DEVELOPMENT OF BASIC COMPETENCIES OF STUDENTS IN CRAFTS IN TECHNOLOGY LESSONS

Kodirov Bakhtiyor Eshmurzaevich
a basic doctoral student of Termez State University

ABSTRACT

This article discusses the problems of developing students' basic competencies in craft in technology science classes and ways to overcome these problems.

Keywords: Competence, basic competence, craft, student, development, training workshop, lesson, wood, metal, circle, event.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The subject of technology in general secondary schools differs from other subjects as a single subject that forms the knowledge, skills and competencies of students in certain areas of production. Technology classes are held in special classrooms, on the experimental field, in the process of educational activities, in manufacturing enterprises, in craft workshops. In the process of these trainings, socially useful products of a certain value are created, and personality traits specific to professionals are formed. Professionals operating in today's market economy are required to be competitive and adapt more quickly to the environment. From this point of view, the content, goals and objectives of technology science have changed, technological education has become a priority, the system of vocational guidance of students has been updated, so that students can master the profession.

In general secondary schools, the subject of technology is taught in general in primary education, in grades 5-9 in the areas of "Technology and Design", "Service".
When mastering the subject of technology, students will have the following knowledge:

a) Working with paper and cardboard in grades 1-4, working with natural and various materials, working with fabric and fibrous materials, artistic construction and technical modeling.

b) Grades 5-7 in the field of technology and design, woodworking technology, polymeric materials processing technology, metalworking technology, electrical engineering, basics of household. Grades 5-7 Basics of cooking in the field of service, technology of fabric processing, basics of household.

g) Grades 8-9 in the field of technology and design, the basics of folk craft technology, electronics, career choice. Grades 8-9 in the field of service technology of folk crafts, basics of home economics, orientation to the choice of profession.

In grades I-IX, where there are enough qualified teachers, it is allowed to teach the subject "Technology" in two groups in general secondary schools with 25 or more students. [1]

In the process of mastering the science of technology is to restore and develop the national spirit, way of life, traditions of the people, to teach national values, historical monuments, the rich heritage of folk masters, to strengthen their skills in their practical activities through the development of basic competencies in crafts. One of our main goals is to develop the basic competencies of boys and girls, which are the foundations of our future, in the growth and

development of students in accordance with today's requirements. To achieve these goals, we analyze the content of the concept of "Competence" in the scientific literature of the views of domestic and foreign pedagogical scientists.

A competent approach to the education system began to take shape in the foreign literature in the 1960s, and the issue of "Competence" has been studied by scholars for many years.

Competence (lat. Competo - I achieve, deserve, deserve) - 1) the scope of powers, rights and duties of a particular state body (local self-government body) or official, established by law, charter or other document; 2) knowledge or experience in this or that field. [2]

According to N.A. Muslimov, the English word "competence" literally means "ability", but the term competence serves to express knowledge, skills, abilities and abilities. [3]

The word competence is derived from the word “to comete”, which means “to compete”, “to compete”, to compete. Literally translates as "competitiveness", "flexibility", "success", "timeliness", "comprehensibility", "efficiency", "learning", "quality", "feature", "quality", "quantity". is also described on the basis of concepts. [4]

The lexical meaning of the concept of competence is interpreted in different languages as follows: Competent (in French) - competent; Competent (Latin) - talented; Competent (in English) - talented.

V.S.Elegina and S.M. In their research by Pokhleboev, they stated: “In a competency-oriented learning environment, the student receives positive results from their activities and, at the same time, learns the ways, means, methods, approaches and techniques of success. It is the creative result created by the student that is the creative result of the teacher-teacher interaction. The purpose of assessing a student's mastery is to determine the level of effectiveness of the education provided, which is, firstly, to know the level of theoretical knowledge acquired at school, and secondly, the formation of competence in it, effective work during practice."[5]

Based on the technology science curriculum for general secondary school students, it is recommended that the basic and science competencies in maintaining normative documents be written as follows.
The types of basic competencies are listed below:

communicative competence; information competence; self-development competence; socially active civic competence; national and universal competence; Competence in mathematical literacy, knowledge and use of scientific and technical innovations.

One of the main challenges in the process of mastering the science of technology is the development of basic competencies of students in the field of crafts in the classroom and extracurricular activities.

Basic competencies that students should acquire in the field of crafts:

information on folk crafts and their types; information on wood carving and their types, peculiarities of wood carving, artistic landscape requirements; technology, sequence of production of consumer goods (plates, bowls, spoons), construction materials (column, cover, frame), work items (cradle, box, cabinet); branches of applied handicrafts (weaving, basket weaving, jewelry, blacksmithing, pottery, knife-making, etc.), their working methods, peculiarities.

Based on the analysis of our research work, we identified the following problems in the development of basic competencies of students in crafts:

- Lack of knowledge of students about crafts;
- Folk crafts require a lot of work;
- The organization of mainly manual labor in the manufacture of folk handicrafts;
- not to use modern tools and equipment in handicrafts;
- Lack of full application of national pride and values in the educational process among young people;
- Lack of interest of students in crafts;
- Lack of methodological resources to provide full coverage of the craft;
- Insufficient use of innovative technologies in the organization of classes aimed at developing students' basic competencies in crafts.

Problems in the development of basic craft competencies of the above students can be overcome as follows:

a) Teachers, club leaders, psychologists and class teachers in the classroom and in extracurricular activities, the rich history of our people, the respect of our ancestors, especially Sahibkiran Amir Temur, Ahmad Donish, Alisher Navoi, Abu Rayhan Beruni, Al Khorezmi, Abu Ali ibn Sino Sheikh al-Mashayikh Abu Said Kharroz was a shoemaker, the Prophet David was a blacksmith, Al-Farabi was a gardener, the poet Sakkoki was a blacksmith, and the poet Zawqi was a shoemaker. It should be noted that our ancestor Khoja Bahovuddin Naqshband was also engaged in handicrafts and was one of the first in Turkestan to encourage people to learn a trade and engage in handicrafts.

b) Organize roundtables, events with labor veterans on the basis of hard work ideas of more young people in collaboration with the class teacher, science teachers, community activists and parents.

The following psychological and pedagogical bases should be observed in the organization of events:

to form in students an interest in working for the benefit of the community; development of the need and necessity of labor; fostering the qualities of a strong will; structure of community public education; to respond appropriately to the psyche and age characteristics of the students. [6]

c) Explain to students that in developed countries of the world, especially in England, France, Italy, Japan and other countries, handicrafts are valued more than handicrafts made on modern machines.

d) The role of educational activities in the formation of national pride, which is the basis for the formation of spiritual culture, is invaluable. The following principles apply to the selection of material for such an educational event: [7]

suitability of students' age, mental state; the impact on students' mental intelligence, emotions, will and spiritual world, as well as practical activities; opportunities to form knowledge, skills and abilities about the dynamics of the rich cultural and spiritual heritage of the past in self-awareness; worthy place in national values; suitability of students' personal, regional capabilities and conditions; to arouse students' interest in crafts; to form in students a sense of respect for and care for handicrafts; to achieve the formation of national pride in students; to strengthen, supplement, enhance and deepen the educational effectiveness of the topic learned in the course of the lesson.

e) reproduction of textbooks, methodical recommendations, articles on folk crafts;

f) improving the knowledge, skills and competencies of technology teachers through the involvement of additional and short-term craft courses;

j) In the organization of craft classes, teachers, club leaders do not create lesson plans in the traditional way, but through the organization of interesting and meaningful lessons using new innovative information and communication technologies.

In conclusion, in a market economy, it is important to educate students to be professionals in addition to a particular profession. That is why, in the process of teaching technology, if students develop basic competencies related to crafts, students can master several trades as well. This creates a wide range of opportunities for young people to find their own way, as they have a profession in any situation and situation. After all, "A skilled person is not infamous!"

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