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## METHODS OF DEVELOPING GENERAL COMPETENCES OF FUTURE TEACHERS IN THE PROCESS OF USING MUSEUM RESOURCES

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### Abstract

This article discusses the scientific methods of developing general cultural competencies in future teachers through the use of museum resources. General cultural competence forms a person's skills such as understanding cultural heritage, aesthetic taste, respect for spiritual values, entering into cultural dialogue, and accepting universal human values. The article analyzes the theoretical foundations of museum pedagogy, methods of using museum resources in the educational process, interactive approaches, project-based learning, and the possibilities of using digital museum technologies. Based on foreign and national experience, the educational potential of museum resources is shown and recommendations for their use in the pedagogical process are developed.

**Keywords:** Museum resources, general cultural competence, future teachers, museum pedagogy, interactive methods, project-based learning, digital museum.

### Introduction

The formation of general cultural competence based on national and universal values is one of the most important tasks in the education system of the Republic of Uzbekistan. In this process, museum resources - historical monuments, exhibits, cultural heritage samples, works of art, archival documents - have unparalleled didactic potential. That is why modern pedagogy considers museums not only as cultural and educational institutions, but also as active subjects of educational and upbringing activities.



The use of museum resources in the process of training future teachers not only expands their knowledge, but also develops in them cultural thinking, aesthetic taste, respect for national and universal values, and creative and critical thinking skills. Therefore, the systematic integration of museum pedagogy into the educational process is one of the urgent tasks of modern education.

### **Main Part**

Museum pedagogy develops methods for the effective use of museum resources in the educational process. It includes the formation of cultural memory in a person, understanding of national and world heritage, development of aesthetic taste, and upbringing in the spirit of respect for spiritual values [1, p. 34].

- Museum exhibits have a direct visual, emotional, and intellectual impact, enlivening the educational process. Through them:
  - • Direct knowledge is gained about historical events, national heroes, and cultural heritage; Estetik tarbiya kuchayadi;
  - Social activism, patriotism, and awareness of cultural identity develop;
  - • Students develop creativity and independent research skills.
- The following methods are effective in using museum resources:
- **Excursions and practical exercises** - introduce students directly to exhibits and teach them to analyze them.
- • **Interactive methods** - enlivening the learning process through museum quests, role-playing games, and "museum theater"-style activities.
- • **Project-based learning** – guiding students to create research projects based on museum materials.
- • **Comparison and comparative analysis** - broadening students' worldview by comparing exhibits of national and foreign culture.

**Organization of distance learning using digital technologies** - virtual museums, 3D exhibits, multimedia presentations

In Germany, France, and the United States, museum pedagogy is an integral part of the educational process. For example, in the United States, the “Museum Education Program” project involves students in conducting research in museums [2, p. 72].



In Uzbekistan, centers such as the Amir Temur Museum, the Istiqlol Museum, and the State Museum of Art are implementing many projects in collaboration with educational institutions. These experiences serve as an important resource in the process of training future teachers..

Digital technologies have the potential to make museum resources accessible to a wider audience. Virtual museums, online tours, and multimedia content enrich students' learning experiences. This has proven to be particularly effective during the pandemic [3, p. 11].

## **Conclusion**

Museum resources are an invaluable educational tool for developing the general cultural competence of future teachers. Interactive methods, project-based learning, and digital technologies increase the effectiveness of museum pedagogy. By adapting foreign experiences to national conditions, it is possible to raise the level of use of museum resources in the Uzbek education system to a new level. In order to form cultural awareness, aesthetic taste, and respect for national and universal values in future teachers, it is necessary to systematically integrate museum resources into curricula.

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