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Development of Intellectual and Creative Activity of Teenagers in the Study of Historical and Cultural Monuments of England

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Abstract---The article about the intellectual and creative activity of teenagers is especially productive if it is devoted to the knowledge of artistic values. Here, intelligence and creativity are activated. Moreover, in adolescence, there is a lively interest in art and a great need for its knowledge at the logical-cognitive and artistic-aesthetic levels. In dealing with highly artistic works (in preparing teenagers for their perception and the process itself) logical and artistic thinking develops, with the maximum activation of creative thinking and imagination, generalization, and one's attitude, as well as reproduction. However, this is not enough for teenagers: intellectual and creative potential requires its implementation in any activity of cognition. It is in this process of intellectual and creative development with the result of activities (for example, cognitive and educational) that the personality of adolescents is formed.

Keywords---activization interest, art heritage England, art heritage, culturological knowledge, foreign language, learn, pedagogical knowledge, pedagogical system.

Introduction

The solution to the problem requires consideration of psychological and pedagogical aspects of the intellectual and creative development of the intellectual and creative activity of adolescents, in particular those categories and concepts, such as: personality the personality of a teenager (age characteristics, interests, needs, abilities, preferences; intellectual potential, creative displays; activities for intellectual and creative level); interpretation in the context of the study of concepts such as interest, active interest, spiritual interests; the need for (public, private, spiritual);

perception, its interpretation in philosophy, psychology, pedagogy, aesthetics (aesthetic, artistic perception); perception-contemplation and artistic and aesthetic study-analysis of historical and cultural monuments (principles, logic, components, scheme, basic parameters); a systematic approach to perception-analysis-study of historical and cultural monuments; intellect-thinking-perception historical and cultural monuments (types, creative thinking, logical-analytical, artistic, creative, artistic-creative judgment; creativity, intellectual and creative abilities; intellectual and creative activity (structural-level components, scheme, technology), intellectual and creative cognitive and educational activities; motivational factor, its role in the development of intellectual and creative activity of adolescents ([Zepedda, 2020](#); [Chmil et al., 2021](#); [Ribut et al., 2019](#)).

Analysis of recent research and publications

Scientists-teachers have solved and are solving the problem of intellectual and creative development, including adolescents (separately, not interrelated): Vygotsky L. S.-the development of thinking, the formation of concepts in adolescents, Leites N. S.; Obukhova L. F.; The attention of scientists and teachers of "English studies" is increasing: in books for reading in high school classes – Borovik M. A., Dixon R. R., Kopyl E. G., Ostrovsky B. S., Starkov A. P., Rubakov M. D. – cultural texts are offered. However, they are stingy and not bright. 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. Increased attention to historical and cultural monuments Kamenev Yu. M. studies the use of modern historical and cultural monuments 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. Butenko, V. G. – on the formation of the students' ideological and aesthetic interpretation of the artistic value of cultural monuments (its level, conditions), which is very important in the system of educational work based on direct perception and conceptual judgment with an orientation to the interpretive program ([Vygotsky, 1982](#)).

Results and Discussion

Based on the considered and interpreted concepts in the context of the study, the criteria for the development of intellectual and creative activity of adolescents in the process of studying the monuments of history and culture of England are formed. We consider the personality as a psychological and pedagogical category with the emphasis on the motives, interests and needs that determine the activity and its development (Lachner et al., 2019; Arias et al., 2005). The personality of older adolescents: its features, dominant orientation, qualities, preferences, needs, level of cognitive and intellectual development, creative abilities and all self-factors are studied; the attitude of adolescents to intellectual development on a creative basis, self-improvement, self-esteem; attention is paid to the interests at this age, especially the main interest – activity-oriented, as well as – needs-spiritual.

In the development of the intellectual and creative activity of adolescents in the study of historical and cultural monuments (Great Britain, England) as the greatest values of architectural art, a necessary condition is a psychological and pedagogical approach to the perception of historical and cultural heritage. In philosophy, psychology, and pedagogy, perception is considered in different-text interpretations, but, in essence, it is consistent and not contradictory. Aesthetic perception – "a type of aesthetic activity that is expressed in a purposeful and holistic perception of a work of art as an aesthetic value, which is accompanied by an aesthetic experience." With the priority of aesthetic contemplation.

Artistic perception – close to professional, with a certain attitude to "reading" a work of art, its meaning, with a translation into a "verbal-conceptual plan" based on a system of expressive means. With aesthetic judgment, satisfaction, joy. It depends on the aesthetic abilities of the perceiver, his aesthetic sense, the culture of thinking, the general culture and value orientations of the individual (Gorlova, 2000). In the logical-analytical artistic-aesthetic study of historical and cultural monuments (England), the reference point is: the history of the monument, its functionality, its cultural purpose; the general appearance, shape, silhouette, facade; composition in space, constructive system, style, individual sides, architectural details, elements; thinking-subjective, historical, logical - analytical, artistic, creative; impression of the monument: cognitive, artistic, aesthetic, actually-personal; judgment about it-its own, bold, reasoned. In the logic of artistic perception – analysis of historical and cultural monuments of England, we include the following components: perception-direct, emotional-subjective; perception-cognition-logical-artistic-analytical with thinking in the system "synthesis-analysis-synthesis", active, creative, concrete-component and generalized with the objective conclusion, own conclusion and personal attitude.

A systematic approach to the perception-analysis of historical and cultural monuments of England requires: increased emotionality of adolescents; knowledge: history of historical and cultural monuments (Great Britain, England) (foundations, structures, functionality), cultural, social and social situation of that time; mastering the artistic characteristics of the monument; attention to its aesthetic expressiveness. It should be noted that in this perception – analysis there is an active cognitive activity and intense intellectual and creative work-

thinking (artistic – analytical, value-aesthetic) at a sufficiently high creative level (creative thinking, creative imagination). With the formation of a holistic architectural and artistic image. With his bold judgment, his attitude to this monument. We consider the perception and analysis of historical and cultural monuments by teenagers as a significant achievement in their intellectual and creative development (Smith et al., 2018; Gede Budasi & Wayan Suryasa, 2021).

In the process of perception (direct), artistic-analytical (logical-analytical) historical and cultural monuments of England, teenagers are included in the controlled intellectual and creative activity. According to the scheme: arbitrary perception-analysis-synthesis-generalization. Teenagers in their own way, emotionally-arbitrarily, see the entire architectural appearance of the monument (a generalized image), then an analytical study of its most important structural parts, composite structures, components, their architectural and artistic details is offered, with the connection of all this into a single whole - into a generalized architectural and artistic image. With a judgment on the historical significance, cultural value of the monument, its artistic merits and aesthetics of the external aesthetic appearance, architectural and visual design, interior. Next, the teenagers will have to show the level of their independent activity-to reflect the acquired historical, cultural and artistic impressions, knowledge, concepts, ideas, emotions and feelings about this architectural monument of England in their thought-form, followed by a speech text that is close to the popular educational style, with bright, imaginative, interesting content, including entertaining and informative material, even (which is welcome) the manifestation of the ability – with drawings, sketches, poems. Under the main condition: the text is "own", new, original (Grossman, 2005; Hayakawa et al., 2016).

The main parameters of perception – analysis of monuments: historical significance, the national cultural heritage, global heritage, obscurity appearance; structural and artistic merits, and functionality; aesthetics, aesthetic features; a generalized artistic image; subjective-personal and objective assessment (custom). In this logic of artistic perception-analysis, the maximum development of intellectual and creative abilities of adolescents is achieved. Several other requirements and guidelines are also imposed on teenagers: Judgment about the monument-about: historical significance, cultural value, architectural and artistic merits, architectural aesthetics-external image, architectural and decorative decoration-external and interior.

Independent reflection of the acquired experience of knowledge, perception, thinking, judgment, feelings about the monuments of the history and culture of England - in your own thought form, speech presentation, popular and educational text; Socialization of their intellectual and creative "products" in various school classrooms. With the subsequent self-assessment, the teacher's assessment, as well as the responses of the audience (public opinion). Of course, teenagers are introduced to the characteristics of architecture, architectural artistic means, the aesthetic features of the architecture, with a rough guide of perception, analysis, and understanding of historical and cultural significance, artistic and aesthetic merits of an architectural monument. Of course, on the basis of the relevant knowledge of historical and cultural (of that era), social and social (of that time). So, Teens are preparing for informative and educational

activities, which is seen as a deliberate conscious and motivated activity with a certain level of organization, in a fact-individual activity that is initiated and directed by the motive of the action as communicative activities on – the intellectual and creative educational-educational activities to promote the knowledge of historical and cultural monuments of England (at the required intellectual and creative level) (Shulman, 2000; Tamir, 1988; Hashimova, 2021).

Should earnestly pondering the problem of the study to identify and consider such concepts as the intellect is the essence, the basic structure, the emotional component, contents; intelligence as thinking types, especially priority in our case, theoretical, practical, creative, logical and analytical, artistic thinking, conditions, optimization, and development; the results, requirements; creativity, intellectual-creative, their abilities, especially priority in our study – imagination, its types, requirements for them. Activity, its essence, characteristics, structure, types, scheme, components, technology; intellectual and creative activity, its types. intellectual and creative cognitive and educational activities, requirements for the intellectual and creative activity of adolescents intellectual and creative activity – creative and thinking activity, purposeful, meaningful, subject-productive, with a predictable result, socially significant. Especially attractive for teenagers. New types of intellectual and creative activities are offered. For example: information and cognitive, educational and propagandistic with self-procedural control and self-regulation (so that it is interesting, intellectually exciting, and gives the teenager a certain social status and authority). Here, a significant role is played by the experience of reading, monologue and writing (composition, writing a report), preparation for a speech (Pirmanova et al., 2020).

It is necessary to consider the intellectual and creative activity of adolescents, the conditions for its activation, productivity-precisely on the examples of high cultural values, such as historical and cultural monuments (England). With the indispensable accounting features of older adolescents, in particular, their interest in the culture of England, intellectual and creative activities and needs in the self – important factors in the development of the personality of adolescents, especially on the Reshimo, namely a cognitive-educational activity devoted to historical and cultural monuments. At the same time, a clear range of content, certain requirements for adolescents, and several recommendations are required.

The intellectual and creative activity of teenagers is especially productive if it is devoted to the knowledge of artistic values. Here, intelligence and creativity are activated. Moreover, in adolescence, there is a lively interest in art and a great need for its knowledge at the logical-cognitive and artistic-aesthetic levels. In dealing with highly artistic works (in preparing teenagers for their perception and the process itself) logical and artistic thinking develops, with the maximum activation of creative thinking and imagination, generalization and one's own attitude, as well as reproduction. However, this is not enough for teenagers: intellectual and creative potential requires its implementation in any activity of cognition (self-socialization!) It is in this process of intellectual and creative development with the result of activities (for example, cognitive and educational) that the personality of adolescents is formed (Howard & Pinder, 2003; Lawton et al., 2021).

Knowledge of historical and cultural monuments is provided by the intelligence of teenagers (which is already fully formed), cognition them as historical, cultural and artistic values especially artistic and aesthetic logical-analytical study, in which especially *aktiviziruyutsya* creative = cognition – thinking – imagination – attitude is a reflection of the need to Express my emotions, feelings, knowledge of others. Therefore, creativity is impossible without intelligence. It is also impossible without the emotional and volitional sphere of the personality of adolescents. Mental and creative abilities (imagination) must be considered in certain activities of adolescents. Very effective in this respect for the study of historical and cultural monuments (England) highly artistic, aesthetically significant, monuments representing the world heritage, which are ancient architectural structures in different countries of the world (Obukhova, 1981).

In our practice of teaching English (taking into account the interest of teenagers in the history of England, architectural monuments), on (providing a wide opportunity for a more thorough intellectual and creative knowledge of these monuments, its implementation in cognitive and educational activities), teenagers master: 1) Historical and cultural knowledge about the ancient architectural structures of England. 2) Their artistic and aesthetic features. 3) Requirements for the reflection and design of impressions, emotions, knowledge, relations to monuments in a popular speech presentation. Recommendations for effective performance for educational purposes with their intellectual and creative "products". Evaluation criteria – self-assessment of one's intellectual and creative activity. Thus, adolescents who are already inclined to intensive thinking, creative imagination, and creative activity develop the intellectual and creative potential of the individual, which acquires an almost activity-oriented orientation. These qualities and abilities are among the most important for the younger generation. The course on the development of the intellectual and creative activity of adolescents (for example, on the study of monuments of history and culture (England)) is pedagogically effective and socially significant in its orientation.

Teenagers need to: to know and understand the essence and expediency of intellectual and creative development, activity (based on artistic values, for example, historical and cultural artistic and valuable monuments of ancient architecture); clearly represent-what traits, qualities and abilities of the individual are developed, formed and improved in the process of intellectual and creative work, on solving a given task, problem, activity (as socially significant) for the dissemination in school society of acquired and intellectually and creatively prepared historical and cultural knowledge about historical and cultural monuments (England).

Of course, the initial development of intellectual and creative activity of adolescents is an interest in intellectual and creative activity, and specifically-a certain result – intellectual and creative activity - intellectual and creative cognitive and educational activity of older adolescents. The interest – desire-need of adolescents is determined by the target motive. Consider the motivational factor – as the basis for the development of intellectual and creative activity in the process of studying the monuments of history and culture (England). In the motivational mood of adolescents for cognitive practical intellectual and creative activity, the following are necessary: an interested personal-value-and need-based

attitude of adolescents to historical and cultural monuments (England) (first); their development (second), and on an intellectual and creative basis; the desire, interest, and ability of adolescents to pass on this historical and cultural knowledge to others. Various stimuli are used here, both external (I) and internal (II). These stimuli optimize the necessary interest (meaningful, conscious) in the acquired cognitive material, methods of its development and bringing it to different levels of listeners (Haubt & Taçon, 2016; Sampietro-Vattuone & Peña-Monné, 2021).

Conclusions

In motivation, precise goals are necessary – the goal, interest, desire, activation of the need (knowledge, intellectual and creative development, in their transfer and exchange). And this requires interesting material, intellectual potential, and creativity. The main thing is an emotionally positive attitude, awareness of the importance and necessity, optimal methods and ways to achieve the goal. Important sources of increasing motivation are: interesting historical and cultural texts about historical and cultural monuments (England), their photos, while using the intellectual and creative abilities of teenagers in a deeper knowledge of ancient cultural attractions in England. In providing a motivational factor, an important role is played by an individual approach to adolescents – a free choice of intellectual and creative works, activities for the dissemination of historical and cultural knowledge about historical and cultural monuments (England) that have become world heritage.

The motivational part of the study provides for the following psychological and pedagogical and specific pedagogical actions, guidelines and attitudes. The main criteria for the development of intellectual and creative activity of adolescents in the process of studying the monuments of history and culture (England): I. Interest and desire to develop their intellectual and creative potential. II. Knowledge of the essence of intellectual and creative activity, its role in personality development; the possibility of development of intellectual and creative activity in the process of studying the monuments of history and culture (England). III. Cognitive interest in the monuments of history and culture (England). IV. Manifestation and improvement of intellectual and creative abilities in the process of studying the artistic and aesthetic analysis of monuments of history and culture (England). V. Reflection of knowledge and experience about the monuments of history and culture (British, England) in intellectual and creative work. VI. Performance with intellectual and creative educational-educational "products" in different communicative levels of public communication (student society). VII. Self-assessment of one's intellectual and creative activity.

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