

DIDACTIC STAGES OF FOLK CRAFTS AND ART DESIGN IN DEVELOPING THE PROFESSIONAL QUALITIES OF FUTURE TEACHERS

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Abstract:

Here, the scientific-theoretical foundations and productions of the development of professional competences related to handicrafts during the production process of the folk crafts and production science classes are described.

Keywords: Home crafts, crafts that make products to order, crafts that make products for the market, folk crafts and the design method in the teaching of art design.

Introduction

Handicraft activity is the activity of individuals who are not legal entities to produce handicraft items or goods (works, services). In accordance with the Law of the Republic of Uzbekistan "On Guarantees of Freedom of Entrepreneurship", individual entrepreneurs engaged in handicraft activities have the right to attract up to five apprentices to produce goods (perform works, provide services) with appropriate remuneration [1].

It is worth noting that the following list of 25 main types of handicraft activities, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5242 "On Measures for the Further Development of Folk Crafts and Applied Arts" dated November 17, 2017, is used.

1. Carving.
2. Woodcarving.
3. Bone carving.
4. Stone carving.
5. Making folk crafts from wood.
6. Making metal and tin products.
7. Making swords, daggers and knives.
8. Products made using the forging and engraving (chekanka) method.
9. Making products from porcelain, earthenware and ganch.
10. Making jewelry from precious metals.
11. Hand-weaving carpets.
12. Hand-weaving of textile and woven products.
13. Making glass products.
14. Sewing jewelry.



15. Embroidery, needlework.
16. Printing flowers on fabric and sewing stitched products.
17. Making national robes (chapon) and headdresses.
18. Making musical instruments.
19. Making miniature, pictorial, ornamental and mysterious decorations.
20. Making voluminous and figured (shaped) molded (shaped) cast items.
21. Making small figurines.
22. Making toys.
23. Weaving items from twigs.
24. Sewing leather goods and shoes.
25. Making souvenirs [1].

Based on the above considerations, it can be said that in folk crafts, in the manufacture of various items by hand or with the help of hand-made tools from natural materials (wood, fabric, metal, etc.), we can see the culture of each people regarding crafts and their political views.

The presence of elements of folk crafts in the curriculum of higher educational institutions in the field of folk crafts and artistic design shows the important role of future teachers in developing their professional competencies in crafts. The teaching of folk crafts and artistic design subjects provides future teachers of technological education with great opportunities to develop professional competencies in crafts.

Regardless of the stage of education at which it is taught, one of the important tasks of any subject is to ensure the process of forming a system of knowledge in this subject. Based on the logical-genetic analysis of the structure of knowledge, the following main elements are distinguished in the system of knowledge: scientific evidence, concepts, laws, theories, practical application of theoretical knowledge, scientific picture of the world. The structural units of the mentioned knowledge are common to all natural and social sciences [2].

In this sense, in the development of professional competencies in folk crafts based on national values, it is an important factor to teach future teachers of technological education the heritage created by craftsmen and to strengthen their skills in the effective use of these values in their work.

It is necessary to form the development of professional competencies of future teachers of technological education as a traditional approach. This in many cases gives students the opportunity to choose a profession that corresponds to their interests and inclinations, so that they can become specialists with deep knowledge and experience. However, some of them are not able to effectively use this knowledge, skills and qualifications in their professional activities.

The tasks set for education in the types of Karakalpak national crafts are aimed at the following goals:

- developing an emotional attitude to the reality of life and art;
- forming artistic taste, cultivating the laws of beauty, and the ability to feel;
- mastering basic knowledge of classical and modern art;



- acquiring initial knowledge of rare works of artistic culture of Karakalpaks and other peoples;
- being able to demonstrate practical knowledge and skills of artistic and creative activity;
- forming an interest in art, national traditions and the heritage of world culture.

The requirements for the content of education in the areas of folk crafts consist of a set of theoretical and practical activities, which determine the acquisition of the following knowledge and skills:

- the specific features of Karakalpak national crafts;
- the basic principles of folk crafts;
- the main forms of Karakalpak national crafts;
- disclosure of the specific features of folk crafts by famous local and foreign scientists;
- types of Karakalpak national crafts and methods of their development;
- mastering the styles of Karakalpak national crafts;
- comparing samples created on the basis of patterns;
- distinguishing types of Karakalpak national crafts;
- knowing the most famous works of folk crafts of Karakalpakstan, Uzbekistan and foreign countries;
- knowing the names of at least 15-20 colors;
- be able to freely perform works of Karakalpak national crafts related to patterns;
- be able to use various materials and techniques when performing works of Karakalpak national crafts;
- be able to use national artistic traditions of crafts when working on samples;
- comply with the rules of technical safety and hygiene when performing works of Karakalpak national crafts;
- demonstrate their own samples at home, in the company of friends and peers, in practical classes, at exhibitions;
- think about Karakalpak national crafts, analyze them, express their attitude towards products made with patterns;
- get acquainted with scientific literature and historical sources about Karakalpak national crafts;
- to be able to use Karakalpak national patterns in the manufacture of folk crafts, to express personal impressions orally or in writing, to use the acquired knowledge and skills in practical activities and everyday life.

Folk crafts have been serving as an integral part of life in the sectors of the national economy since the emergence of human society. Depending on the stages of development of society, the division of labor tasks, and the nature of the products being made, 3 areas of crafts are widely developed.

1. Home crafts;
2. Crafts that produce products to order;
3. Crafts that produce products for the market.



In general, there are more than 200 major areas of crafts that have developed at different speeds and scales in the above 3 areas. However, in the process of historical development, depending on the needs, conditions and opportunities, more than 150 branches of the craft are currently widely operating.

In conclusion, crafts are improving as a result of the development of science within the framework of different socio-historical periods and are divided into various professions (pottery, carpentry, blacksmithing, coppersmithing, construction, hairdressing, carving, embroidery, tanning, sewing, weaving, jewelry, ironwork, goldsmithing, painting, tinsmithing, and others). Aesthetic education is of great importance in the perfect study of professions related to this folk craft by future technological education teachers. Because aesthetic taste plays a great role in the formation of a good and correct attitude to environmental phenomena in future technological education specialists.

Conclusion: Based on the study of the important factors of national values and scientific and theoretical foundations in organizing training in the direction of technological education, the organizational pedagogical structure of improving the educational content of the direction of technological education and shaping the training process through important factors of national values was substantiated.

As didactic stages of developing professional competencies of future teachers of technological education based on national values, the topics of theoretical, practical and independent educational exercises in the program and working curriculum of the subject “3.05-Folk Crafts and Artistic Design” were methodically analyzed and didactic teachings were developed for teaching through Karakalpak national values.

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