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CONDITIONS FOR THE DEVELOPMENT OF ARTISTIC CREATIVES OF STUDENTS IN TECHNOLOGY

**Hojikarimova Gulasal Tadjialiyevna,
Razzokov Bahtiyor Habibullayevich,
Boebabayev Ravshan Hasanboyevich,
Safarova Gulorahon Mahammadiyevna-**
**Lecturers of the Department of Life Safety,
Fergana State University,
E-mail: gulasalhojkarimova@gmail.com**

Аннотация. Ушбу мақолада умумий ўрта таълим мактаблари ўқувчиларининг технология дарсларини ташкил қилиш жараёнида ўқувчилар ижодкорлик фаолиятини ривожлантириш шарт-шароитлари очиб берилган.

Калит сўзлар: метод, индивидуал, декларатив, ижод, ижодкор, ижодий.

Annotation. This article describes the conditions for the development of creative activity of students in the process of organizing technology lessons for students of general secondary schools.

Keywords: method, individual, declarative, creative, creative, creative.

Аннотация. В статье описаны условия развития творческой активности учащихся в процессе организации технологических уроков для учащихся общеобразовательных школ.

Ключевые слова: метод, индивидуальный, декларативный, креативный, креативный, креативный.

Introduction. One of the important tasks of general secondary education institutions is to cultivate the qualities of independent and creative thinking of a mature person, which will be formed as a result of reforms in the field of education. In this regard, it is important to effectively organize the work of students' circles. The main purpose of the Law "On Education", which is being implemented in our country, is to reform the education system at the level of world standards, and one of the main directions to be implemented is to improve the training of students.[1]

The requirements arising from the ongoing reforms in the education system of the country have led to the intensification of research aimed at finding solutions to the problems of preparing students for work.[4] The main directions of research in this area, aimed at finding a practical solution to prepare the younger generation for a career, can be noted as follows:

- to create a system of information that will help students to find a career path and provide the necessary level of skills for a realistic assessment of their individual capabilities;

- Development of diagnostic methods of personal study in order to assist students in labor education;

- Theoretical and methodological bases of the organization of professional consultations for young people;

- substantiation of socially significant motives of preparation for work;
- Methodological bases of preparation of students for work in the conditions of implementation of the national model of training of the Republic of Uzbekistan;
- Peculiarities of managing the work of sending young people to choose a profession in separate regional centers.

Literature review. Although some results have been achieved as a result of the work done, the main goal of today's training is to develop the skills of consciously choosing a field that meets the personal qualities of each student, the requirements of society and the requirements of the profession. [3] One of the main obstacles to finding a complete solution to the problem is explained by the fact that the research is usually directed to the average student, who is determined in some way. As a result: individual, stratified approaches are not introduced to the student; in most cases it is limited to declarative methods of dry speech; there is not ample opportunity for the student to get acquainted directly with the characteristics of the profession that interests or chooses. Current and forward-looking guidelines have not been developed for the needs of specialists in cities, districts and other regional associations, which are necessary to guide students to choose a profession based on local conditions.[5]

Students' extracurricular activities play an important role in their lives. That is why it is necessary to help them to organize this time properly, to use it wisely, to have a rest from it. [10] The deep inner essence of all forms of extracurricular and extracurricular activities is the active involvement of students in socially useful activities, encouraging their initiative and independence, the development of individual interests, inclinations and abilities. The nature of pedagogical leadership in the extracurricular activities of students is not only in the classroom, but also through social organizations, in the classroom and through various extracurricular activities, as well as the practical experience of educating students in technical creativity and agriculture.

Research Methodology. Based on the above considerations, the most widely used methods in practice can be divided into the following three groups.[7]

The method of oral presentation of educational material is one of the most widely used methods in the school curriculum, and this method can be applied in all classes in all subjects.

This method is recommended for the perception of the information presented through the live speech of the teacher, and differs from other methods of teaching in this respect.

Narration is the concise, concise, and coherent presentation of facts, events, and happenings on a new topic by the teacher, in whole or in part, through figurative descriptions. Instead of being passive listeners during the storytelling process, they should increase their activity, focus on the topic, think about events and happenings, ask questions for the purpose of exchange of ideas, and use visual aids.[11]

The teacher proves the validity of the law, the rules of a certain profession in one way or another, by giving evidence and examples.

The interview method is often referred to as the question-and-answer method. Because if the lesson is taught in this way, it is conducted mainly in the form of questions and answers.



Analysis and results. Introductory, main and concluding conversations on the topic are used in the learning process, as well as interviews to check how well students understand the new topic. When working with the interview method, the teacher should organize and conduct the lesson as follows:

1. The questions the teacher prepares for the interview should apply to all students in the class.
2. One of the students is called to answer.
3. It is necessary to listen carefully to the student answering the question, to ensure that he fills in, corrects, clarifies the answer.

The practical activity of students in solving technical problems and expressing these solutions as technical projects, mock-ups of mobile models or experimental models is called technical creativity of students.[2]

The technology teacher, in collaboration with parents and active students, organizes art circles at school. With the help of class teachers, she identifies students who are most interested in science, technology, and manufacturing, and helps them find their own circle outside of school in the district or city. The teacher of technological education engages students in the preparation and holding of school science, technology and production week, school evenings dedicated to significant days in the history of science and technology of our country.[6]

The independent activity of students in the school can be organized only in the conditions of deep mutual respect, kindness and trust between teachers and students, if the whole pedagogical community is spiritually ready for this work. There should be no forgery or artificiality.

In organizing and implementing educational activities in the field of technology, it is necessary to pay attention to the following main tasks:

- Development of a set of measures and targeted programs on specific areas of organization of the educational process;
- training and retraining of pedagogical staff who organize educational work on the basis of modern requirements.[12]

Analysis and results. In general secondary schools, the topics of folk crafts are taught in the following directions:

5th grade SERVICE DIRECTION

t/r	Topics	Clock
	Fabric processing technology	48 hours
49-50	Practical lesson: Patterns used in embroidery, pattern elements. Drawing patterns.	2
51-52	Embroidery colors and color selection. Sewing patterns of charcoal used in embroidery.	2
53-54	Cutting and copying of national costumes. Sewing flowers (patterns). Ironing.	2
55-56	Types of national toys (puppets), tools, equipment, fabrics and their types.	2



6th grade SERVICE DIRECTION

Fabric processing technology		
47-48	The history of gold embroidery and its development. Materials used in embroidery (types of fabrics, cardboard, gold thread). Tools used in goldsmithing. Wrap the yarn. NI-6	2
49-50	Types of patterns used in gold embroidery. Drawing and cutting flowers on cardboard. Job creation.	2
51-52	Tightening the ice. Learning to sew by the method of embroidery and embroidery.	2
53-54	Sew a flower from the lid of the teapot.	2
55-56	Learning the technology of unloading and sewing (lining). Finishing the product.	2
57-58	Information about the bead and its use. Necessary raw materials and tools for weaving. Weaving flowers, geometric and other shapes from the pattern.	2
59-60	Technology of sewing doppies from national headwear. Cut the dope. Sew the selected pattern elements to the pieces with the help of beads and pistons. Join the pieces together, finish the job. NI-7	2
61-62	Introduction to sewing bag technology for girls. Making patterns, choosing the necessary fabric, yarn, sewing a bag.	2
63-64	Sew the selected pattern elements on the parts of the bag with the help of a piston.	2
65-66	The girls sew the selected pattern elements on the pieces of the bag with a bead and a piston. Join the pieces together, finish the job. NI-8	2
Product repair technology		
67-68	Methods of storage of clothes. Rules of dress. Patching technology. Practical lesson: patching.	2

7th grade SERVICE DIRECTION

Fabric processing technology		
47-48	General information about folk crafts "Drought". Its history, methods, necessary tools. Sketching and making templates for "Kurok". NI-6	2

8th grade SERVICE DIRECTION

Technology of folk crafts		
1-4	Activities, organizations and prospects of artisans based on	4



	market relations.	
5-8	Rules for organizing exhibitions and competitions in folk crafts and selection of participants.	4
9-14	Practical independent work: Acquisition of working methods in the manufacture of products adapted to the requirements of modern design in the chosen direction of folk crafts.	6

9TH GRADE SERVICE DIRECTION

Technology of folk crafts		
1-2	Products made by folk artisans for export and domestic market.	2
3-4	Rare materials, tools used in folk crafts.	2
5-6	Evaluation of handicrafts on the basis of external membership and integrity. NI-1	2
7-8	Composite integrity. Describe the chosen type of craft on folk crafts.	2
9-10	Practical independent work: Acquisition of methods of work on the production of products adapted to the requirements of modern design in the chosen direction of folk crafts. Ensuring the integrity and integrity of the external form of the product at the design stage.	2

Conclusion/Recommendations. State policy in the field of education, which is aimed at a specific goal, has been recognized as one of the priorities in ensuring the development of social society.

Folk art is the art of life of the people. Its most important feature is the close connection between artistic creation and material demand.[8]

It is our national tradition to organize the folk arts and crafts in the formation of important professional qualities of teachers of technology and to develop methods of developing students' artistic abilities, to ensure the effective organization of the educational process.

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