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Improving the Teaching of Folk Craft Theory in Technology Classes

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Annotation. The article discusses the study of folk crafts today in the process of training teachers of technology education in higher education institutions in the process of teaching the subject "Folk Crafts and Art Design" and in general secondary schools in the subject "Technology Education", recommendations for improving the theory of folk crafts in technology classes. The importance of development as a social protection, its main directions, the benefits provided by the state to artisans were discussed. The advantages of using the STEAM method in teaching are also shown.

Key words: technology, education, student, training, process, system, quality, control, recommendation, craft, embroidery, embroidery, design, construction, planning, improvement, development.

Introduction. Uzbek folk handicrafts have their own centuries-old historical development since the dawn of mankind. It has been developing since the Stone Age to the present day, combining unique national features and demonstrating its distinctive features. During the course of historical development, Uzbek folk handicrafts have been flourishing and flourishing for centuries. The main goal is not only to increase employment, but also to show ourselves, to show our most beautiful, elegant, attractive art among the peoples of the world, to introduce our activities based on manual labor or small mechanization, which have been developing over the centuries. or to arouse the interest of the peoples of the world in our products, as well as to regulate exports and imports.

Craftsmanship - the production of household, household, artistic items based on historically established, special knowledge, skills, secrets, methods, using manual labor, tools and small mechanization, based on traditional and modern requirements (service), is a creative or professional activity in training.

The main directions of folk handicrafts are: ganch carving, carpet weaving, fabric weaving, stone carving, miniature, fine arts, painting, calligraphy and abru spring, carving, blacksmithing, tin making, handicrafts, national costumes, hat making, wood carving, embroidery, goldsmithing, musical instruments, pottery, porcelain, jewelry made of precious metals, author's furniture, toys, small sculptures, leather, author's furniture, carpentry, weaving from twigs, baskets, pottery, glassware, glassware works, souvenirs, jewelry made in the national style from ordinary metals, floral printing on fabric and felt printing.

Today, the study of folk crafts is taught in the process of training teachers of technological education in higher education institutions in the process of teaching the subject "Folk Crafts and Art Design" and in general secondary schools in the subject "Technology Education".

In the subject "Technology Education" elements of knowledge about "Fundamentals of Folk Crafts" are first given in grades 5-7 in each class for a total of 18 hours out of 6 hours. At the same time, schoolchildren gain basic knowledge and practical skills in embroidery, embroidery, weaving and others. That is: they get information about the materials used in embroidery, embroidery, etc., the equipment used, the products made. Under the guidance of a teacher, they prepare an item on a topic included in the curriculum. Uzbek folk handicrafts have many directions, and behind each of them there are certain professions, and if we look at them as a means of social protection, we can see how small the planned hours in the school curriculum.

Main part. Improving the quality and effectiveness of teaching the subject "Fundamentals of Folk Crafts" in technology classes is aimed at directing students to the study of science and professional secrets, the development of creative, innovative skills. The STEAM method consists of 6 steps: question (task), discussion, design, construction, testing and development. The term STEAM was first introduced into the school curriculum in the United States to focus on developing students 'competencies in science and

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technology. Later this line was expanded and additional letters were added to the term. In particular: "R" - robotic robotics with the addition of robotics - STREM or "A" - art with the addition of art - STEAM.

STEAM (S-science, T-technology, E-engineering, A-art, M-mathematics) is a modern approach that combines science, technology, engineering, art and mathematics [2].

The educational purpose of the course: to acquaint students with the technology of sewing national toys and to arouse interest in learning the secrets of the profession.

Educational purpose of the lesson: aesthetic education, loyalty to national traditions, patriotism, national pride, devotion to the motherland, a sense of responsibility.

Developmental goal of the course: To develop students' innovation, design, creativity, intellectual abilities.

Equipment needed for the lesson: various pieces of fabric, leather, foam, tape, cotton, synthetics, tape, needle, thread, buttons, jewelry, various mex.

Basic competencies:

Communicative competence: ability to articulate a topic in a logical sequence and sequence in oral and written explanation;

Competence for self-development as a person: striving for physical, mental, spiritual maturity;

Technological competence: knowledge of scientific, scientific and technical innovations, mastery of national puppet sewing technology;

Competence in working with information; be able to work with different sources, receive information from radio, television, telephone and the Internet and learn to apply it in practice.

At the motivational stage of the lesson, the teacher asks students the following questions: What ceremonies and holidays can be an example of the Uzbek national traditions? What do you mean by national folk crafts? Have you heard of our national dolls? How are they prepared? What materials will be needed to make our national dolls? In this process, the sequence of questions is interesting, starting with simple questions that are not difficult for students to answer, and gradually progressing to the task if it is intended for the purpose of the lesson.

The teacher announces the topic of today’s lesson and gives the students an introductory guide: explaining what materials are needed to sew a national doll. To do this, students are asked to choose the necessary tools from the materials and equipment on the table. The teacher discusses with the students the purpose for which the selected tools will be used [4, 5].

In the next step, the teacher selects a model using a copy or drawing of a few pre-made dolls and what innovations can we add to it? encourages students to create new designs. Of course, in this process, it is recommended to use the materials used, buttons, jewelry, ribbons and various decorative stones in clothing decorations, as opposed to existing copies. Once the necessary materials (foam, cotton, etc.) and the necessary equipment for sewing (needle, thread) are selected, they begin to perform practical training. Students are allowed to work individually in small groups or independently. To do this, the ability, ability, interests, individual characteristics of students to perform practical training must be taken into account. Because it is important to keep in mind that students have different abilities in technology education [10].

Students will begin a practical exercise under the guidance of a teacher, based on the available copies.

1. To sew a national doll, first the body part is prepared. The body part is filled with synthetics or cotton.

2. The hair is then made of black wool or yarn and glued or sewn.

3. The face of the doll: black eyebrows, white and black for the eyes, red lips, brown (or black) color for the nostrils is decorated with embroidery.

4. National fabrics for the finished doll are made of satin, adras, beqasam, etc. To make it easy to put on the doll when sewing the dress, it is necessary to take into account that the back part can be opened to the waist and closed with a sash, and this fact should be taken into account in the design.

5. The neckline of the shirt, the ends of the sleeves, the skirt can be decorated with various folds, ornaments, stones, jewelry, and this is chosen depending on the aesthetic abilities of the students.

6. Necessary for the doll is also decorated with embroidery or embroidery.

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7. The doll's shoes are made of any black fabric. In this case, the shoe is sewn to the given size, filled with synthefon and sewn to the toes of the doll.

Criteria are selected to evaluate the finished puppets: time spent, size, design, workplace organization, discipline, responsible approach to work, team participation, individual performance, etc. [11].

A final instruction will be given during the assessment of students 'knowledge. The most beautifully sewn from the finished dolls is taken as a sample for the exhibition [6, 7].

As a homework assignment, you will be given a task to develop what can be done in terms of creating, designing, and designing new structures, and will be considered before starting the next lesson.

In teaching STEAM, students not only master the subject, but also integrate students' knowledge, get acquainted with the materials and their properties, equipment for making dolls in technology education, apply mathematical knowledge in the measurement process, strengthen their knowledge of natural sciences, as well as sewing technology. , knowledge of engineering and technology: design, construction, selection of optimal options, prototyping, design skills and technological competence are formed.

Results and Dissussions. Improving the teaching of "Fundamentals of Folk Crafts" in technology education will help solve a number of problems:

- First, students will be introduced to more than 20 different professions and the content of their work;
- secondly, have the knowledge and skills to work with a variety of materials tools, the simplest non-mechanized equipment;
- thirdly, they make something with their own hands, create a new design;
- Fourth, there is an opportunity to coordinate the subjects studied.

The book "Uzbek folk applied decorative art" [1] by Uzbek scholar S.Bulatov, an art historian of Uzbek folk crafts, highlights the directions of folk crafts, the history of each direction, the main schools, the content of the direction, materials and equipment used, application, organization of exhibitions , recommendations for training.

Sharipov Sh., Muslimov N., Tolipov O., Koysinov O, Abdullaeva Q ,, Sattorov I., Ahmadaliev S., Muminova M. In the textbook of Technology Education for 5th grade, written by, special attention is paid to the issues of teaching technology of folk crafts. School textbooks for grades 6-7 also provide information on folk handicrafts Drying techniques for making toys, combining wood and metal. It should be noted that before the independence of the Republic of Uzbekistan, there were almost no textbooks in Uzbek for grades 5-9 on the subject of Technology. Only after independence did our schools have stable textbooks in Technology.

Conditions for teaching the subject "Fundamentals of Folk Crafts" to students in technology education classes were identified;

It was noted that the development of folk crafts is of national importance and a means of social protection;

The importance of improving the quality of teaching the subject "Fundamentals of Folk Crafts" in general secondary schools in the future vocational guidance of students was emphasized;

The STEAM method was used in teaching the subject "Fundamentals of Folk Crafts" and the quality of education has improved [8, 9].

Methods used in the study. The use of the following methods is effective in the development of engineering and technological skills of students on the basis of an integrated approach:

students are activated using the discussion method;

through analysis and synthesis processes and discussion, the sequence of product manufacturing technology is shown, its brief description, response analysis is conducted and a single conclusion is reached;

in the process of creating a new design, the basic rules of the discussion method are followed, discussion skills are formed;

a comparative analysis of the educational process, observation of in-class and out-of-class activities of teachers and students, identification of attitudes towards the study of technology education;

the focus of integrative thinking on the use of the STEAM method in the curriculum development of technology teachers.

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Conslusion. Taking into account the lack of hours allocated for teaching the subject of "Fundamentals of folk crafts" in technology education, the provision of large amounts of material in a short time, the use of new methods to improve the quality of education leads to increased effectiveness;

- The use of STEAM in technology education helps students to understand the integration of disciplines, the knowledge gained from theory is applied in practice;

- Teaches students mental development, taking into account the time in the process of making things, the efficient use of material resources, the mind and hands work together;

- Students gain basic knowledge to perform tasks in the field of engineering and technology: make suggestions on design, construction, new design;

perform individual, small group and frontal tasks during the creation of the item, develop skills of collaboration; .

- Improving the teaching of "Fundamentals of Folk Crafts" will acquaint students with various professions, encourage them to learn their secrets, gain knowledge and skills in embroidery, goldsmithing, sewing, wood carving and others.

1. Constant analysis and development of the quality of teaching the subject "Fundamentals of folk crafts" in technology education to determine whether it provides positive material and economic results.

2. Taking into account the national importance of teaching the subject "Fundamentals of Folk Crafts" and the effective use of the results of scientific research in the educational process.

3. Continuous improvement of not only the level of pedagogical-methodical-technological training, but also professional, specialized knowledge, skills and abilities in the training and advanced training of teachers of technology education.

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