

TECHNOLOGY OF FORMATION OF SKILLS OF FOLK CRAFTS AND HOME WORK AT TECHNOLOGY LESSONS

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ABSTARCT:

Based on extensive pedagogical experience, we can say: the more the content of technology lessons meets the interests of students, the more the child is given the opportunity to express their individuality, the more fully the teacher's efforts to teach and educate merge with the students ' response efforts to master the material, self-development, self-education. In order for students to begin to creatively apply their knowledge, it is necessary that they feel the need for such activities. It is the arts and crafts classes that contribute to the development of creativity, open the way to self-expression, awaken imagination, educate taste, and enrich spiritually.

Keywords: level of knowledge, private homes, folk decorative, mental functions.

INTRODUCTION:

Professional knowledge of a particular craft is an advantage that will give you a chance to work independently in the future. Theoretical knowledge of folk crafts, thanks to its practical, applied nature, provides the student with great opportunities for understanding the concept of "combining theory with practice" for creative activity, self-expression. Even a difficult task causes genuine interest, a desire to get the highest possible level of knowledge and skills. As a rule, most of the students additionally perform creative

work, improving and polishing their skills, while getting great pleasure.

At present, new types of decorative and applied art are being born and developed in our republic, which are rooted in folk crafts. Various types of decorative and applied art continue to live in the plastic solutions of architectural structures, interiors of public buildings and private homes, household items, souvenirs, and mass entertainment events. Relying on folk ornamentation, the masters try to capture the originality of rhythm, color, and color, primarily in the national Mari embroidery, which has become a true "heroine". It was embroidery that gave a powerful impetus, becoming the basis for the development and understanding of the traditions of folk decorative and applied art of our republic. But there is still a lot of work to be done to identify the diverse origins in the study and preservation of folk traditions and the experience of folk decorative and applied art-our national heritage.

The development of imagination, imagination, a sense of beauty and other qualities of a creative approach to life does not require an abundance of technical means, and it is crafts and crafts in a number of other arts with their folk origins that can effectively contribute to changing the direction of human activity, forming, first of all, a sense of harmony, beauty, respect for nature and man. Only by creating peace and harmony within a person can we hope to create peace and harmony in the surrounding reality.

The study and preservation of folk traditions and the experience of folk decorative and applied art should begin with students from the first grade, since, on the one hand, no serious technical knowledge is required to start classes, and on the other hand, a sufficient amount of time is needed to comprehend all the subtleties of skill. Therefore, the technology program should provide the maximum possible number of hours, in addition, students should be offered optional and circle classes. The result of the training can be the implementation of creative projects. As practice shows, students, having got acquainted with crafts, want to continue to learn the beauty and technological capabilities of the material.

The content of thematic and extracurricular planning for the study of artistic crafts should include a differentiated approach to working with students. When teaching decorative and applied arts, it is necessary to encourage the level promotion of each student, not to allow the student to underestimate their self-esteem of their abilities. Do it unobtrusively, in the form of reasoned wishes. If, when choosing the final qualification task, students choose a creative work, this indicates that the students have felt the taste of creativity, they strive for self-expression and self-affirmation, and not just show the level of skill achieved. Children want to show their individuality, get maximum pleasure from the work they do. This is exactly what a technology teacher should achieve when working with students.

"Technology" comes from the Greek techno-skill, art, and logos-science. This term includes not only the material system of objects created by man (machines, tools, machine tools, devices, etc.), but also the ability to use them, and how and how the concept of "technology" covers both material and social

aspects of human activity, closely linking them together.

The introduction to educational institutions of the educational field "Technology" radically changes not only the content of the subject "Labor Training", but also the methods of training that allow graduates to develop the personality qualities that society presents to them: a high general culture, a broad scientific worldview based on deep knowledge and life experience, purposefulness in achieving the goal, constant self-development, self-improvement and mastery of the profession, the necessary level of development of cognitive and creative abilities.

The goal of general education is to achieve students "level of education, which creates the basis for the formation of a self-developing personality, capable of independently solving problems in various spheres of life. The level of education is understood as the quality of a person, which is characterized by the ability to solve problems of cognitive, value-oriented, communicative and transformative activities, based on the acquired social experience" [5].

It is the technology teacher who begins the education of a whole, harmoniously developed personality, and creates conditions for this that do not destroy the natural integrity of the student's personality. Building a whole pedagogical process, he must be ready to organize the educational process in the continuity of the best traditions of the past, be able to find organic connections between the goals, objectives, content of education and the phenomenon of man, and thus establish a starting point that determines the spiritual values of the national culture developed by man. Therefore, the readiness of the technology teacher to use the national component of folk decorative and applied art in the aesthetic

education of schoolchildren is particularly significant [3].

In this regard, traditional forms of conducting classes should be used: "master classes", theoretical and practical classes, independent work. More widely used innovative forms of classes: classes-demonstrations, classes-excursions, integrated classes, and the modular principle of presentation of the material, independent creative work on the development of various technologies for processing materials and artistic techniques, independent creative research (project) work, participation in joint experimental research, artistic and creative work, creative exhibitions, exhibitions, fairs. In the work, when selecting the main types of Mari decorative and applied art for study with schoolchildren, it is necessary to focus on its specific, local features, which, due to historical, economic and natural conditions, have developed and differ from the traditions and culture of other regions [2].

Classes in decorative and applied crafts contribute to the development of creativity, open the way to self-expression, awaken imagination, educate taste, and spiritually enrich. Professional knowledge of a particular craft is an advantage that will give you a chance to work independently in the future. Theoretical knowledge of folk crafts, due to its practical, applied nature, provides students with great opportunities for understanding the concept of "combining theory with practice" for creative activity, self-expression.

Every teenager is a person with his own inner world, who at first, perhaps unconsciously, will express it in his works. The task of the technology teacher is to help him in this and guide him on the path of spiritual and professional improvement. But everyone has their own level of abilities and capabilities, knowledge and skills. The teacher should create such conditions that the child of any

level of training and development feels like a free person, knowing that he chooses the level of complexity of the work, and the teacher is an assistant and guide on the difficult path of professional mastery. Therefore, the content of thematic and extracurricular planning of art crafts should include a differentiated approach to working with students.

Technology lessons - special lessons. On them, as on any other, due to the specifics of the subject, the teacher is close to the students, to the origins of the study and preservation of folk traditions and the experience of folk decorative and applied art. It is necessary to strive to make any work - embroidery, sewing, knitting or weaving, patchwork or work with straws - as individual as possible.

For many centuries, decorative and applied arts and folk crafts have been one of the means of spiritual and creative education of children, which has a significant power of educational influence. The researchers proved the beneficial effect of various types of needlework on the development of children's imagination, imaginative thinking, on the activation of their creative process, as well as on aesthetic education in general. During the creative process of making art products, a deep study of the theoretical foundations of a particular art craft is carried out, and an interest in the work of masters of folk crafts develops. Thus, an important pedagogical principle of close connection between theory and practice is realized.

The concept of creativity is most often associated with the concept of creative abilities and is considered as a personal characteristic that consists of several components: ability, curiosity, activity, imagination, attention, observation, motivation, and hard work. Creativity is a personal quality based on the development of higher mental functions. When creativity as a skill is included in all types of activities, behavior, communication, contact

with the environment, then it allows, on the one hand, to find new aspects in the familiar and close, and on the other hand, to meet the new and unknown, creating new emotions from it with the help of existing knowledge.

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