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***Abstract:** in this article, the knowledge to be acquired in the study of various fields of folk crafts, the history, origin, ethnic roots of certain professions, folk craftsmen and their creative activities; issues such as the form and role of handicrafts in world culture, distribution of branches, geography, types, and their directions were discussed*

***Keywords:** folk crafts, labor education, artisan dynasties, professions, production, world culture, educational institution*

Today, young people who are getting education are the future of our people and our country. It is the family duty of pedagogues to provide quality education and training to young people studying in educational institutions. Fulfilling this honorable task is a great responsibility for teachers. For this reason, a lot of attention is being paid to training highly qualified teachers and improving their qualifications in higher education institutions.

Pupils learn the basics of gauze types, properties, their processing, cutting and sewing; they get acquainted with the types of clothes, their importance, sewing, spinning equipment and machines, their types, structure and operation; they learn the basics of embroidery, hat making, goldsmithing, dry goods, making folk toys, national toys and other areas; fields of folk crafts related to gas processing; they will have information about the types of professions related to gas processing.

Department of folk craft technologies: students combine folk craft technologies with cooking and gas processing processes; Craftsmen's activities, associations and their prospects based on market relations; rules for organization of craft exhibitions and contests and selection of participants; products produced by artisans for export and domestic market; rare materials and equipment used in

folk crafts; assessment of handicraft products according to ensuring their external shape and integrity; compositional integrity; selected types of folk crafts; working methods of product preparation combined with modern design requirements in the chosen direction of folk crafts; they will acquire knowledge, skills and qualifications related to the methods of production of folk handicraft products harmonized with the requirements of modern design.

Basics of folk crafts: This study represents the ethnic, national, historical, spiritual, local, geographical bases of labor education and has more than 150 types: ganch carving, painting; wood, stone and bone carving, carving, blacksmithing, coppersmithing, pottery, chest making, cradle making, beadwork, knife making, jewelry, carpet making, carpet making, cloak making, murkrakdan, felting, hat making, wonderful painting, oriental miniatures, embroidery, goldsmithing, embroidery, embroidery; preparation and repair of national musical instruments, architecture, basket weaving, felt making, baking, preparation of herbs, cooking, preparation of national toys, saddlery, preparation of riding equipment (equipment), handicrafts, has building construction (construction) and other main directions.

When studying various fields of folk crafts, students will gain knowledge about: history, origin, ethnic roots of certain professions, folk craftsmen and their creative activities; the form and role of handicrafts in world culture, distribution of branches, geography, types, their directions; Masters of handicraft schools of Tashkent, Samarkand, Khiva, Bukhara, Termez, Nukus, Andijan, Fargona, Namangan, Rishton, Urgut and their unique ways; historical architectural monuments, their construction, preservation and repair; sources, types, distribution of local labor and raw materials, reserves, their influence on the formation and development of craft centers, craftsman dynasties, pamphlets, folk and visual arts, and the interdependence and connection of crafts, etc.

When mastering the basics of folk crafts, students will acquire the following practical skills and qualifications: selection and processing of various materials; work with craft tools, devices; work with electric and mechanized devices, devices

and equipment used in certain fields; preserving, repairing and prolonging the life of handicrafts; work with guiding, operational, technological and production normative documents; implementation of processes, consumption of products and works made in market economy conditions, etc.

Taking into account the above-mentioned directions of labor education, training courses, local conditions, needs and prospects, as well as the interests, sexual characteristics and other factors of students, each course is designed separately or together. Each course in the class can be organized by dividing it into an academic year. It is necessary to take into account the specific characteristics of the work of boys and girls in such cases. In organizing the work of boys and girls, it is also important to provide the educational and material base of schools with students and specialist personnel.

The inclusion of folk crafts in the technology science of general education schools leads to further expansion of the scope of organizing the labor of boys and girls, and further improvement of the organization of technology science classes in urban and rural schools. Because it is necessary to take into account the development of the fields of folk crafts, the production areas surrounding the educational institution, and connect with them in the organization of classes in urban and rural schools in the traditional form of this education. And the didactic possibilities of folk crafts are countless in teaching students various general labor and special skills without being directly dependent on the (local) sectors of the national economy.

Another feature of the science of technology is the incomparable ability to teach the manual execution of basic labor operations. Even at the time when the science of technology was introduced into the educational system (about 130 years ago), the main goal was to improve children's manual performance of various labor operations. However, blindly following the progress of science and technology and attempts to forcefully adjust education caused labor education to deviate from the content of direct labor. Emergence of electrified, mechanized, semi-automated technology jobs in production and attempts to teach them in school labor education

led to the transformation of this field into an abstract field that is almost impossible to implement in local conditions. Many rural schools, schools in district centers, and schools in fortresses (such schools make up about 50-60 percent in our republic) are unable to carry out electrified and mechanized tasks of labor education under any conditions, including in the current market economy. they don't have access to expensive equipment, machines, devices, simulators, mini tractors and cars.

It goes without saying, then, that without sufficient "machined" provision, such educational activities will continue to consist of empty words, verbal explanations, and therefore, in our opinion, " It should not be generally recommended to teach the content of "machined" technology to all schools. In addition, it is also abstract that young people who have "compulsorily" learned such labor education will have electrified, "machine-tooled" jobs in their future lives.

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Ta'limning zamonaviy transformatsiyasi

учащихся колледжей в личностно-ориентированной технологии обучения.

Молодой ученый №7, стр.277-281.

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№2-2, (56), стр.17-19.