



## Young People from "Technology" to Profession Training as a Factor of Competitive Personnel Training

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### **Abstract**

The article describes the essence of the formation of professional qualities of students in the direction of school technology from the subject of school technology to the professions of national crafts through the ideas of oriental scholars on the work of vocational training of young people.

**Keywords:** *Technology; Youth; Education; Upbringing; Proverb; Folk; National; Craft; Oriental; Scholar; Profession; Future; Efficiency*

### **Introduction**

Educating young people, educating them, educating them as worthy personnel for the future has always been one of the top priorities of every state. In our country, too, such work is constantly in the spotlight of the leaders of our state - we can say the same truth. The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The practical results of this process are clearly reflected in all spheres of our lives today, and most importantly, in the consciousness, aspirations and actions of our people. Particular attention is paid to the improvement of the education system, which is one of the priorities of the fourth strategy of action - the development of the social sphere.<sup>1</sup>

The issues of upbringing a harmoniously developed generation, leading a healthy lifestyle of young people are considered as a topical issue on the agenda of the meetings and speeches of the head of our state during his visit to each region. As the President said: "If we do not bring up our child properly, his behavior every day, every minute, if we are not aware of their moods, we turn to science, if we do not teach, if we do not find a decent job, we will never lose this deposit That's not the point".

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<sup>1</sup> Mirziyoev Sh. Let us be more united and work resolutely for the fate and future of our country. // "Xalq so'zi" gaz., 2017, June 16.

## ***The Main Findings and Results***

It is known that "On Education" and the National Training Program the law also provides for the training of highly qualified specialists in our country who can meet the requirements of world standards. In particular, the goal of the national training program is to radically reform the education system, to free it from the ideological stereotypes of the past, to create a national system of training qualified personnel at the level of developed democracies, meeting high spiritual and moral requirements.

The purpose of teaching technology in general secondary schools is to acquaint students with the types, processes and professions of mental and physical labor, to form in them basic labor skills and abilities, interest and diligence, to teach them to appreciate work and professions, to understand their importance and to choose a profession. is to carry out pre-professional training.

It is well known that technology classes are one of the longest-running academic subjects in school. Technology is a process of mental and physical activity performed by students under the guidance of a teacher - the process of labor activity, which ultimately allows them to acquire knowledge of tools, means and processes of labor and practical skills necessary to perform productive work in a particular field. is a subject aimed at developing personal qualities and thinking that enable them to engage in labor activities for the benefit of the individual. This subject has long been used in general secondary schools, that is, with its teaching from the first grade to the last grade, it has a special significance in the activities of students and in school life. Technology courses are organized in three stages, the purpose of which is to develop students' physical development, to acquaint them with the world of labor and people, tools and practices, the main industries and professions, the use of tools, the formation of labor skills. consciously focusing on career choice. Each of the above steps has specific tasks in mind.

**Level-1** in particular, in, technology classes in grades 1-4 provide students with basic information about the role of labor in people's lives, the simplest labor practices and tools, and their use. Basic labor skills are formed by making simple things, toys, using tools such as paper, glue, fabric, yarn, plasticine, needles, scissors, knives.

**Level-2** lessons consist of technology lessons in grades 5-7. Technology classes at this stage are organized in the areas of technology and design (wood, plastic and metal processing technology, electrical and repair work), service (cooking and fabric processing technology, sewing repair) and general areas.

These are the most important manifestations of production and are used in almost all industries.

Therefore, in these classes in grades 5-7, students are given a basic knowledge of the basic components of production, such as wood, plastic, polymer, metal, fabric, food processing and cooking, electrical work and repair, labor skills. is formed. In the future, they will be directed to make a conscious choice of a profession.

**Level-3** technology classes are technology classes taught in grades 8-9 that provide theoretical insights and practical work skills in areas such as the basics of folk crafts, manufacturing and home economics, the basics of electronics, and creative design. At the same time, students are taught about the types of professions, their characteristics, what to look for when choosing a profession. It is up to the students to choose which of these professions to pursue. The main task of teaching these technology lessons is to ensure the proper mental and physical development of students, the formation of practical skills and the development of creative abilities. This leads to the following goals and objectives:

- The formation and development of general labor skills and abilities in students, the formation and development of general labor culture, the qualities that are the basis for the choice of professions according to their interests, abilities, professional inclinations;

- Mental, aimed at creating material goods, which are performed by students and the process of physical action, aimed at developing their personal qualities and thinking that enable them to acquire knowledge of the tools, means and processes of labor, as well as productive labor and skills in a particular field, to consciously choose a profession and engage in labor for the welfare of society and the individual. According to them, in the curriculum of general secondary schools, technology is allocated 1 hour per week in grades 1-4, 2 hours in grades 5-7 and 1 hour in grades 8-9. A total of 408 hours of study load per academic year. It is also planned to conduct 6 days (24 hours) in 5th and 6th grades, 10 days (40 hours) in 7th grade, 16 days (96 hours) in 8th grade, a total of 160 hours of summer practice in all areas of technology education. The purpose of this practice is to strengthen the knowledge, skills and abilities taught to students through direct participation in productive production work (industrial, agricultural and catering enterprises, workshops, organizations, institutions or craftsmen), the organization of market relations. The internship is held during the holidays provided for in the academic year, depending on the capabilities of the educational institution or manufacturing enterprise.

Orientation of young people to work and career choice, as well as the training of a profession has always been a matter of national importance. Because training the younger generation to do useful and productive work, to profession, is an important factor in ensuring the future of every state, every society. Therefore, it can be said that from ancient times, people have been doing such things since the time when they recognized their minds as human beings. It is already difficult to say anything about where and how such work was initially carried out. However, it can be said that the early occupations and the work of teaching them stemmed from the need for people to understand the forces of nature, to struggle for survival, and to eat. It is for these reasons that people first learned to hunt, to make hunting weapons. Gradually, industries such as housekeeping, manufacture of household appliances, and agriculture emerged and developed. In general, the emergence of human knowledge, vocational training dates back to many centuries, and over time, people's knowledge has reached its current level due to the enrichment of life experiences.

According to historical records, as early as the third millennium BC, schools were established in ancient Babylon to train scribes, and its graduates were tested. Educated and professionally trained clergymen in accordance with the requirements of that period played an important role in the life of Mesopotamia. Because the mirza knew how to measure land, divide property, play musical instruments and sing. They also needed to know the types of fabrics, metals, plants, and be able to perform four arithmetic operations.

In ancient Egypt, candidates for the profession were interviewed to determine their background, level of education, appearance, and ability to conduct interviews. Then the ability to work, to hear, to keep silent was tested by means of fire, water, fear of death. It is said that Pythagoras, the great scholar of the past, also experienced such a serious system of testing and testing. When he returned to Greece after his studies, he opened a school where students were selected based on a system of tests he had passed. Pythagoras focused on intellectual abilities and, artistically speaking "Mercury cannot be cut from any wood." He also paid special attention to the behavior of young people and considered it as a key indicator of human character. Pythagoras listened carefully to the recommendations of teachers and parents, carefully observing each new student. He then taught her to express herself freely and to argue with her interlocutors. **In China in the third millennium BC**, the profession and career of a government official was widespread, with a number of specific requirements for its selection and tenure. The young people, determined to take up such a profession, passed the state exams in an atmosphere imbued with the spirit of solemnity.

The examination questions were in most cases determined by the Emperor himself, who also tested the knowledge himself, and who sorting was performed in a multi-stage method.

Other examples can be found in the history of ancient Sparta, Athens, and Rome. In particular, a perfect system of training warriors in Sparta and gladiators in Rome was created and successfully implemented.

"People," wrote Plato, "are so similar to each other.

lib are not born, their nature and abilities are different. That is why it is possible to do all the tasks better, faster and more efficiently when you choose the tasks that suit your natural abilities." In Plato's *The State*, "What Officials Should We Choose?" Socrates answers the question: "Pay more attention to those who are most confident, courageous, and have more opportunities; it is also necessary to find not only high-spirited people of the upper class, but also people who deserve to be educated at this level. We need to find people who can absorb knowledge and think quickly, who have a strong memory, who are firm in their opinions and who work hard in all relationships.

**"In the Indian Vedas between 900 and 600 BC**, jewelers, blacksmiths, rope makers, weavers, painters, carpenters, potters, various categories of housekeepers, acrobats, fortune tellers, pipers, dancers were listed as professions. There were also actors, usurers and merchants. There is a lot of such information, all of which today are professional diagnoses or career choices means that the so-called concepts have been formed since ancient times.

The founder of the scientific study of personality traits is F. Galton. To achieve the goal of this type of research, he used the 1884 International Exhibition of Medical Equipment and Health Methods in London. At the same time, visitors could test their physical abilities and physiological capabilities on 17 indicators. These included a person's height, body weight, paw and tattoo strength, memory, ability to distinguish colors, visual acuity, and more. A total of 9,337 people were screened under the program.

In January 1908, a career guidance office was opened in Boston to help young people choose their careers. The activities of this bureau have been adopted as the basis of career guidance work. Later, a similar bureau was established in New York. His responsibilities included the requirements for people to pursue a variety of professions, as well as a deeper study of the abilities of Maccabees. The work of the bureau was carried out in collaboration with teachers, using tests and questionnaires.

During this period, with the permission of the ministry in the UK, it was established to open institutions that provide advice or more practical information to students under the age of 17 on career choice. In 1911, a special newsletter was published, which coordinates the joint work of labor exchanges and educational institutions.

**1922 Act on Career Guidance and Counseling in Germany** and on this basis, the Charter was approved, which sets out the criteria for the implementation of this system. Career guidance in Russia **the beginning of the twentieth century years**. The Pedagogical Museum of the House of Teachers in Moscow has conducted a number of studies on the career choices of students in different types of schools. The main focus was on researching which professions are most needed and what criteria students use in choosing them. In 1927, the Bureau of Vocational Counseling, established in Leningrad, conducted both research and applied research. Well-known Russian scientists such as PP Blonsky, AS Makarenko contributed to the development of the scientific and pedagogical basis of career guidance. They created the psychological and pedagogical basis of vocational guidance for students.

Despite the active establishment of the Central Laboratory of Vocational Counseling and Vocational Guidance in Russia in the early 1930s, by 1932 the number of such bureaus had grown to 54. The development of vocational guidance was negatively affected by the declining attention of teachers to labor education. As a result, the abolition of labor education in the education system in 1937 led to the

cessation of vocational guidance. This error was later corrected. Because the system of labor and vocational training is one of the great things that can be done to guide young people to choose a career and acquire a profession through the provision of direct labor and vocational education, vocational information, and has a path of development.

The formation of our people as a nation and a people is inconceivable without labor, without profession. From the beginning of mankind, he has been engaged in labor, making household goods, doing work. Initially, the work done only for a living later developed to the level of manufacturing industries, which pursued larger goals.

The development of vocational science in Movarounnahr and Khorasan in the XII-XVI centuries rose to the top. The great thinkers and scholars of the East have always glorified the sacredness of honest work and profession in their poems, sermons and other works of art and history. Archaeological research conducted in the territory of the Republic shows that handicrafts developed here two thousand years ago. During this period, a class society emerged, and on the basis of a large division of labor, handicrafts emerged as an independent field.

In the IX-XV centuries, handicrafts developed widely, and economic and cultural ties of our people with foreign countries flourished. Based on some sources, it can be said that a place inhabited by people with 32 different types of crafts is called a city. At the time of the first census in 1897, it was discovered that the majority of the population in large cities were artisans. For example, 64% in Namangan, 54% in Chust, 53% in Kokand, 50% in Margilan, 45% in Andijan, and 29% in Tashkent and Samarkand had independent professions (see I. Jabborov. Ethnography of the Uzbek people. T.: Teacher, 1994).

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Craftsmen have long been working on the "Master-Apprentice" system. There were rules and etiquette set for the masters of the profession, for the students of the profession, and even for the parents of the students. It was mandatory for all three parties to adhere strictly to these rules.

In ancient times, masters used the following methods in selecting, teaching, and testing students:

1. The master prepares a thing without saying a word, and the student observes it and repeats the work of the master and tries to make the same thing.
2. The master explains orally how to make the item, but does not show how to make it in practice. The student prepares the item independently with this explanation.
3. The methods of preparation of the masterpiece, the work performed, the equipment used and ways of their use, the benefits of first explains the materials to be used and their properties, and then demonstrates in practice how to prepare the product.

It is no coincidence that masters use these methods in the training of students. That is, there are clear goals for the application of these methods. For example, Method 1-2 tests a student's memory, intelligence, and ability to perform tasks independently. After that, the master begins to teach them the

craft, taking into account the specific characteristics of his students. In addition, the above two methods were also used to test students' skills in how they learned or learned the craft.

Each master had his own secrets about the craftsmanship and they were kept secret. The masters taught their secrets only to the most trusted disciples (these were often the children of the masters). If the master's disciple does not kiss - these secrets remain a mystery.

It is known that the issue of vocational training of the younger generation has always attracted the attention of progressive people in society. The works created by them testify to this. For example, the *Nightmare*, written by Kaikovus, is well-known and popular among the peoples of the East, including the book on the benefits of learning a trade: ... "So, if you have a mind, learn a trade, because an unprofessional mind is a headless body."

The great muhaddith Imam Ismail al-Bukhari in his book "*Al-Jami 'as-Sahih*" ("Reliable Collection") collected and commented on many hadiths about the study of the profession, its advantages for society, and useful work. For example, the hadith in Chapter 14, "On one's profession and working with one's own hands," says: "Our people know that I have a profession. Although I am a Muslim, I support my family through this profession."

Abu Nasr al-Farabi, in *Achieving Happiness*, states, "If the virtue of a profession were innate, kings would not only want and act, but the kingdom would be a natural obligation, a natural obligation, which they could only achieve naturally."

Education is based on the study of knowledge. Education is integrated with practical work, experience and testing. That is, it is a manifestation of the people's devotion to the profession. If they are devoted to a profession, if they are interested in it, if that interest draws their whole being into the profession, then they will be a true lover of the profession.

In Al-Khwarizmi's "*Fertilizers*", Labor is a flood, if this flood stops will be absorbed, "he said. The great thinker al-Khwarizmi stated a very important fact of life in this, because water is the source of life, there is no life without water. He also described that there would be no life without labor, that life would pass dry like water seeping into the ground.

Abu Rayhan Beruni in his work "*Mineralogy*" asked: "Does a person who has achieved fame and career without work deserve respect?" "He who attains a high position without hard work lives in the shadow of rest and pleasure, he dresses well, but he is naked, deprived of the garment of glory." With these words, the great thinker puts forward the idea that in order to live in true greatness, true pleasure, true rest, one must work honestly. "If a person doesn't work even if he or she has reached a high position without work (as is often the case in life), then a person has a superficial reputation, when in fact he or she is naked," he said.

Yusuf Khas Hajib's *Qutadg'u Bilig* (Knowledge That Leads to Happiness) also discusses justice, the state, morality, enlightenment, child rearing, happiness, contentment, the virtues of language, the interests of the people, hospitality and speech, etiquette and vocational training. According to him, everyone should learn a profession as an active participant in social life, serve his people and homeland with his profession. The desire to learn a trade and work should be a vital need for everyone. This work is also important in that it preserves the first information about the ancient methods of education and upbringing of the Turkic peoples. The author glorifies man. According to him, a person's greatness, intelligence, ability to speak, knowledge, education depend on how he has mastered the profession and occupation.

Mahmud Kashgari's "Devonu lug'atit turk" ("Devonu lug'atit turk") "Listen to the words of knowledge and kindness to good people. Sciences, he encourages people to work, to do good, to condemn evil, to respect the masters of science and profession, and to call people to learn from them. Hence, the great sage equates productive work with these words with the study of science. Only when a person works and learns a trade can he be considered a knowledgeable, intelligent person and prove that he can do real good.

Alisher Navoi, one of the great thinkers of the East, in his epic "Farhod and Shirin" in the image of Farhod encourages people to be interested in science from an early age, to master several professions. That is why Navoi praises Farhod as a man with a high passion for work and profession, as well as a master of the arts of painting, drawing and painting. Having mastered science and profession, hard-working Farhod grows up to be humble, caring for the oppressed, honest, brave and noble, courageous man. Navoi describes Farhod as a hero who brought water to barren lands, a hero who performed miracles in labor. He believes that science and profession should serve the public interest. When Farhod travels to Armenia in search of Shirin, he sees people working hard to dig a canal in the mountains of Armenia. wins.

The famous writer Waz Kashifi, who lived in the XII century, was considered a mature scholar in all respects. In Chapter 14 of his Futuvvatnomai Sultani, he writes about professional and commercial etiquette; secondly, to engage in a profession necessary only for the necessity of sustenance, not to spend the profession on the accumulation of wealth; thirdly, that the prestige of the profession is the cause of a good name; fourth, that he should not deal with people whose property is dirty (bribe-takers, robbers, thieves, gamblers, deceitful shopkeepers, corrupt officials.); *fifthly*, not to neglect his profession, not to make mistakes, not to commit crimes, to avoid all kinds of pollution, contamination; *sixth*, not to go beyond the line of fairness, not to deal with people who do not know the goods; *seventh*, if he is from the scales, he should not hit the stone and give more than that; *Eighth*, if the fabric is from the sellers, do not take too much and give less to others, because the blessing is to live honestly and honestly.

"These words of the preacher Kashifi also encourage artisans to be honest, conscientious, honest, people learn moral qualities from them, young people to work honestly in society by learning professions.

Saadi Sherozi, one of the great scholars of the XII-XIII centuries, in his work "Gulistan" describes the influence of education as follows: "A wise man used to advise his children as follows: "Dear boys, learn a trade, because there is no faith in the world of wealth, and gold and silver are dangerous on the journey. The robber steals or the owner ends up eating and drinking. But the profession is a hot spring, an inexhaustible state, and if the artisan is deprived of property, there is no grief, because the profession itself is the state. Wherever the artisan goes, he is appreciated and placed in the net of the house. An unskilled person always suffers and begs.

Ahmad Donish, one of the greats of the XVII-XVIII centuries, writes in his book "Rare Events" about work and learning a profession:

In the fourteenth and fifteenth centuries, the teachings of Bahovuddin Naqshband became widespread in Central Asia and Khorasan. It encourages everyone to learn and master trades such as farming, animal husbandry, construction, trade, painting. He called on the people to work honestly, to learn a trade, and to enjoy only the fruits of their labor. Bahauddin Naqshband asked the students when they were admitted to the madrassa, "Do you have a profession?" An unskilled person is not admitted to study. If a person is a craftsman, he devotes his knowledge to the truth, spends his day living by his own labor, if a man is not a craftsman he forgets honest labor, warns that he may engage in unclean deeds.

Teaching the younger generation to work honestly, to acquire various professions has become a sacred tradition in the whole process of socio-historical development of our people. Extensive research in

this area has been and continues to be done by all scholars, theorists and practitioners. This work is of great importance in the development of the system of vocational education in our country.

A spiritually rich person cannot live without work, and therefore the working world will be spiritually rich. After all, diligence, appreciation of the work of others is one of the highest moral qualities. Therefore, one of the important aspects of technology science classes is to pay serious attention to educating students spiritually and diligently, and it is necessary to start this work as early as possible. In particular, there are great opportunities for the formation of spirituality and diligence in students in general education classes. One such opportunity is the use of folk proverbs, which are an important part of folk pedagogy. The proverbs are characterized by concise, concise, fluent and expressive form. Through the use of folk proverbs, *firstly*, to acquaint students more and more with the best examples of folklore, *secondly*, to restore and develop some of our spiritual values, *thirdly*, to form good manners in students, fourthly, to explain the subject more easily, *fifthly*, students' speech opportunities for development.

It is known that the school teaches a number of subjects, including technology, physics, chemistry, biology, along with theoretical lessons, laboratory and practical classes. At the same time, some items and exhibitions will be prepared. In such classes, students are taught the structure, use, methods of work and technology of production of various tools, mechanisms and machines, are given concepts of professions. In teaching students to do such practical work, it is possible to use folk proverbs directly in the process of conducting practical work. To do this, first of all, the articles used in technology lessons can be divided into three groups: articles on labor and diligence, tools and work order, vocational training and crafts. Vocational training is currently one of the most important challenges facing young people as well as relevant government agencies. To this end, young people: *"A profession learned diligently, you earn your living from it"*, *"A profession you learn in your youth - you will be rewarded"* such as. These articles emphasize that the profession is an important factor in human activity. Therefore, it is said that the earlier a profession is acquired, the better. In order to continue this idea, again: *"If you have a profession, you will find bread"*, *"If you have a profession, you will find bread"*, *"If you have a profession, you will find bread"*, *"If you have a profession, you will find a way"*, *"It is known in the fire, a man is in the work"* *"Even if you enter the face, you learn a trade"* proverbs such as In doing so, we think it is especially important to give readers a broader interpretation of the last quoted article. It was probably a wanderlust without thinking of learning a trade (*"Don't walk - you'll eat a stick"*) or it is not surprising that some of our young people, who are engaged in temporary trade or other similar activities, are on the right track.

There are many proverbs about labor and diligence. They show the role of labor in human life. For example *"Labor, the root of labor is pleasure"*, *"Dear in the hand of labor"* substantiate the above ideas with proverbs like, even *"Work for free until you stand alone"* By applying the article, students can be taught that laziness is a bad habit.

Practical work often begins with planning. Planned for students-in explaining the importance of scanning *"Unplanned work is a brick without a mold"* (or *"Unplanned work is a worry"*), *"Unplanned work is a tree-forest"*, *"Planned work is always five"* proverbs such as It emphasizes the need to plan each task carefully and then do it. It is explained that otherwise the work will not turn out as it should, it will be necessary to do it again, which will waste extra time and material. In order to fill this point *"Don't count to eight," "Don't cut the fur in the shade," "Measure seven, cut one,"* "If there's a sign, you won't go astray." can also be used.

While giving insights into the use of work tools *"If you have a good tool, you will have less trouble"*, *"The tool will work, the owner will brag"* such as. In this way, students are taught the need to always use the right tools at work, as a result of which it is possible to prepare items quickly and efficiently. Also: *"Fifteen of the moon is dark, fifteen is light"*, *"Little by little you learn, you become wise"*, *"If you are patient, the cave will be empty"* With the help of proverbs such as, it is possible to



increase the enthusiasm of students, to encourage those who are temporarily out of work to be patient. In this way, some willpower qualities are developed in students. Especially "*Close to what you can*" мақоли билан ўқувчиларга ҳар нарсани орзу-ҳавас қилмаслик, it can be explained that sufficient knowledge and skills are required to do a job before doing it.

In our people "*My peaceful home is my peaceful home*" There is also a saying. There is a lot to talk about at the bottom of this article. Because tidy houses are earthquake resistant. Even when the ground shook, such houses did not collapse immediately and did not overwhelm their owners. With this proverb, we can tell students that our people have always had many skilled craftsmen and creative people. In general, our people are very rich in proverbs. Where and how to use it depends on each teacher and educator, their educational potential.

One of the factors that increase the effectiveness of technology education is the appropriate and effective use of harmonized technologies, technical technologies in technology education, ie different teaching methods, information and concepts in other disciplines.

### **Conclusions and Recommendations**

Based on the above conclusions, the following recommendations can be made:

1. There are great opportunities in technology classes to acquaint students with the main links, areas of production, to prepare them for practical activities, to guide them to choose different professions, and thus to prepare them for independent living. It is the professional duty of every teacher of technology to achieve a thorough organizational-methodological, scientific-technical, ideological-political aspects of the lessons of technology.
2. In terms of volume and position of practical training in technology plays a key role. In practical classes, students are provided with knowledge of the basics of production, skills and competencies. They are taught a variety of tools and working methods, as well as how to make things. Therefore, the teacher must carefully prepare for each lesson, creating conditions that ensure the safety of students in the classroom.
3. There are a number of ways to organize and conduct practical training in technology. These include exercises, practical work, laboratory work. The main method of conducting practical training is the method of instruction. When the above methods are combined with demonstration and illustration methods - the effectiveness of the lessons is ensured.
4. In practical classes, the teacher should accustom students to perform each task independently. This requires the use of a variety of active teaching methods in the classroom.

*Exercise*- is the conscious and repetitive repetition of work actions to develop students' work skills and gradually turn them into skills. Exercises are a basic method of technology science and production education. During the exercises, attention should be paid to the quality of work and professional methods, careful monitoring of student activities. Practical work in the laboratory - can be applied in the training of skilled workers in various professions and specialties. Success in the educational work of students in the performance of independent production tasks is possible only in the presence of the following conditions:

- Students must have a good understanding of the content of the work and a clear idea of the procedure for its implementation;

- Students should know what equipment to use to complete the task, the characteristics of their structure and use, ways to adapt them to this mode and measures to prevent malfunctions.
  - Proper organization of the workplace, for which it is necessary to correctly place the work and measuring instruments, blanks, technological documentation;
  - Must follow the rules of safety, industrial sanitation and occupational hygiene;
5. Pedagogical technology has been introduced into the education system as a factor that ensures the quality and results of education. Pedagogical technology is an imitation of technical technology (ie, methods and practices in the field of production), the purpose of which is to pre-guarantee the learning outcomes given to students.
6. The number of teaching technologies currently used in educational work has increased so much that they now have to be used selectively to increase the quality of education, including the organization of creative activities among students. In this case, it is especially effective to select and apply technologies that are appropriate for the type of course. Improving the effectiveness of technology lessons and the use of simpler methods, such as brainstorming, clustering, and the use of more complex methods in organizing students' creative work, gives positive results.
7. Teaching students to do practical work independently, including creative activities, the formation of skills of independent and creative work in technology lessons is a complex process carried out through the most important pedagogical, psychological, physiological and technical-technological factors. It is important to remember that nothing can replace a teacher in doing these things. Therefore, first of all, the teacher must constantly improve his professional skills, scientific and methodological level in this area.
8. It should be noted that teaching students to perform practical work independently, including creative activities, is a slow pedagogical process. That is, the student does not suddenly become an independent and creative person. Therefore, it is not good to take things lightly. Maybe you have to work hard with a long-term perspective.
9. It is also important to pay attention to the fact that it is important to teach students that the achievements in one area, the methods of work can be applied in other areas. Therefore, it is also useful in teaching students to do practical work independently, to work creatively.
10. In order to teach students to do practical work independently in technology classes, in order to develop creative skills in them, in addition to knowledge, the teacher is required to have a number of organizational skills and to carry out certain preparatory work.
11. It is necessary to carry out practical work independently in the lessons of technology, not to accustom students to a light-hearted, playful approach to the development of creative abilities. On the contrary, they should help to master other sciences.
12. At present, knowledge and practical skills in the use of materials such as paper, fabric, wood, plastic and metal, food processing and cooking are taught to students in technology classes. In the future, we believe that it is necessary to teach technology to students in the lessons of technology, especially in the organization and conduct of practical and creative activities, as well as to give them a special understanding of the organization of entrepreneurship.

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