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PSYCHOLOGICAL-PEDAGOGICAL OPPORTUNITIES OF NATIONAL CRAFTS OF SCHOOL PUPILS

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ANNOTATION:

The psychological and pedagogical potential of schoolchildren for national crafts is logically and scientifically stated. In today's era of globalization, modern psychology and pedagogy are becoming more widespread in all disciplines taught in the system of continuing education. This is directly related to the national craft taught in secondary schools, which allows students to think creatively in the educational process, to apply what they have learned in practice.

Keywords: global, system, craft, thought, composition, national, teacher, attitude, culture, feature, criterion, responsibility, quality, behavior, ability, education, upbringing.

INTRODUCTION:

The student, who first entered the secondary schools and began to study the secrets of national crafts, observes and studies the shape of the elements of the pattern, the features of its compositional structure, the works of great craftsmen and masters of the East. The study of national crafts serves to develop artistic and aesthetic taste, diligence and the formation of practical skills and abilities in secondary school students, helps to identify and develop their creative abilities. In order for students to master this field perfectly, it is advisable, first of all, to get acquainted with the national craft process.

MAIN PART:

Along with the study of the state of teaching national crafts in secondary schools, the methods of its practical application will be carried out in the process of experimental work. In order to carry out organizational and methodological preparations, a curriculum will be developed to ensure the effectiveness of experimental work. At the same time, test sites, test and control classes involved in this process will be identified, which will allow to carry out quality experimental work, and a didactic complex (lesson plans, methodical instructions for teachers, questionnaires, etc.) will be developed. Secondary school teachers are required to master not only the basics of science, but also information technology, to constantly improve their pedagogical skills. For this purpose:

- Stages of gradual, historical development of national crafts;
- The fact that information technology is a driving force in the development of education for teachers in the theoretical and practical training of national crafts;
- Stages of historical development of modern pedagogical technologies;
- Interactive methods used in the education system in foreign countries;
- Criteria for monitoring and evaluating the knowledge, skills and abilities of students and the results of creative work.

It is well known that in order to achieve educational effectiveness, the teacher can never be indifferent to the learning motives of students. Because the attitude to acquisition of knowledge is combined with the interest of the student in the chosen profession. Accordingly,

the main focus is on the student's motives for interest in national crafts.

During the experiments, it was found that almost 75% of the students had a desire to become national craftsmen in the future, based on interviews and questionnaires to find out their basic knowledge, skills and abilities to create pattern compositions. Psychologically, it is important to develop students' interest in the study of national crafts, to acquire independent knowledge, to engage in creative activities, to think logically in the creation of pattern compositions, to teach them to find solutions to problems. At the same time, students begin to set new requirements for independent learning. This process takes place on the basis of self-education. Then education will rise to the level of social duty. Because education serves as a factor that prepares students for work and professional activity. Based on the research observations, the motives of the students 'interest in the art of embroidery during the first month were studied separately. This process is reflected in two directions. The first is the gradual acquaintance of the "new team" with the active participation of activists in the "team", especially young men and women who are fully or partially aware of the secrets of applied art, but have little practical experience in this field. those who were separated, the latter, on the advice of someone, studied the activities of students admitted to the educational process. Research observations have shown that the socially relevant issue is not at the level of demand. The formation of negative factors based on such an approach can lead to initial misconceptions in the reader.

The scientific and creative worldview of today's students is much broader, as evidenced by their motives for who they will be in the future and their career choices. In particular, it is important to benefit the society, to continue it in the chosen profession, to teach students the profession, to identify the interest of students in applied art in the society, to create appropriate support and conditions for it. A person who has mastered the national craftsmanship perfectly, who realizes his honorable, responsible and place in the development of society, will not go astray in the future. Because he can analyze from the point of view of professional duty that the social, economic, political, cultural and educational development of the society is in the hands of the rising generation. In particular, the students, who said they dreamed of dedicating their lives to national crafts, expressed a desire to contribute to such a noble cause as the development of national art. Research and analytical observations show that, based on the above, the solution of the following tasks in secondary schools is of paramount importance:

Strengthening the provision of methodological guidance and advice to students in choosing a profession; planning of educational and methodical work of science teachers on applied arts; development of modern methods and techniques of teaching students the art of embroidery on the basis of rational use of advanced methods and techniques of the educational process, organizational forms and means of teaching; to form a logical harmony of the educational process, to prevent duplication of program materials in practical arts classes, to ensure its consistency, coherence, continuity and continuity in terms of shaping the theoretical knowledge, practical skills and abilities of future embroiderers; planning of practical-methodical guidance of independent educational activity of future national masters of handicrafts, development of rational forms and methods of improvement, organization and control; to organize the educational process with the use of necessary equipment, including technical and visual aids, as well as computer programs in the processing of pattern compositions; The development of students' consciousness and thinking in the national craft classes of

secondary schools, the formation of theoretical knowledge, practical skills and abilities, the widespread use of various methods and means of education in teaching students to understand civic duty and responsibility. Each lesson should be carefully planned with a clear goal in mind. Its educational value, the stages of the lesson, the use of visual materials, the relevance of the ideological content, the relevance of theory to practice, the equipment of visual aids, the effective use of appropriate methods, techniques and tools, the interaction of teacher and student should be taken into account. Emphasis is placed on the use of modern teaching methods in teaching students the art of embroidery. To arouse students' interest in the topic, to develop theoretical knowledge, practical skills and abilities, to organize conversations and discussions for individual and group mastering of handouts on the topic, to prepare handouts and didactic materials. technology of focused pedagogical processes should be developed. Substantiate the role and importance of the use of information technology in the process of technology education, didactic possibilities of teaching general subjects on the basis of information technology, conceptual bases of teaching general subjects on the basis of modern teaching technologies and tools, professional training of future teachers of technology interpretation of its logical-structural scheme serves to increase the effectiveness of education. Based on the analysis of the pedagogical literature and the requirements for the use of information technology in the professional activities of students, the study identified the following criteria: motivation and level of knowledge of the use of information technology in professional activities; the degree of formation of creative skills and competencies in the use of information technology in student learning activities. A pedagogical structure for the use of information technology in the training of teachers of technology education has been developed (Figure 1).

The target component of the pedagogical structure of training of teachers of technology education on the basis of information technologies organizational components (tasks, methods of teaching, methods of teaching, definition and development of forms of education and principles of education), content components (based on programs developed on the subject of "Folk Crafts" variability, subjectivity, creative individuality, development of personal abilities in future technology education teachers), the outcome component (determination of the results of training of future technology education teachers on the basis of information technology). As a result of the study of research work, based on practical pedagogical experience, a scheme of pedagogical structure and diagnostic model of the results of the use of research work in the training of future teachers of technology education was developed.

The training of future teachers of technology education on the basis of information technology was carried out by performing tasks at different levels. Depending on the nature of the activity, four levels of development of professional, pedagogical skills and competencies (intuitive, reproductive, reproductive-creative, creative) on the basis of information technology were identified. The pedagogical structure of information technology training of future teachers of technology education is based on the principles of scientific, membership, consistency, consistency, demonstration, activity, interdisciplinary interdependence, theory and practice, as well as evaluation criteria to determine learning outcomes. Methods of pedagogical diagnosis (specific analysis of the lesson, creative assignment, practical work) of future teachers of technology education have been improved by defining criteria for expert

assessment and systematizing their organizational and functional capabilities such as objectivity, integration, feedback, psychological flexibility. The process of formation of professional knowledge, practical skills and abilities of students on the basis of information technology in creating the situation, the peculiarities of the participants of this pedagogical process, ie future teachers of technology education, the content of its components, the involvement of computers as objects of student activity. The object of student activity is the information model of the pedagogical phenomenon or process studied in teaching on the basis of information technology. Formation of theoretical knowledge, practical skills and abilities in students on the basis of information technology is a necessary condition of pedagogical support is the readiness of the teacher for this process. The teacher should have a program of formation of knowledge, practical skills and competencies of the methodical system based on the study of the subject of folk crafts using information technology.

CONCLUSION:

The content of the conceptual framework for training future teachers of technology education on the basis of information technology has been improved on the basis of integrative coordination of the functions of analytical, design and pedagogical prognostic components of diagnostics of qualification requirements and their levels of professional and pedagogical training.

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