

PSYCHOLOGICAL AND PEDAGOGICAL OPPORTUNITIES OF FOLK CRAFTS AMONG STUDENTS OF GENERAL EDUCATION SCHOOLS

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Summary: The article describes the psychological and pedagogical capabilities of schoolchildren in folk crafts.

Key words and concepts: craftsmanship, decoration, theory, practice, embroidery, diploma, professional activity, factor, composition.

In today's era of globalization, modern psychology and pedagogy are increasingly penetrating all subjects taught in the continuous education system, which also applies to the field of embroidery taught in general education schools, opening a wide way for the student to think creatively in the educational process and apply what he has learned. The student, who first stepped into general education schools and began to learn the secrets of embroidery, observes and learns the shape of the pattern elements, the features of its compositional structure, the creations of the great craftsmen and masters of the East. The study of folk crafts serves to develop artistic-aesthetic taste, hard work and create a number of useful skills and qualifications in students of general education schools, helps to identify and develop their creative abilities.

In order for students to master this field perfectly, first of all, it is desirable for them to become familiar with the process of folk crafts.

Along with the study of the situation of teaching practical and artistic decorative art in general education schools, the methodology of its practical application is carried out in the process of experimental work. In order to carry out organizational and methodical preparation work, a plan was developed to guarantee the effectiveness of experimental work. In doing so, experimental-testing areas, test and control classes participating in this process were determined, and a didactic complex (lesson development, methodological instructions for teachers, questionnaires, etc.) presented for the experimental-testing was developed.

It is required that the teachers of general education schools not only master the basics of science, but also their AT, and constantly improve their pedagogical skills. For this purpose:

- that information technology is a driving force in educational development during theoretical and practical training of teachers in folk crafts;
- stages of historical development of modern pedagogical technologies;
- interactive methods used in the educational system of foreign countries;
- possibilities of using modern pedagogical technologies in practical art classes;
- effective use of information and communication technologies in folk crafts training, ways to apply it in practice;

- it is necessary to determine students' knowledge, skills and abilities, as well as their knowledge in the areas of control and evaluation of creative work results.

It is known that in order to achieve the effectiveness of education, it is absolutely impossible for a teacher to be indifferent to the motivations of students for learning. Because the attitude to acquiring knowledge is combined with the student's interest in the chosen profession. Accordingly, the main attention was paid to the motivations of the student's interest in folk crafts.

In the course of the experiment, we conducted interviews to find out the student's initial knowledge, skills and qualifications for creating pattern compositions, and from the answers we received from the questionnaire, it became clear that almost 75% of the students have the desire to master the art of embroidery in the future.

From a psychological point of view, it is important to acquire independent knowledge, engage in creative activities, think logically when creating pattern compositions, and teach how to find a solution to a given problem. In this case, students begin to make new demands on themselves in order to acquire independent education. This process takes place on the ground of self-education. That's when education rises to the level of social duty. Because education serves as a factor that prepares the student for work and professional activity.

On the basis of research observations, we separately studied the motivations of the students' interest in the art of embroidery during the first month. This process was expressed in two directions. The first is the gradual introduction of the "new community" to each other, the emergence of activists among the "community", especially applied art. Although there are few young men and women who are full of their secrets or a little aware, those who are distinguished by their practical experience in this field, and the latter, who were admitted to study according to someone's advice, were studied in the educational process.

The conducted research observations showed that the current social issue is not at the level of requirements. The formation of negative factors based on such an approach can cause initial misconceptions in the student.

The scientific and creative world view of today's young people is quite broad, and this can be seen from the motives of who they will be in the future and their career choice. Especially benefiting the society, continuing it according to the chosen profession, teaching the learned profession to young people, identifying the interest of young people in the society in time for practical art and creating the relevant support and conditions for it are considered important tasks of today.

A person who perfectly mastered the types of folk handicrafts will not go astray in the future. Because he can analyze that the social, economic, political, cultural and educational development of the society is in the hands of the growing generation from the point of view of professional duty. Especially the young people who said that they want to devote their lives to folk crafts expressed their desire to contribute to the noble cause of developing folk art.

According to our research observations, based on the above, solving the following tasks in secondary schools is of primary importance:

- strengthening the provision of methodical guidance and advice in choosing a profession for students;
- planning of teaching-methodical works of applied arts of science teachers;
- development of modern methods of teaching embroidery art to young people based on the rational use of advanced methods of the educational process, organizational forms and means of teaching;

- to increase the logical coherence of the educational process, to avoid repetition of program materials in practical art classes, to ensure its sequence, consistency, continuity and integrity in terms of forming theoretical knowledge, practical skills and qualifications of future embroiderers;
- development of reasonable forms of planning, improvement, organization and control of methodical guidance of independent learning activities of future masters of folk crafts;
- establishing the educational process with the necessary equipment, including technical and visual aids, as well as the use of computer programs in working with pattern compositions;

It implies the wide use of various educational methods and tools in the folk crafts classes of secondary schools to develop the consciousness and thinking of students, to form theoretical knowledge, practical skills and qualifications, and to teach them to understand civic duty and obligation.

Each lesson should be carefully planned with a specific goal in mind. Its educational and educational significance, lesson stages, it is necessary to take into account the use of visual materials, its ideological and ideological content, the connection of theory with practice, its equipping with visual aids, its organization with the effective use of suitable methods, methods and tools, and the active interaction of the teacher and the student.

Emphasis is placed on the use of modern methods of education in teaching students embroidery art. Arousing students' interest in the subject, forming theoretical knowledge, practical skills and competences, organizing discussions and preparing handouts and didactic materials for them to master the distributed materials on the subject individually and in groups, etc. focused pedagogical processes should be developed.

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