

## XALQ HUNARMANDCHILIGINI O'RGANISHNING O'ZIGA XOS XUSUSIYATLARI

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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

**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, embroidery, 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 masters and their creative activities; the form and place 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 extending 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, the conditions, needs and prospects of the places, as well as the interests, sexual characteristics and other factors of students, each course is organized 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.

In our opinion, while the technological content of the school is mainly directed to the performance of manual labor tasks, only some educational institutions with sufficient opportunities, that is, schools located in the area of factories and factories, provide such "machine" education. It would be unfair if it is recommended to organize. In such cases, the provision of jobs for young people in the future would be much more important.

In the new system of technology science, silly, unreasonable phrases like "technical work" and "service work" have been abandoned. For example, if the word "technical labor" is taken, it seems on the surface that it means the labor of learning techniques, but in practice, "labor of tools", "artistic labor", "technological labor", "labor of tractors", " creates the ground for more words like "machine work". The word "service work" is even more abstract and baseless, and it can be understood that it is necessary to train girls only as "servants", "service providers".

The possibilities of folk crafts in choosing the content of manual work in the organization of practical training in the science of technology are extremely limitless. Almost all schools have local opportunities to provide materials, raw



materials, and materials for training in the fields of folk crafts. Students and teachers can directly provide local raw materials both in the current period, when the state direction of material supply is weakened, and in the next stages.

The regular study of folk crafts in labor and vocational education will reduce the labor of boys and girls, the organization of alternative classes in rural and urban schools, and, moreover, the permanent employment of students after graduating from an educational institution. provides specific arrangements for the provision of seats. Learning and teaching the fields of folk crafts, "worker-robots", "worker-mechanisms" that perform dry labor tasks in a row, at least partially negates the training, and creative thinking, able to work independently, high the ability to educate people with good humane qualities, manners and manners is very high.

Technology classes organized in general secondary schools play a leading role in the implementation of this education, in the formation and development of general work, labor, special knowledge and skills of students. According to the content, essence and tasks of the science of technology, it is intended to summarize, harmonize and embody many scientific, natural, socio-economic knowledge and put them into practice. From this point of view, the School System of Technology is a powerful didactic tool that connects theoretical knowledge learned from general education subjects with practice and production.

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