INNOVATIVE PUBLICATION
Journal of Effective Learning and Sustainable Innovation
Vol.3 №11 (2025). November
innovativepublication.uz

Pedagogical Opportunities of Using Historical and Cultural Heritage in the Training of Engineering-Pedagogical Personnel

13.00.01- Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
Ahrorbek Ahmadjonov Shuhratbek o'g'li
Magistr, O'zbekiston Milliy universiteti bitiruvchisi
E-mail: ahrorahmedov721@gmail.com
https://orcid.org/0009-0006-5408-4707
Tel: +998773830464
Akhrorbek Akhmadjonov Shuhratbek o'g'li
Master's Degree, Graduate of the National University of Uzbekistan
E-mail: ahrorahmedov721@gmail.com
https://orcid.org/0009-0006-5408-4707
Tel: +998773830464
Ахрорбек Ахмаджонов Шухратбек угли
Магистр, выпускник Национального университета Узбекистана
E-mail: ahrorahmedov721@gmail.com
https://orcid.org/0009-0006-5408-4707
Тел: +998773830464

Annotatsiya

Ushbu maqolada muhandis-pedagoglar tayyorlash jarayonida tarixiy-madaniy merosdan foydalanishning pedagogik imkoniyatlari ilmiy asosda tahlil qilinadi. Tarixiy obidalar, texnologik meros va xalq an'analari kasb-hunar ta'limi sifatini oshirish, shaxsiy va kasbiy kompetensiyalarni shakllantirish vositasi sifatida ko'rib chiqiladi. Maqolada UNESCO, EQF, OECD kabi xalqaro tashkilotlarning me'yoriy hujjatlari asosida merosga asoslangan ta'lim yondashuvlari tavsiflanadi. Shuningdek, ta'lim jarayonida tarixiy-madaniy komponentlarni integratsiyalashning shakl va metodlari ochib berilgan.

Kalit so'zlar

muhandis-pedagog, tarixiy-madaniy meros, kasbiy kompetensiya, pedagogik yondashuv, xalqaro standartlar, texnologik tafakkur, ko'rgazmali ta'lim, UNESCO

Аннотация

В статье научно обоснованы педагогические возможности использования историко-культурного наследия в подготовке инженерно-педагогических

кадров. Исторические памятники, технологическое наследие и народные традиции рассматриваются как инструменты повышения качества профессионального образования и формирования профессиональных и личностных компетенций. Описаны подходы к обучению на основе наследия на основе документов ЮНЕСКО, EQF и OECD. Также рассмотрены формы и методы интеграции историко-культурных компонентов в учебный процесс.

Ключевые слова
инженер-педагог, историко-культурное наследие, профессиональные компетенции, педагогический подход, международные стандарты, технологическое мышление, наглядное обучение, ЮНЕСКО

Abstract
This article explores the pedagogical potential of integrating historical and cultural heritage into the training of engineering-pedagogical personnel. Historical monuments, technological heritage, and local traditions are examined as tools for improving vocational education quality and fostering both professional and personal competencies. The study draws upon international frameworks such as UNESCO, EQF, and OECD to present models of heritage-based learning. It also outlines the practical forms and methods for integrating cultural content into educational programs.

Keywords
engineering pedagogue, historical and cultural heritage, professional competencies, pedagogical approach, international standards, technological thinking, visual learning, UNESCO

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1. Problem Statement and Relevance

In training engineering-pedagogical personnel, it is necessary to develop not only technical knowledge and skills but also professional ethics, cultural awareness, and social responsibility. International frameworks (e.g., UNESCO, OECD) recognize integrated education models as most effective, where instruction connects subject content with historical, social, and cultural dimensions.

In a country like Uzbekistan, with rich historical and cultural heritage, ignoring these

resources in technical and vocational education means limiting pedagogical potential. Therefore, integrating historical-cultural heritage into engineering-pedagogical education is both necessary and timely.

2. Pedagogical Functions of Historical and Cultural Heritage

a) «Didactic Function»

* Historical objects, ancient tools, and artifacts of craftsmanship serve as visual materials in the teaching of technical subjects.
* This facilitates the development of technological imagination and spatial thinking among students.

b) «Educational Function»

* Master-apprentice traditions, traditional schools of craftsmanship, and historical figures are used to instill professional values such as diligence, discipline, and respect for national values.

c) «Cultural Identity Formation»

* Students not only learn technical knowledge but also gain awareness of their national engineering heritage, which contributes to professional motivation and self-awareness.

3. International Experience and Standards

* «UNESCO (2015)» emphasizes that “education for sustainable development must include cultural heritage as a key component.”
* «OECD Education 2030» framework lists “cultural literacy, historical understanding, and social responsibility” as essential soft skills in modern vocational education.
* Countries such as «Germany», «Japan», and «Finland» have successfully integrated cultural-historical content into their technical and vocational education systems through practice-based learning and local heritage studies.

These approaches support the development of key competencies aligned with the «European Qualifications Framework (EQF)» and can be adapted within Uzbekistan’s

national curriculum for engineering-pedagogical education.

4. Methods and Models for Integrating Heritage into Engineering-Pedagogical Training

Form of Integration	Method of Implementation	Pedagogical Outcome
Visual learning	Use of museums, objects, and historical devices	Improved visual-spatial reasoning
Project-based tasks	Reconstructing or modernizing historical technologies	Applied thinking, innovation skills
Historical analysis	Studying technological development stages	Systemic thinking and historical literacy
Apprenticeship model	Traditional methods applied to modern workshops	Social-emotional skills, professional ethics

5. Pedagogical Advantages of Using Heritage

Historical-cultural heritage offers the following pedagogical benefits in the preparation of engineering-pedagogues:

* «Development of technological thinking» – Through the analysis of ancient irrigation systems, architecture, and tools, students learn engineering principles.
* «Cultural competence» – Students gain respect for their national identity, which strengthens motivation and professional responsibility.
* «Localized curriculum design» – Learners explore heritage relevant to their region, enabling context-based education and regional customization.

6. Recommendations

* Technical education courses (e.g., material science, design, pedagogy) should include «modules on comparative historical technologies».

* All vocational schools and universities should offer a «"Local Technological Heritage"« course to link students to their regional craft history.
* Incorporating «digital tools» (virtual tours, 3D models, AR/VR applications) can expand access to heritage-based content without geographical limitations.

Interim Conclusion (within main body)

The integration of historical and cultural heritage into engineering-pedagogical education enhances the formation of technical skills, ethical behavior, and cultural awareness. This approach supports the creation of a competency-based, value-driven education model that aligns with international standards (UNESCO, EQF, OECD) while preserving national identity and tradition.

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