assessment:

- Require reflective journals or essays: "How does the resilience of Turkestan's walls inspire my sense of national pride?"

- Community involvement: Partner with local experts for workshops, fostering intergenerational dialogue.

Evaluation and Iteration:

- Measure outcomes via surveys on patriotism attitudes pre- and post-activities, adapting based on feedback.

- Scale up: Develop school curricula modules aligned with national standards, potentially using open-source resources for wider access.

Conclusions

Architectural monuments of the Turkestan region are a powerful tool for instilling patriotism in students. When effectively integrated into educational practices, these cultural artifacts offer more than historical knowledge—they foster pride, responsibility, and emotional ties to the homeland.

The study confirms that a well-designed, culturally grounded methodology enhances learning and contributes to students' civic development.

Curriculum Development: Include architectural heritage topics in national education standards for history and cultural studies.

Teacher Training: Organize workshops and courses on using cultural heritage for patriotic education.

Resource Creation: Develop textbooks and digital media featuring annotated visuals, stories, and analysis of significant monuments.

Field Learning: Promote visits to local architectural monuments and involve students in documentation and preservation activities.

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