FORMATION OF PROFESSIONAL SKILLS IN STUDENTS DURING THE PROCESS OF LEARNING SEWING TECHNOLOGY

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Annotatsion: *This article explores the pedagogical methods and practical approaches used to develop professional skills in students through the study of sewing technology. The process of forming these skills is analyzed as a multi-stage integration of theoretical knowledge, manual dexterity, and technological precision. The study focuses on how modern vocational training models, including competency-based learning and the use of specialized equipment, contribute to preparing students for the garment industry. The findings highlight that the systematic mastery of sewing techniques is essential for fostering a student's professional identity and technical proficiency in technological education.*

Keywords: *Sewing Technology, Professional Skills, Technological Education, Vocational Training, Competency-based Learning, Garment Construction, Pedagogical Methods.*

INTRODUCTION: The garment industry is one of the most dynamic sectors of the economy, requiring specialists who possess high-level technical skills and precision. In the framework of "Technological Education" at the

Nizami Tashkent State Pedagogical University, the subject of "Sewing Technology" serves as the core practical discipline.

The formation of professional skills is not merely about learning to operate a sewing machine; it is a complex pedagogical process that includes understanding material science, technical drawing, and the sequence of technological operations. This article aims to define the most effective pedagogical strategies for transforming students from beginners into skilled professionals.

THE STRUCTURE OF PROFESSIONAL SKILLS IN SEWING: Professional competence in sewing technology is composed of three interconnected levels:

Cognitive Skills: Understanding the properties of fabrics, the mechanics of sewing machines, and the safety protocols of the workshop.

Sensomotor Skills: Developing hand-eye coordination, precision in stitching, and the ability to control industrial equipment at various speeds.

Technological Thinking: The ability to plan the sequence of garment assembly (the "technological map") and troubleshoot errors in real-time.

STAGES OF SKILL FORMATION: The pedagogical process of developing these skills should be organized into four distinct phases:

The Preparatory (Introductory) Stage: Students are introduced to the workspace. Pedagogical focus is placed on the Safety First principle and the anatomy of sewing tools. Students learn to thread machines and perform basic straight lines on paper and scrap fabric.

The Analytical Stage: At this stage, students study individual sewing nodes (collars, pockets, sleeves). The teacher uses a "Step-by-Step" demonstration method, where a complex task is broken down into small, achievable actions.

The Synthetic (Assembly) Stage: Students begin constructing complete garments. Here, the pedagogical goal is to develop *attention to detail*. Students learn that the quality of the final product depends on the precision of every previous seam.

The Creative-Autonomous Stage: Students are given a design and must independently choose the best technological path to execute it. This fosters independence and professional responsibility.

INNOVATIVE PEDAGOGICAL METHODS: To enhance the learning experience, the following methods are recommended:

Project-Based Learning (PBL): Assigning the creation of a specific product (e.g., a shirt or a uniform) where students manage the entire cycle from cutting to final pressing.

The Master-Apprentice Model: Using the teacher's expert demonstration followed by immediate imitation and corrective feedback.

Digital Integration: Using video tutorials and 3D garment simulations to visualize the internal structure of seams before physical execution.

Quality Control Simulation: Teaching students to act as "quality inspectors" for each other's work, which sharpens their critical eye and professional standards.

THE ROLE OF TECHNOLOGICAL EDUCATION IN UZBEKISTAN: In the context of the *Faculty of Professional Education and Arts*, the goal is to produce not just workers, but educators of technology. Therefore, students like *Madrahimova Khalimaxon* must not only master the skill themselves but also understand the methodology of how to pass this skill to future generations of pupils in schools and vocational colleges.

CONCLUSION: The formation of professional skills in sewing technology is a systematic journey from theory to craftsmanship. A successful

pedagogical approach combines rigorous technical discipline with the freedom for creative expression. By mastering the nuances of sewing technology, students build the confidence and competence necessary to thrive in the modern fashion and textile industry, ensuring high-quality production and innovative design solutions.

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