

**PSYCHOLOGICAL-PEDAGOGICAL BASIS OF DEVELOPING CRAFTSMANSHIP
SKILLS AND CREATIVE ABILITIES IN STUDENTS**

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Abstract: This article explores the psychological and pedagogical foundations for developing students' interest in handicrafts, enhancing their practical skills and creative potential. It highlights how engaging in craftsmanship promotes competencies such as creativity, independent thinking, aesthetic appreciation, and professional respect. The paper also describes mechanisms for ensuring students' professional and personal development through modern pedagogical technologies, interactive methods, and individualized approaches.

Keywords: Handicrafts, creative potential, psychological and pedagogical foundations, vocational education, practical skills, interactive methods, competence, innovative approach, aesthetic education, independent thinking.

INTRODUCTION

The modern education system today is not limited to theoretical knowledge, but also sets itself the important task of forming practical skills, creative thinking, and the ability to make independent decisions in each student. In this process, the importance of studying traditional professions such as crafts is especially incomparable. Because craft activities are not only the production of material products, but also a means of creative expression, aesthetic values, and the preservation of national heritage. When students are involved in this activity, they develop important personal qualities such as diligence, patience, accuracy, and thoroughness. In addition, the experience of seeing, recognizing, and evaluating the results of their labor through craftsmanship increases students' self-confidence. This, in turn, plays an important role in shaping their professional identity. Crafts are also important in developing creativity. Each created object is an expression of the student's unique aesthetic vision, attitude to cultural values, and inner world. Through this, students acquire complex but necessary creative skills such as design, shape, color harmony, and working on details.

Crafts are an ancient and integral part of human culture. They have been formed as a product of the historical experience, lifestyle, aesthetic views and creative thinking of the people. The crafts of each nation are an expression of its unique national identity, customs and cultural traditions. From this point of view, the inclusion of crafts in the educational process is an important factor not only for professional training, but also for personal, spiritual and aesthetic development.

Arousing interest in handicraft activities in students allows them to reveal their creative potential, form fantasy and aesthetic taste. According to the psychologist L.S. Vygotsky, creative activity occurs through the child's independent processing of social experience. Thus, through handicraft activities, students express life experience based on their own worldview, which develops their creative thinking. For example, national crafts such as woodcarving, weaving, carpet weaving, embroidery require not only technical skills, but also a sense of harmony, composition, and color harmony in forms and ornaments. A student participating in these processes learns to demonstrate aesthetic analysis, attention to detail, artistic taste, and originality.

From an educational point of view, handicraft activities form such qualities as diligence, attentiveness, patience, and a sense of responsibility for the product of one's labor. Pedagogical studies have shown that young people engaged in applied arts have a much higher level of social

activity, a desire for self-expression, and a positive attitude towards work (S.N. Lurie, 2019; N.N. Nosirova, 2021). Also, the pedagogical potential of folk applied arts is that it can help the younger generation to understand their national identity and cultivate a sense of pride in their culture. This serves to form a person who is socially and psychologically stable, culturally aware, and appreciates national values. Handicraft activities not only develop creative abilities in students, but also contribute to their spiritual and aesthetic education, the formation of personal qualities, and the emergence of a positive attitude towards the profession. These processes are important in helping students become active, responsible, and well-rounded individuals in society.

Modern pedagogical and psychological research shows that an individual approach to the educational process, that is, teaching each student according to his or her personal capabilities, interests, and psychological state, is an important factor in achieving high efficiency. This approach is especially relevant in creative and practical activities, such as crafts. Because each student has different tastes, imagination, coordination of movements, and psychological state.

The psychological approach is to accept the student not just as a student, but as a person with unique needs and abilities. Based on this approach, such qualities as the student's internal motivation, self-confidence, willingness to take the initiative, and independent thinking are developed. For example, according to the hierarchy of motivations put forward by A. Maslow, in order for a person to reach the level of self-actualization (self-actualization), his self-confidence and sense of satisfaction must be fully formed. Each small success in craft activities, creating a product with his own hands, fulfills these psychological needs in the student.

According to the concept of the “zone of proximal development” proposed by Vygotsky, each student is capable of performing tasks that are slightly above their current level of knowledge, if they are given the conditions and guidance. Therefore, it is important for the teacher to select tasks that are appropriate to the psychological readiness of the student in order to gradually move him/her up in the process of crafting. For example, when working on complex patterns, starting with simple shapes, increasing interest through positive evaluation, and then encouraging a creative approach will yield effective results. The temperamental characteristics of students also affect their approach to creative activities. For example, while sanguine students are active and initiative in creative work, melancholic students tend to be more quiet but thorough. Taking these differences into account, involving them in group work, individual assignments, or free-choice projects will facilitate psychological adaptation.

Also, the creation of an emotionally healthy environment enhances the student's intrinsic motivation. According to psychological research, when a person is deeply emotionally connected to creative activity, its results are more effective (K. Rogers, theory of person-centered psychotherapy). This means that if positive emotions and a sense of enjoyment of one's work are enhanced during the craft process, creative results increase. At the same time, craft activities also have a psychoprophylactic and psychocorrectional effect. That is, students have the opportunity to reduce stress, express themselves, develop attention and coordination in this process. This is especially useful in reducing psychological stress, lack of motivation, and distraction, which are widespread among modern youth. The psychological approach is of central importance in teaching crafts, offering a teaching methodology based on the student's personal needs, temperamental characteristics, emotional state, and self-awareness needs. This, in turn, ensures not only learning a trade, but also personal growth.

The choice of effective pedagogical methods and approaches in teaching crafts directly affects the level of student mastery. Along with traditional teaching approaches, practical, demonstrative, and interactive methods provide more positive results.

- Practical exercises – create an opportunity to connect the student's theoretical knowledge with real activities. In this method, based on the principle of “knowing by doing”, the student performs

each process with his own hands, realizes and corrects mistakes. As J. Dewey noted, real knowledge is knowledge tested in practice.

- Interactive games and group work – These methods form teamwork, communicative competencies and responsibility in students. By working in a group, they exchange experience, develop social activity and problem-solving skills.
- Master classes – Direct contact with experienced masters, seeing and repeating their work style is a powerful source of motivation for students. This method is consistent with Vygotsky's idea of "development with the help of adults".

• Portfolio creation – allows you to track the student's gradual development, analyze achievements and shortcomings. This method builds a culture of self-assessment and reflection. Each student is an individual with unique psychological, intellectual, and social characteristics. Therefore, a differentiated and individual approach to teaching crafts is necessary.

Motivation formation – In this process, the "self-confidence theory" proposed by Psychologist A. Bandura plays an important role. When a student believes in his own strength, he becomes more active, more initiative. Therefore, encouragement, recognition of success, social recognition (participation in exhibitions, receiving certificates) strengthen motivation.

Creating a creative environment – According to Rogers and Maslow, creative potential develops only in a free, supportive environment. The teacher's sincere attitude, an approach based on respect and trust for the individual, and feedback based on advice rather than criticism – all this awakens the student's inner potential.

Today, crafts are not only an artistic or cultural activity, but also an important area of economic activity. Guiding students towards entrepreneurship through crafts is a two-pronged approach: acquiring a profession and achieving financial independence.

- Selling products and working on orders – Students will be able to present their products on social networks, at exhibitions, fairs, and work with real customers, which will increase their understanding of market relations.
- Teaching the basics of marketing – The skills of correctly pricing a product, creating a brand, and establishing communication with a customer will form an economic mindset, initiative, and a sense of responsibility in the student. These processes should provide an understanding of the concept of "startup", "freelance" culture, and e-commerce platforms (Etsy, OLX, Instagram-shop).
- Creating a business plan – Students will gain real entrepreneurial competencies by planning their craft activities as a small project, determining the balance of costs and benefits, and selecting a target audience. This will help them clearly choose their professional direction.

CONCLUSION

Crafts are not only a means of acquiring professional knowledge and practical skills for students, but also an important area for developing their creative potential, personal growth and a deep understanding of the national cultural heritage. Through this activity, students not only master technical and artistic knowledge, but also form such personal qualities as diligence, patience, and independent thinking. Psychological and pedagogical approaches are of central importance in teaching crafts. Taking into account the student's personal abilities, temperamental characteristics, and emotional state, directing them to individual and group work, increasing motivation, and developing social relationships provide them with a more effective educational process. Teaching through modern pedagogical methods, including interactive games, master classes, and portfolios, turns students into active participants, allows for self-awareness and assessment.

Through crafts, students develop not only craft skills, but also entrepreneurial competencies that are important for their future professional careers. This helps them adapt to a market economy, start independent work, and become economically sustainable. From creating a product to selling

it, marketing, and drawing up a business plan, the processes expand the student's economic thinking and strengthen practical professional skills.

In conclusion, crafts are an important tool not only for the professional, but also for the personal and cultural development of students, and are of incomparable importance in preserving and developing our national values. By developing this area and introducing modern approaches to the educational process, it is possible to educate the future generation not only as highly qualified specialists, but also as creative people who continue our culture.

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