

DIRECTION OF STUDENTS TO NATIONAL CRAFT PROFESSIONS IN SCHOOL TECHNOLOGY EDUCATION

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Annotation:

The article describes in detail the essence of directing students to national craft professions in school technology education.

Keywords: national, profession, school, craft, hobby, student, technology, creativity, perspective, principle, tool.

In the process of analyzing the state of the problem of designing students' creative activities related to national crafts in technology education in school practice, the main attention was paid to the students' experience of designing creative activities, based on the opinions of school teachers about creativity education, and technology education. We will consider the real situation of the practice of organizing creativity and the strengths and weaknesses of teachers.

For the purpose of studying and summarizing the existing experience in designing students' creative activities in technology education, the lessons of technology teachers were observed and answers to the following questions were sought:

a) questions related to the goal of creativity education - the goals and tasks of the organization of creativity education, the compatibility of the selected educational tasks with the goals and tasks of creativity education; b) questions related to the content of creativity education - compatibility of creativity tasks with the content of educational material, compliance with real educational opportunities of students, the place of this or that creativity in the system of educational tasks; c) questions related to the procedural features of creativity education, suitability of creativity tasks to the lesson type and stages, creativity education, children's real learning opportunities, their connection with the pace of work, methods used in performing creativity tasks, knowledge learned before performing creativity tasks and wetting methods of activity, new means of recording knowledge and activity methods; g) questions related to the result of creative work - the importance of this or that creative work for students, the adequacy of educational tasks to the requirements of full mastery of the content of the

educational material, the role of creative work in the formation of impossible activities in children is important.

We used the types of lessons developed by M.H.Shomirzayev as a basis for observing and recording lessons. The following types of lessons are noted: teaching and strengthening lessons of new educational material; refresher and qualification classes; generalization lessons of knowledge and skills; The distribution of the observed lessons, the number of observed lessons, and the types of lessons were given. Teaching and strengthening of a new topic is determined by repetition of what has been learned and formation of skills, generalization of knowledge and skills, control of knowledge and skills.

It can be seen that in each of the types of lessons related to the science of technology, the possibilities of organizing creative education related to national crafts are extremely wide. The first type of lesson - teaching and strengthening new educational material in technology. The core of the lesson is to prepare students for learning a new topic, to ensure the understanding of new definitions, ideas, and arguments related to the topic, to learn from the activities that have been learned for the first time. It consists of strengthening the previous knowledge and activity methods. In the process of education, students' attention is drawn to a new topic and evidence related to it, and the purpose of teaching the topic is explained by posing problems, raising questions, and creating difficult learning situations.

Therefore, it is possible to increase the effectiveness of education and to encourage children to work creatively through the means of attracting children to set their own goals, explaining the difficulty of the problem, and searching for answers to the questions. We consider the second stage of the lesson - new knowledge and activity usullarini idrok etish bosqichida o'quvchilarning ijodkorlikdagi izlanishlariga imkoniyat yaratishga harakat qildik.

O'quvchilar oldin o'rganilgan mavzuga va endi o'rganilayotgan mavzuga oid dalillarni o'zaro taqqoslash, mavzuga oid dalillarni kuzatish, kuzatilgan dalillardan xulosalar chiqarishga yo'naltirish, chiqarilgan xulosani darslikda berilgan ta'rif, qoidaga taqqoslash kabi vazifalarni bajarish topshirihi asosida faoliyat olib bordi. Bu ko'rinishdagi o'quv yumushlari o'quvchilarning ijodkorlik mustaqil faoliyatini ta'minlaydi.

Mavzu o'rganilgach, uni mustahkamlash bosqichida ham turli-tuman ijodkorlik ishlarni o'tkazsa bo'ladi. Bunday ko'rinishdagi ijodkorlik ishlari sirasiga o'rganilgan ta'rif, qoidalarni yangi dalillarga ko'chirish, ta'rif, qoidalarni yangi o'quv holatiga tatbiq bilish kabi ijodkorlik ishlariga kiradi. Ma'lumki, dars turlarining har birida o'quvchilarni ijodkorlik ishlariga jalb bilish imkoniyatlari nihoyatda ko'p bo'lib, ularni metodik jihatdan to'g'ri belgilab olish dolzarb muammo sanaladi.

Tehnologiya ta'limida o'quvchilarning milliy hunarmandchilikka oid yangi o'quv materialini o'rgatish va mustahkamlash darslarida ijodkorlik ishlarining miqdori yuqoriligi aniqlandi.

Yozib olingan darslar miqdori o'quv vaqti (daqiqa hisobida) Darsning asosiy bosqichlari Ijodiy ish uchun ajratilgan vaqt (% hisobida), yangi o'quv materialini o'rganishga tayyorgarlik yangi o'quv materialini o'rgatish yangi o'quv materialini mustahkamlash va hulosalar chiqarish mumkin:

tehnologiya darslarining birinchi turida ijodiy ishlarni tashkil etishga nihoyatda oz vaqt ajratiladi va ahyon-ahyonda o'tkazilib turiladi; ikkinchi dars turida, ya'ni o'tilganlarni takrorlash va malaka hosil qilish darsida o'rganilgan mavzular bo'yicha malakalar takomillashtiriladi va darslik mashqlari ustida ish qilinadi. O'tganlarni takrorlash va malaka hosil qilish darslari o'quvchilar hotirasiga mo'ljallangan bo'lib, ularda bilimlarni o'hshash sharoitlarga tatbiq bilish kabi o'quv yumushlariga ko'p vaqt ajratiladi. Bu o'z navbatida ijodkorlik ttopshiriqlarini ta'limga tatbiq etish uchun juda kam vaqt ajratishga olib kelmohda. Kuzatilgan darsda ijodiy ish o'tkazilib, it took an average of 5 minutes. All creative work was in the description of applying the learned knowledge to given situations.

Cumulative assignments were not organized in the observed classes. Creative work was divided into the main stages of the lesson.

The division of students' creative work on national crafts into the main stages of the lesson in technology education.

The number of recorded lessons. Study time (in minutes) The main stages of the lesson. The time allocated for creativity. Remembering knowledge and methods of activity. Knowing how to apply knowledge and methods of activity. It is possible to expand knowledge and methods of activity.

From the above-mentioned points, it was concluded that only 13% of the total time budget is allocated to the organization of students' creative work in the second type of technology lessons - repetition of previous lessons and skill acquisition lessons. To some extent, this can be appreciated. However, it is necessary to mention one weak point of the technology of organizing and conducting creative work: the weak point of the lessons of repeating the past and learning skills is the suboptimal transfer of students' creative work to the stages of the lesson.

In the scientific and methodical revisions, it is emphasized the need to conduct students' creative tasks at each stage of the lesson, at each stage of the educational process, at each period. In the scientific researches of M.H.Shomirzayev, N.S.Saidahmedov, it was proved that the amount of creative and non-creative work should be 50% in the teaching system [1].

Based on the integrative coordination of functions of analytical, design and pedagogical prognostic components of the diagnosis of qualification requirements of technology education graduates in general education schools and their levels of professional-pedagogical preparation, the content of the conceptual framework for training future technology education teachers based on ATs was improved.

The next type of technology lessons is the lesson of generalization of knowledge and skills. In this lesson type, knowledge, skills and competences are concepts level

is absorbed. Most of the students of the schools we have tested do not enjoy this type of lesson. Knowledge and skills acquisition classes have their own hallmarks: cross-examination of evidence from two or more topics. For example, let's say such a task: words are given in two columns. Compare them, identify specific questions for each, and then write down what the words in each column mean.

As mentioned above, the generalization of knowledge and skills is based on generalization at the level of understanding. "Generalization at the level of the concept does not mean specific signs of a certain grammatical event, but its general features. The characteristic based on this is common to some of the studied phenomena.

In the lessons of generalization of knowledge, skills and competences, the following steps were also relied on; comparing evidence on two or more topics; drawing general conclusions by comparison; applying the drawn conclusion to the said educational situations. In the observed lessons, creative work related to comparing evidence, making general conclusions, and applying the conclusion to the mentioned educational situations was not used.

The above conclusions confirm that some inaccuracies were observed in the activities of teachers and students participating in technology training, in their understanding of the types of lessons, the specific features of each type of lesson, the purpose, and the tasks. Based on this, a questionnaire was created about the types of technology lessons, the specific characteristics, purpose, and tasks of each type.

In education, the correct and effective organization of the lesson certainly affects the students' learning. Another important issue in the development of mechanisms for the development of creative competences is the teacher's technologically correct design of the lesson. How to use interactive methods at what stage begins with the lesson design. The process of developing mechanisms for the development of creative competences takes place in the following stages: I. Diqqatni jamlash bosqichi.

II. Listening stage.

III. Thinking stage. These steps help to use interactive methods correctly and to increase the effectiveness of the lesson.

Based on the above considerations, there is a need to develop mechanisms for the development of creativity competencies of 8th-9th grade students in technology education. Let's talk about the model.

The model is the study of a pedagogical problem divided into parts in small objects, as a result of the organization of processes directed to a common global goal, achieving educational results step by step, and achieving a holistic goal with the possibility of conducting and controlling the process as a whole.

An active model was developed for the purpose of analyzing the mechanisms of development of creative competences of 8th-9th graders in technological education as a whole system. This model has six components (a goal-oriented component, a task-oriented component, a principle-oriented component, a pedagogical conditions-oriented component, a criteria-oriented component, a level-oriented component, and

a result-oriented component) was developed separately. It is known that the quality and effectiveness of the students' game directly depends on the life observations and personal experience of the participants.

Qualities such as awareness, initiative and willfulness are important in this. Therefore, the use of games with different socio-psychological characteristics in the educational process undoubtedly shows its effectiveness.

Active learning methods are based on such games.

Each game can last from a few minutes to longer and can involve anywhere from two to ten students. For example: games called "business games" or "management" are aimed at creating knowledge and skills. They expressed a number of valuable opinions on the methodology of conducting "Business" games [1]. "Ishbop" has a clear place in active teaching methods of games (especially for children of junior school age) We present a set of methods for visualization. "Business games" serve to train specialists and improve their professional qualities.

"Computer business" games are a set of psychological situations in which the participants of the game have the opportunity to be both participants of the game and observers at the same time.

In a broad sense, business games are a method in which management decisions are simulated in various production situations, and these game conditions can be played among a group of people in a working mode with interactive communication [2].

"Business games" is one of the methods of active learning, it is a method aimed at the student's interpretation of this or that situation in the form of a game in order to correctly understand the real object being studied [3].

Business games are one of the most common game methods, which essentially require entering certain characters and experiencing the emotions characteristic of that character. Thus, there are many fields of application of business games. Business games using computers for educational purposes teach and encourage students to have the right position in their lives, to create the life situations they want and dream of, most importantly, in the production process. creates a basis for showing himself as a person who easily enters into free communication, a knowledgeable specialist.

National crafts are considered to be one of the main types of activities that ensure a more comfortable and beautiful life of a person, and with the emergence of a conscious person

was born and developed. The time has come to study folk crafts as a systematic, perfected, orderly, permanent science, which is a means of expressing the long past of labor, eastern thought, and culture of representatives of more than 120 nationalities and peoples living in our republic. The achievement of independence of the republic, formation as a state created opportunities for us to study and interpret our history, spirituality and crafts, which are considered our national heritage, for ourselves and others.

More than 150 branches of national crafts have been preserved although it is considered an object of direct learning and teaching to young people, it has disappeared, from another 100, the names of which are preserved only in literary sources and the additional type can be a source of various studies and researches. In this research, the content, history, structure of folk crafts, characteristics, the technology of execution is a subject of a general educational subject of its application in the circles of the subject of calculated labor education we focused on developing the basics.

By concentrating in technology classes, that is, by separating students into the professions they are interested in, it develops students' creativity.

In my research, it was shown that the use of various interesting game methods in the teaching of the profession in technology classes is very important for the student to master the profession faster.

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