# PEDAGOGICAL-PSYCHOLOGICAL MECHANISMS OF FORMING INTEREST IN NATIONAL CRAFTS IN STUDENTS DURING TECHNOLOGY EDUCATION

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*"Not everyone can be a professor, but everyone must have a profession"*
Sh. Mirziyoyev

***Abstract:*** *This article analyzes the pedagogical-psychological systems of forming students' interest in national crafts during the technology education process. Existing problems in the educational process are analyzed, and effective teaching methods are studied as solutions to these problems. Specifically, pedagogical methods: using interactive methods, organizing practical exercises, applying project-based learning, organizing visual education; and psychological methods: creating internal motivation, independent creative work, forming a sense of success, and stimulating interest in national crafts through encouragement. Furthermore, the article highlights the importance of our national craftsmanship in the modern life of our state, showing its necessity in the lives of the younger generation and for the future of Uzbekistan. The main goal of the article is to increase the importance of craftsmanship in the educational process and propose effective solutions to strengthen students' interest.*

***Keywords:*** *national crafts, technology, motivation, pedagogical mechanism, psychological factors, practical activity.*

In today's rapidly developing society, forming national values in youth and teaching them to treat these values with respect is gaining significant importance in the education system. Using elements of national craftsmanship during the teaching of practical subjects like technology and visual arts further develops students' critical thinking and creativity. As students create works of art with their own hands, they strive to maximize their creativity in the process. However, creativity is one of the most demanded qualities for every profession and workplace.

Additionally, traditional crafts such as national craftsmanship—embroidery, pottery, wood carving, jewelry, and carpet weaving—serve as important factors in forming qualities such as industriousness, patience, independence, and responsibility in students, alongside developing their creativity and taste. However, it is observed today that elements of national craftsmanship are not being sufficiently utilized in the technology education process. As a result, students' interest in national crafts is developing slowly. Furthermore, in the educational process, we can witness that little time is allocated to practical subjects in school schedules, meaning such subjects are viewed as less important. Therefore, developing pedagogical-psychological mechanisms for forming students' interest in national crafts during the teaching process remains relevant.

Several pedagogical mechanisms are used to awaken students' interest in our national craftsmanship. These mechanisms serve to organize the educational process effectively.

The following pedagogical mechanisms are considered effective:

- use of interactive methods;
- organization of practical exercises;
- application of project-based learning;
- organization of visual education;
- giving creative assignments;

- methods aimed at developing group work skills.

Using interactive methods ensures students' active involvement in the lesson. For example, game-methods like "Brainstorming," "Cluster," "Project," and "Blitz-poll" can help expand knowledge of national crafts while accelerating students' mental development.

Practical exercises are one of the most effective ways to form interest. When students prepare an object with their own hands, they deeply understand and feel the labor process. This changes their attitude toward craftsmanship in a positive direction.

Project-based learning is also an important pedagogical mechanism. Students can prepare small projects based on national crafts. Primarily through design and decoration work, as well as creating handmade items, students' creative abilities develop.

Assigning tasks related to national crafts in technology classes also develops students' independent thinking. Based on the given task, the student develops an item project, selects materials, independently chooses decorative elements, and prepares the final product. This process forms skills such as planning, analysis, comparison, and drawing conclusions in students. This, in turn, serves to develop students' creative thinking. Additionally, another pedagogical mechanism should be mentioned that plays an important role in preparing young leaders—developing skills for working harmoniously in a group. This skill is very important for professionals in the socio-humanitarian field.

The teacher's role is also crucial in forming students' interest in craftsmanship. The teacher must organize the lesson interestingly, give creative assignments, and provide encouragement. Especially using visual aids, demonstrating ready-made national products, and using video materials during the lesson further increases students' interest. Additionally, organizing

meetings with master craftsmen, holding exhibitions, and organizing competitions strengthens students' interest in national crafts.

It is appropriate to implement the formation of students' interest in national crafts during technology education through psychological methods alongside pedagogical mechanisms. Forming interest in craftsmanship in students is a psychological process; if guided correctly and conducted appropriately, great results can be achieved in this matter during the technological education process. Interest is one of the important factors in directing an individual toward a specific activity. Especially in the technology direction based on practical activity, the formation of interest is an important factor in approaching their work with responsibility and patience, as well as in students graduating from school having learned at least one trade.

From a psychological perspective, interest is formed based on the following factors:

- involvement in activity;
- creating internal motivation;
- independent creative work;
- forming a sense of success;
- encouragement.

Motivation plays a vital role in forming students' interest in national crafts. If a student makes an item with their own hands, a sense of pride in success arises. This further increases interest in subsequent activities. Scientists note that knowledge learned through practical activity is stored for a long time and remains firm in visual and muscle memory. Taking age characteristics into account is also very important. Primary and secondary school students are more inclined to perform practical exercises. Therefore, it is appropriate to give more practical assignments related to national crafts in technology lessons. For example, drawing national patterns and applying them to fabric, performing

simple embroidery elements, and preparing simple items from wood increases students' interest.

Additionally, lessons organized on the basis of national craftsmanship during technology education help to effectively carry out career guidance work. "Not everyone can be a professor, but everyone must have a profession," says our esteemed President Shavkat Mirziyoyev. By getting acquainted with various types of craftsmanship, students identify their interests and abilities. Some students may show interest in embroidery, others in wood carving, and still others in design work or decorative art. This can manifest as an important indicator in the process of students choosing a profession in the future.

Another significance of national craftsmanship in the process of educating students is manifested in ensuring the transition of the Uzbek nation's culture and heritage—such as home-based work and master-apprenticeship preserved over centuries—from generation to generation. That is, culture can be cited as one of the main factors distinguishing the Uzbek nation from other nations. Culture encompasses eating habits, national clothing, customs, and traditions, and it does not leave out craftsmanship. Because when thinking of the Uzbek nation, the first things imagined are women wearing clothes decorated with embroidery (kashta), a skullcap (do'ppi) with a pepper-clove pattern, and traditional shoes (maxsi and kovush) with their special sewing process, or Uzbek men wearing handmade robes (chopon) and tunics (yaktak). Therefore, to preserve our culture and identity and not lose them, it is appropriate to introduce our national craftsmanship into technology education to interest the younger generation in manual labor.

The decree of the President of the Republic of Uzbekistan "On measures to create favorable conditions for involving the population in craftsmanship and developing craftsmanship activities" stipulates that the Ministry of Poverty Reduction and Employment, together with district (city) khokims' assistants and commercial banks, shall ensure the targeted allocation of funds provided

in this paragraph for entrepreneurship development, ensuring public employment, and poverty reduction. Based on the President's decree, it can be said that by paying attention to craftsmanship, it is possible to achieve poverty reduction and help youth use their free time effectively by providing them with jobs.

In conclusion, forming students' interest in national crafts during the technology education process is one of the important pedagogical-psychological tasks. Using elements of national craftsmanship in the educational process develops students' creative thinking, forms their practical skills, and serves the development of important personal qualities such as industriousness, patience, independence, and responsibility. The pedagogical mechanisms analyzed in the article, including the use of interactive methods, organization of practical exercises, application of project-based learning, organization of visual education, and methods for developing teamwork skills, were found to be effective in increasing students' interest in national crafts. At the same time, psychological methods—creating internal motivation, organizing independent creative activity, and encouragement—help involve students consciously in craftsmanship activities.

Therefore, it is appropriate to organize lessons based on national craftsmanship during technology education, increase the share of practical exercises, use modern pedagogical-psychological methods, and support students' creative activities. Consequently, students' interest in national crafts will increase, their professional direction will take shape, and opportunities for raising a well-rounded generation that serves to develop national crafts in our society will expand.

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