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## THE IMPORTANCE OF DEVELOPING STUDENTS' SPECIFIC CRAFT COMPETENCIES

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### ABSTRACT

This article is devoted to revealing the importance of developing the special skills of students of general secondary schools in the process of technology training.

### KEYWORDS

Technology, competence, competence, basic competence, special competence, professional competence, craft, technological process.

### INTRODUCTION

As the subject of our research is focused on the formation of the special competence of students related to crafts, the processes of guiding them to freely choose a profession, we do not need to set before ourselves the task of classifying all types of human competence. Competence in craftsmanship is achieved by performing multifaceted functions, performing a number of social skills and work functions

within a single profession to become a master and master of one's profession.

In the process of mastering the technological science of students, the concept of special competence related to crafts is used in the context of a specific activity. It should also be taken into account that along with the term "competence" in a number of scientific and

pedagogical literature, the future technological education is based on such concepts as "professionalism, i.e. skill in craftsmanship", "qualification", "master of one's profession", which is close to it in terms of meaning. Concepts such as a teacher's deep knowledge of his subject, ability to design any clothes are used.

Nowadays, the concept of "competence" is often used instead of the term "professionalism". The first concept reflects only a certain professional skill, qualification. The second concept of "competence" is the concept of a stock of skills, a base, a foundation, and it is a person's qualities such as his ability to work independently, his creative approach to any work, constantly updating his knowledge, being aware of news about fashion trends, intelligence, economy reflects such qualities as the ability to think about, communication skills, cooperation in a team, the depth of relationships with colleagues.

In order to understand the essence of the development of the special competence of a student of general secondary education schools in handicraft work, we first of all consider "special competence", "special competence related to handicrafts" and "designing sewing items (motivational-purpose, artistic-design, informational-content, activity and procedural, reasoning We need to study the concepts of special competences (evaluative, diagnostic and corrective).

Professional competence requires constant enrichment of specialized knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to apply it in one's work. The essence of the qualities reflected on the basis of professional competence is explained as follows: 1. Social competence - the ability to show activity in social

relations, the ability to communicate with subjects in professional activities. 2. Special competence is preparation for the organization of professional-pedagogical activities, rational solution of professional-pedagogical tasks, realistic evaluation of the results of activities, consistent development of knowledge, skills and qualifications, based on this competence psychological, methodical, informational, creative, innovative and communicative competence is evident. 3. Personal competence — consistently achieving professional growth, increasing the level of competence, demonstrating one's inner capabilities in professional activity. 4. Technological competence - assimilation of advanced technologies that enrich professional-pedagogical knowledge, skills and qualifications, ability to use modern tools, techniques and technologies. 5. Extreme competence - in emergency situations (natural disasters, technological process failure), in the event of pedagogical conflicts, the ability to make rational decisions, to act correctly.

In a number of studies, specific aspects of pedagogy have been studied. Among such studies, it is possible to include the research conducted by A.K. Markova and B. Nazarova. In her research, A.K. Markova says that the professional competence of a pedagogue consists of the following structural foundations.

From the pedagogical point of view, V.A. Sitarov emphasizes that the main condition is the formation of a student who can perform work in the technological process of high-level crafts. Competence to operate in the technological process related to crafts, according to him, is a complex education, which includes a number of different knowledge, skills, individuality and personal qualities, which are used in the organization of educational and educational processes. the district is highly adaptable to change and provides universality. It includes the elements of the types of personal



competence (methodological, special, pedagogical, psychological, methodological).

N.V. Kuzmina describes the competence of a technological education teacher in the design of sewing items as follows: the professional competence of a technological education teacher, that is, in the design of sewing items, should consist of 5 special competencies. These are:

1. Competence in the field of the subject taught, that is, the subject of technology
2. Competence (methodical competence) to apply the method of formation of knowledge, skills and qualifications for the design of crafts.
3. Socio-psychological competence, that is, age characteristics of the student in the design of sewing products (in the process of treatment).
4. Differential-psychological competence (in the process of developing the ability of students to design sewing products).
5. To be able to evaluate a person's shortcomings and achievements.

The role of independent education in the development of students' special skills related to crafts is incomparable.

In order to organize independent education, not only interest in a certain profession or field of activity, but also the existence of the ability for this type of activity is required. Taking into account that independent education is controlled by the person himself, with this activity, a person can freely and at any time choose the resources and use them from the point of view of purpose, means, and content. Autonomy in independent learning is the ability to determine and

choose educational goals, principles, content, methods and tools, to implement them without difficulty and without the help of external influences.

Since independent education is directly related to independent thinking, it is appropriate to mention the definition given to it: "Independent thinking is a person's intellectual capabilities based on his knowledge and life experiences, defining the goals and objectives of the problems before him, using different ways, methods, tools. is a mental activity consisting of independent decision-making at the level of

Special competence is the student's integrative quality, including the ability to solve non-standard pedagogical problems; ability to think professionally; critical evaluation of the results of one's work; acquire new knowledge and skills in the specialty; Mastering the skill of designing (sewing items) in teaching students of general secondary education and extracurricular education.

We form special competences of students in the field of technology in the course of classroom and extracurricular activities. Comprehensive use of the main methods of the process of developing the special competence of students in crafts of general secondary schools (designing: design, model, model, sketch, artistic image; professional activity: role-playing, practical research, pedagogical knowledge, application of teaching and supervision forms) is important in the formation of the special competence of students in crafts.

Above, we studied the definitions and analyzes given by our research scientists to "competence" and "special competence" and considered the didactic possibilities of developing basic, professional and special competences in future teachers of technological education.



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