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## Problems of preparing students for craft activities in the system of vocational education and its current state

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**Abstract** This article describes the state support of artisans, the benefits created for them and the work done by artisans, the problems that need to be addressed in vocational guidance, the conditions in the "Teacher-Apprentice" schools, practical assistance to young people in learning a profession.

**Keywords:** profession, craftsman, potter, entrepreneur, youth, master-apprentice, carver, carpenter, weaver, carpet weavers, goldsmiths.

*“Craftsmanship is an honest profession. Our biggest task today is to create jobs. When we create conditions for artisans, they both feed themselves and employ others. The more students are educated, the more young people will be able to become professionals, start their own businesses and earn money.”*

**Shavkat MIRZIYOEV**

**President of the Republic of Uzbekistan**

### Introduction

Historically, Uzbekistan has been a cultural center for thousands of years, where handicrafts and folk arts have flourished. The magnificent historical monuments, the monuments erected as a result of the work of our skilled craftsmen, have acquired a new charm during the years of independence. The architectural structures and works of applied art created by our masters embody the thoughts, dreams, aspirations and worldview of our people. Therefore, the number of tourists who want to see our country is growing every year. We can see that the geographical location, natural resources, geological structure, history of statehood of each region have influenced the development of arts. In particular, the development of handicrafts in the land of Movarounnahr was not excluded from the influence of the above factors.

Craftsmanship arose from human production and gradually separated from agriculture and animal husbandry during the development of society. carving, embroidery, tanning, sewing, weaving, jewelry, embroidery, goldsmithing, painting, shipbuilding, tin making, etc.).

Depending on the availability of natural resources, for example, textiles where there is cotton and cocoons, ceramics where there are quality raw materials (for example, in Rishtan), textiles and tanneries where wool and leather are abundant, handicrafts, woodworking in many forests, metal production in mineral-rich lands and blacksmithing, shipbuilding on the seas and rivers, and so on. The stages of development of society, in connection with the division of labor, formed 3 types of crafts:



- 1) home crafts;
- 2) handicrafts made to order;
- 3) handicrafts that prepare products for the market.

All types of handicrafts in Central Asia date back to the 20th century

Preserved until the 20s. Crafts play an important role in the production relations of Bukhara, Samarkand, Kokand, Khiva, Tashkent (for example, in the 60s of the 19th century 27 types of handicrafts were developed in Khiva, there were 556 shops of handicrafts in the city markets, in the 80s there were 2528 farms in the city). engaged). Craftsmanship in Uzbekistan is deeply specialized and combines a variety of professions. For example, in the field of leather processing, tanners, shoemakers, machinists, shoemakers, saddlers, telpaks, skinnners, belt makers; weavers, satin weavers, carpet weavers, shawls and felt weavers in the textile industry; in the field of metalworking there were blacksmiths, blacksmiths, coppersmiths, plumbers, jewelers, and other occupations. These defined the network structure of the craft.

On November 17, 2017, President of the Republic of Uzbekistan Shavkat Mirziyoyev Decree "On measures to further develop handicrafts and comprehensive support for artisans" and Resolution No. PP-3393 "On measures to further improve the activities of the Association of Craftsmen." According to the decree, the main directions of development of national handicrafts in the country are comprehensive support of craftsmen, allocation of land and buildings, connection to engineering and communication networks, soft loans, sale and export of handicrafts, as well as the establishment of craft development centers in districts and cities. and work to improve the activities of "Master-Apprentice" schools.

Our craftsmen have achieved success in the fields of tile, pottery, wood carving, jewelry, gold embroidery, embroidery and carving. More than 50 types of patterns have been restored in a single embroidery direction. As a result of research on the dyeing of silk and cotton fabrics, yarns for embroidery and carpet weaving, pottery and tile products, technologies for obtaining natural dyes from plants have been developed. The work of our masters in these extremely complex and labor-intensive trades is commendable.

## **Analysis of the relevant literature.**

Extensive work is being carried out in the country to develop the issues of self-sufficiency of what can happen in the education system and the production of productive employment. In particular, the problems of the process and methods of vocational training U.Inoyatov, SHE.Kurbanov, A.R.Khodjabaev, N.A.Muslimov, Z.K.Ismailova, R.H.Juraev, H.F.Rashidov, O.A.Abdukuddusov, Sh.S.Sharipov, M.B.Urazova, J.A.Axamidovlar; Initiative to organize person-centered education DJ Sharipova, R.H.Djuraev, O.Musurmanova, F.Yuzlikaev, M.H. Tokhtakhodjaeva, S.Nishonova, D.Rahmatullaeva, A.Alimov, V.Serikov, I.S.Yakimanskaya and other scientists helps to implement.

The essence, forms of activity of handicraft entrepreneurship, the peculiarities of entrepreneurs-craftsmen, the question of their spiritual and moral image Sh.Akhunova, A.Ibragimov, R.Ismailov, R.Muhiddinov, H.R.Sanakulov, K.Sh.Sirojiddinov, T.Ergashev , Studied by R.R.Khakimov, J.Hasanbaev and others.

In the education system, the organization of economic education of students, entrepreneurship-oriented training and involvement, conditions of organization of handicrafts, home-based work, teacher-student relations D.Rakhmatullaeva, S.Bobokulov, B.Irisqulov, H.J.Khudoykulov, Sh.A.Eshmetov, A.Kudratov and Sh.Kuvondikov.

## **Research Methodology**

Over the past four years, 6 decrees and resolutions adopted by the President of the Republic of Uzbekistan to support and develop handicrafts have given a huge impetus to the development of handicrafts.

In particular, about 1 trillion soums have been allocated for more than 40,000 handicraft

projects to provide financial support to artisans and develop their activities. UZS were allocated for soft loans.

Every year, more than 800 "Master-Apprentice" schools are established by folk masters and craftsmen, where more than 4,000 young people are taught the secrets of the profession.

34 craft centers, 41 house museums and more than 4,600 craft workshops have been set up to teach the secrets of handicrafts, and an electronic database of craftsmen has been formed.

Over the past four years, the number of artisans has increased sevenfold, and more than 227,000 people (including 51,000 in the first seven months of this year) have been employed in the sector, of which 52% are young people.

Our artisans organize "Master-Apprentice" schools in their workshops and teach many young people the secrets of the trade. In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 245 of April 26, 2017, our craftsmen are provided with a number of benefits for the export of handicrafts to foreign countries. Our artisans take advantage of these benefits and participate in international festivals, exhibitions and competitions with their products. Taking into account the exhibition of national handicrafts in foreign countries and the interest of foreigners in the products created by our artisans, the handicrafts of more than 100 of our artisans have been exhibited in about 30 countries around the world.

Craftsmen are also responding to the support of the head of our state.

For example: Master craftsman Sharif Azimov restored pottery created during the Kushan state, which disappeared in the II-III centuries. These products include long-legged cups, bowls and jugs of various shapes and sizes. The originals of these products were found during excavations in the ruins of Kushan and Afrosiyab in Surkhandarya region and are kept in the museums of the Republic. Sharif Azimov, who conducted the study, created about 40 works of the Kushan period, and he also restored the methods of coloring and decorating them during the creation of these pottery.

In the city of Margilan, Fergana region, the handicraft craft (founded by the Salijon ota Ahmadaliev family), which operated from 1925 to 1952 and was forgotten in 1952, was revived. the carpet reflected in the image was restored. This design is derived from a 15th century miniature and was used to decorate copies of poetry and history books, some of which have been revived by our designs for the first time in 500 years.

Our craftsmen from Margilan started to produce Banoras and adras from our oldest fabrics in the forgotten Kudin method. The carpet under the armies of the great master Amir Timur was restored by craftsmen from Fergana. 100 years ago, the Ghajari silk weaving was restored by Boysun artisans.

Kholmamat Ismatillaev, a member of the Samarkand region's Hunarmand board, recreated oil lamps (black lights) with an elongated nose on one side used in the Middle Ages and pencils used at the time. A samovar for boiling water in the ancient style was restored by Mehridin Khaitov, a master coppersmith from Samarkand.

Today, there are 22,487 artisans and more than 100,000 students.

## Analysis and results

Research has shown that there are many problems that need to be addressed in directing young people to a profession (craft).

For example, in order to learn pottery perfectly, a student must be with the teacher for at least ten years, because in this profession, along with skill, knowledge is also required. First of all, it is necessary to carefully study the history and culture of our people. Only then will the work be unique. It seems to me that laziness and laziness are rampant in our youth today. They try to put into practice the results of the work they have started. Such haste does not go away in vocational training. The student must learn the secrets of the profession over the



years, working on his own method when starting an independent work. Therefore, artisans will have to teach their students both practical work and the necessary theoretical knowledge. Not all masters have this opportunity. In addition, today the workplace of masters is mainly home. It is impossible to increase the number of students in a workshop organized in a small house by chance. So, there are a number of problems that need to be addressed in the career guidance process of students in the educational process.

In particular, the problems of organizing craft classes online, which are practical lessons, are still pending. Power outages in remote villages, very low internet speeds, lack of computer technology for artisans, lack of video lessons undermine teacher-student relations, and in recent years the rich heritage and experience of our ancestors have not been fully used. One of the reasons for this is that the teacher-student has not studied the traditions in depth. The literature covered in the experiences of our ancestors is also not enough.

## Conclusion/Recommendations

If craftsmen are given the opportunity to organize workshops, there is no doubt that the "Master-Apprentice" schools will be revived in every direction.

The current level of socio-economic development, along with the general educational preparation of students, places high demands on their general professional and creative skills. The creative person is distinguished by the fact that he has acquired knowledge in various fields and can apply them in new interactions. Such individuals approach the creative application of knowledge and skills with a full understanding of not only the purpose of achieving the goal, but also the motives and methods of achieving it.

- ✓ to give students a basic understanding of the history of the profession and its stages of development;
- ✓ to inform students about the content, tasks and peculiarities of national crafts;
- ✓ to acquaint students with the national crafts in the program of labor education in grades I-IV;
- ✓ to take students to national handicraft workshops during practical classes in labor classes;
- ✓ Development of methodological recommendations for teaching students folk crafts
- ✓ Formation of professional concepts in students
- ✓ Selection and orientation of creative youth.

In short, in order to teach students a profession, it is necessary to organize a high-quality study of the experience of our ancestors. For this purpose, it is necessary to prepare video lessons on the activities of teachers and students, popularize the specific methods of work of masters in the regions, prepare and monitor online practical lessons for young people and create conditions for distance learning, create electronic textbooks and manuals.

*(Institute of Pedagogical Innovations, Associate Professor of "Management in Education", PhD DR Rakhmatullaeva)*

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