ISSN NO: 2770-2367
Date of Publication: 18-06-2022

The Importance of Teaching Folk Crafts to Teachers of Technological Education in the Educational Process

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Annotation: The historical origin of folk crafts dates back to the childhood of mankind. As humankind grew, so did the craftsmanship of the people. As the struggle for survival grew, so did the need for a better life, and mental labor began to separate from manual labor. This article discusses the importance of teaching folk crafts to future teachers of technological education in the educational process.

Keywords: Education, folk crafts, technological education, teaching, science, development.

Folk handicrafts, first stone carving, bone carving, and later wood carving and other types of handicrafts also developed slowly. According to the curriculum of technology (grades 1-9) in all classes in the areas of "Technology and Design" and "Service" are allocated classes for each type of folk crafts. We believe that before taking a handicraft class, it is important to talk about the stage and history of its development, as well as to give students a brief overview. Practical classes in technology will provide students with an understanding of the stages of development of folk crafts. Let's talk about the beginning of the development of folk handicrafts in ancient times. Archaeological excavations in Africa and Java have shown that people have lived on the planet for 3-3.5 million years, and this period is called the ancient Paleolithic.

This period, and the subsequent Mesolithic period, was also known as a farm in which people harvested and consumed ready-made products from nature. The third period is the Neolithic, a new Stone Age that spans the 6th to 4th millennia BC. The Neolithic period is also known as the stage in which people formed a way of life based on self-creation of products consumed by agriculture, animal husbandry, and handicrafts. This means that the development of handicrafts began in the Neolithic period, ie in the 6th-4th millennia BC. During this period, stone tools such as axes, ponies, scythes, and stones appeared among the stone tools. The Neolithic period is also known as the Age of Stones. The purpose of the State Education Standard (SES) adopted for general secondary school technology education is to provide the younger generation with basic knowledge about our nationality, past and present national folk crafts. 'Internal foundation consists of acquiring skills and competencies.

Teachers of technology will be able to develop national folk crafts based on the processing of wood, metal, fabric and various materials, in some cases with changes and additions to the curriculum developed on the basis of this DTS. to provide basic knowledge to students in grades 5-9 and to form in them basic skills. To do this, teachers of technology during the study hours allocated in grades 5-7 on the types of national handicrafts, history, types of products made in them, schools of folk crafts, the founders of folk crafts, in grades 8-9. During the training hours it will be necessary to directly teach the national handicraft technologies, methodological bases of production of handicraft enterprises, their operation in market conditions and prospects for development. In accordance with the existing curricula in front of the teacher of technology in the areas of technology education should be taught students the types of national folk crafts based on the processing of wood, metal, fabric and various materials, in what order The task is to solve the problem.

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Based on our many years of experience, it is advisable to teach students the national characteristics of handicrafts in the following order on the characteristics of age and the essence of handicraft technology.

1. Generalization of national folk crafts according to the type of material used in them, ie national folk handicrafts based on woodworking, metalworking, fabric processing, various materials (stone, bone, clay, plastic, etc.) should be divided into national folk handicrafts based on the processing of larvae.

2. The curriculum for wood and metal and fabric processing should be divided into classes, depending on the complexity of the field.

3. Some topics will need to be taught in clubs on the need to inform the younger generation as much as possible about the national handicraft technologies of the past. It is advisable to generalize the areas of folk handicrafts on the material being processed and to teach the following between classes. The national folk crafts based on woodworking include: wood carving, cradle, carriage, saddle, box, sandal, basket, knitting, bedding, handicrafts, furniture, national frames and doors, handicrafts that make home furnishings, and more.

National handicrafts based on metalworking include blacksmithing, carpentry, carving, carpentry, jewelry, knife-making, coppersmithing, handicrafts, and more. The national handicrafts based on textile processing include embroidery, weaving, goldsmithing, coat-making, doppi weaving, carpet weaving, felt weaving, tanning, fur-making, suzan-curtain weaving, shoe-making, and others. National handicrafts based on the processing of various materials include pottery, sculpture, pottery, bone and stone carving, tandoori, confectionery and others. Inter-grade teaching would be appropriate if: 5 and 8-9 (direct product preparation in upper grades) wood carving, wood-carving from woodworking in grades training in handicrafts such as cradle, saddle, metalworking, casting, weaving, embroidery based on fabric processing, weaving, embroidery-based clothing, doppichi, etc. In grades 6 and 8-9 (direct production in the upper grades) in accordance with the directions of woodworking in the direction, carriage, bedding, metalworking jewelry, knife making, carpet weaving based on fabric processing, training in handicrafts such as tanning. In grades 7 and 8-9 (direct production in the upper grades) in accordance with the directions of woodworking, knitting, sandalwood, metalworking coppersmi thing, handicrafts, fabric-based felt, suzana - curtains it is advisable to teach crafts.

A network of handicrafts will be created. That is why this period is also called the "pottery age". In the Neolithic period, a productive economy was formed. This is a great achievement of mankind, and people will be completely free from dependence on nature. Communities (tribes) migrate in search of food, and then move on to livelihoods. The construction of permanent huts, houses becomes a way of life for the people, villages are formed. In the Neolithic period, people wore clothes made of wool and plant fibers instead of clothes made of animal skins. There will also be a textile and sewing industry. The fourth period, the Eneolithic, is called the Tashmis period because of the development of copper weapons, which took place in the 4th millennium BC. The fifth period - the period of mastery of the manufacture of tools from bronze, ie copper and tin alloys, began in 3-2 thousand years BC. As early as the 3rd millennium BC, our ancestors mastered the art of mixing tin with copper to obtain bronze, that is, hard, metal alloys, from which to make hard and hard, tools, swords, daggers, household items, ornaments. received. This period was called the Bronze Age. The discovery of bronze created metallurgical artisans, metallurgical workshops and jewelry workshops. This specialization of handicrafts leads to the exchange of products between different regions, the emergence of ways of communication that connect them economically. At the beginning of the first millennium BC, the Iron Age began with the development of various weapons and equipment from iron. Some production teams are engaged in farming, while others are engaged in animal husbandry or handicrafts. The exchange of agricultural, livestock and handicraft products between them has expanded.

In conclusion, the young generation in the clubs are engaged in the production of wood-based musical instruments, furniture, national frames and doors, handicrafts, metal-working, fabric-based fur, footwear. It would be expedient to teach the national folk handicrafts based on handicrafts and processing of various materials, such as pottery, sculpture, ceramics, bone and

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stone carving, tandoori, confectionery. Based on the analysis of the adopted in the field of technology, little attention has been paid to the basics of any craft and the design that creates and decorates it. No matter what the field of handicrafts, it is important to teach students about embroidery before teaching it. This is because it is impossible to make a product without a decorative pattern without embroidering the product made in folk handicrafts.

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