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A Model For Developing Students' Labor Upbringing Technologies In The Context Of Traditional Karakalpak Folk Pedagogy

Jarlikasin Doshniyazov

Karakalpak State University

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*Correspondensi: Jarlikasin Doshniyazov
Email: jd@mail.ru

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Abstract: This article explores the development of students' labor upbringing technologies within the framework of traditional Karakalpak folk pedagogy. The study highlights the importance of connecting historical roots with modern pedagogical approaches to foster creativity, independence, and initiative in students. A model was developed and im-plemented to promote students' active participation in labor activities, emphasizing the acquisition of professional skills, motivation, and creative problem-solving abilities. The research outlines criteria for assessing students' labor activity, such as motivation, cognitive skills, practical capabilities, methodological understanding, and personal creativity. By integrating traditional Karakalpak crafts into educational activities, the study underscores the value of preserving cultural heritage while preparing students for modern technological and professional demands. Findings demonstrate the model's effectiveness in fostering students' creativity, independence, and adaptability, thus con-tributing to their holistic development and readiness for future professional challenges.

Keywords: Karakalpak Pedagogy, Labor Education, Traditional Crafts, Professional Skills, Creativity Development.

Introduction

To better understand the traditions of Karakalpak labor education, it is necessary to connect historical roots with modern ones. Today, in the period of school work training, it is becoming relevant to translate a student from an object of pedagogical influence to a subject, when realizing their creative potential is assumed in future professional activities, where they can demonstrate independence, initiative, and creativity. Based on this, a model for developing students' work activity was developed and implemented.

Methodology

Table 1

The model for developing the work activity of 5th-9th grade students

The goal is to develop students' work activity
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funtion		
Developing students' work activity	***Changing the system of students' motivation for work***	***Developing students' skills in solving professional labor problems***
Educational and work activities consist of transferring and forming labor knowledge in the form of an organized system aimed at developing cognitive structures and operations, limited by the framework of this system and manifested in the form of educational activities, performing individual classes, self-education, in which students acquire new experience in the process of planning and completing complex labor tasks, etc.	Educational activity, which consists in giving the process of labor education a purposeful and social significance, stimulating the activities and behavior of students in the form of incentives (approval, freedom of choice, etc.), aimed at developing the creative work activity of adolescents, related to such features of the motivation of the creative personality as understanding the spiritual, creative needs of students, leading them not to productive, but to creative, creative work activities.	Labor activity is aimed at developing students' practical skills (making decisions independently, publicly expressing and defending them, solving creative situational tasks, etc.), it consists in forming students into an active position, the subject of which gradually turns from educational to practical professional work and manifests itself in various forms
↓	↓	↓
Professional work skills	***Professional motivation for work***	***Practical professional work skills***
Result: development of students' work activity		
↗		
Criteria for assessing students' work activity: **1. The need-motivation criterion (1)** includes indicators such as the specialist's awareness of the need to master the traditions of handicrafts and handicrafts in Karakalpakstan, the presence of a positive motivation and interest in the traditions of handicrafts (Karakalpak embroidery, weaving, sewing of beads and coins) and the need to apply the corresponding skills and abilities in future		

professional activities and family life. **2. The cognitive criterion, indicators of which are knowledge of the history and features of the Karakalpak craft and handicraft traditions, materials, tools and devices used in the manufacture of products, as well as the presence of special technological knowledge** (formed professional competencies, striving for self-improvement, orientation towards creativity in professional activities, the ability to quickly define oneself and organize for collective work, the ability to generate new ideas, etc.). 3. **The practical criterion includes the ability to analyze and evaluate products made based on Karakalpak craft and handcrafting traditions;** the ability to use various tools, devices and equipment; mastery of the main techniques and technology of making products based on Karakalpak craft and handcrafting traditions. **The methodological criterion includes such indicators as knowledge of the methodology of using Karakalpak craft and handicraft traditions in future professional activities;** the ability to organize and conduct individual, group, collective forms of activities with students, as well as to evaluate the results of one's own activities and children's activities; mastery of the project method and the skills of applying information technologies. **5. The personal-creative criterion** occupies a special place in preparing specialists to use the traditions of craft and handicraft in their professional activities. Indicators are natural abilities and artistic abilities; general cultural knowledge; purposefulness and self-improvement; rich imagination and non-standard thinking; active search for original ideas; a creative approach to work and others.

Result and Discussion

In addition, it is necessary to organize labor activities in such a way that they are a means of professional development. Based on the above, it can be said:

The core, system-forming beginning of a person with a positive moral orientation is hard work - a constant striving for active independent work, both intellectual and physical. Therefore, its formation and development is the central task of labor education at all stages of human development. The leading tool here is the constant habituation to independent work, accessible and feasible for adolescents.

2. The task of forming in students a corresponding system of relations is closely related to this central task: a positive attitude towards any kind of honest work as the only

morally justified means of satisfying emerging needs and aspirations, to the work-life style, to people of labor; a rational, careful attitude towards objects and tools of labor, to the environment, transformed in the process of labor activity. In general, all of this is aimed at promoting the general moral development of the individual.

The next task of labor education in terms of importance and importance is the comprehensive development of children's activity, independence, the ability to find a worthy sphere of application of their own strength. Passivity and lack of initiative in modern conditions lead to personal life disasters, inability to organize one's own life and the lives of loved ones. The development of activity and independence undoubtedly requires the use of an activity-based approach to the pedagogical process of creating situations where children themselves have to solve educational or life tasks. The formation of such personal qualities as activity and independence is inextricably linked to the process of developing creative forces and abilities, manifested in the non-standard, non-trivial solution of educational or life tasks.

4.3 adaptive abilities of the individual are important for life in modern conditions. The constantly changing socio-economic conditions require flexibility, mobility of the functions of the workers, the ability to anticipate possible changes and, accordingly, change the sphere of activity, psychological restructuring. It is also advisable to guide students towards entering into a fair competitive struggle in the future and, accordingly, develop such a quality as competitiveness, which is extremely necessary in a market economy.

The Education Modernization Concept identifies professional education as one of the key areas of development. The changing demands of the economy and social sphere, the labor market, as well as the prospective needs for their development, require qualitative changes in vocational education. School technology education plays a special role in this preparation. The subject "Technology" appeared in the Karakalpak school in 2017. Its emergence was due to the need to increase the effectiveness of labor education and training. The introduction of a new field of education "Technology" into the curriculum of general education institutions, which replaces labor training, has become one of the most noticeable phenomena both in Uzbekistan and abroad. "Technology" is necessarily studied in schools of Russia, Great Britain, France, Germany, the USA, Israel and other countries that create and widely use high technologies. In the United Kingdom, the discipline "Design and Technology" is one of the five mandatory subjects and is studied by all students aged 5 to 16. The presence of the subject "Technology" in the curriculum of general education institutions is actively supported by the industry and business of these countries, as this subject teaches children to solve constantly emerging life tasks in the process of completing projects and thereby prepares them for creative work.

The "Technology" educational field is a mandatory component of general secondary education, providing students with the necessary range of technical and technological concepts, knowledge and skills, without which it is impossible to fully develop a person, socialize them, preserve and revive the best traditions of folk culture, the country's economic and social progress. The content of the technology program encompasses the study of educational materials across educational lines: labor culture and aesthetics; information

acquisition, processing, storage, and use; drawing, graphics, and design fundamentals; creative and project activities; acquaintance with the world of professions, choosing life and professional plans; the impact of technological processes on the environment and human health; the prospects and social consequences of the development of technology and engineering. As a requirement for teaching, it is noted that the following points should be taken into account in the process of selecting educational material: the prevalence of the studied technologies in the production sphere; the reflection in them of modern scientific and technical achievements; the inclusion of students in various types of practical technological activities; the implementation of a general labor, polytechnic and practical orientation of learning; the possibility of cognitive, intellectual, creative, spiritual-moral, aesthetic development of students. In the dictionary of S.I. Ozhegov and N.Yu. Shvedova, technology is defined as "a set of production methods and processes in a certain branch of production, as well as a scientific description of production methods."

V.D. Simonenko pays great attention to the organization and conduct of research on the problems of technological education of students and the training of technology teachers. The scientist notes that at the present stage, it is necessary to "prepare not just a professional, but a subject of one's own life." The rapid change of technologies and professions leads to a person having to change their profession several times, so they must have extensive technological training, and the slogan "Knowledge for a Lifetime" should be replaced with the "Knowledge through a Lifetime".

The works of P.R. Atutov, I.Ya. Lerner, N.V. Matyash, M.B. Pavlova, J. Pitt, V.D. Simonenko, Yu.L. Khotuntsev, and others pay attention to the importance of expanding the general cultural horizon in technological education. They emphasize the fundamental role of the principles of integrity and integrability, value orientation and informativeness, cultural and natural, and practical orientation. In accordance with these principles, in the training of technology teachers, folk traditional crafts should occupy a leading position, as they determine the specifics of the subject "Technology," they play a special role in preserving, recreating and transmitting folk cultural traditions through the perception of the foundations of folk art, instilling in schoolchildren theoretical knowledge and practical skills in the field of folk crafts.

For technology teachers, "Technology" is the main subject in school, aimed at preparing students for independent work life in a market economy and adaptation to modern conditions. In practical activities, the technology teacher implements the process of teaching technology in accordance with the curriculum, curriculum (sections, topics). In addition to the tasks set in the curriculum for the subject "Technology," the teacher educates students on the spiritual, moral values developed by humanity and the traditions of their people, organizing independent and extracurricular activities of students, and conducts career guidance work. The success of technological education for schoolchildren largely depends on the teacher's readiness to implement new approaches in teaching. Currently, specialists, technology teachers and engineers-technologists are being trained by special faculties of universities in Uzbekistan and Karakalpakstan.

Conclusion

The integration of traditional Karakalpak folk pedagogy into the development of students' labor upbringing technologies offers significant educational value. By connecting historical traditions with modern pedagogical practices, the proposed model fosters creativity, independence, and professional adaptability among students. The study emphasizes the importance of aligning educational objectives with cultural heritage, ensuring that students acquire not only practical skills but also a deep appreciation for the values and traditions of their community.

The outlined criteria for assessing students' labor activity—spanning motivational, cognitive, practical, methodological, and creative dimensions—serve as a comprehensive framework for evaluating the impact of labor education programs. Incorporating traditional crafts such as embroidery, weaving, and beadwork into educational activities demonstrates the potential to enhance students' problem-solving abilities, creativity, and readiness for real-world challenges.

In conclusion, the model presented in this study is an effective approach to preparing students for the demands of a modern, competitive labor market while preserving and revitalizing cultural heritage. Future research could expand on these findings by exploring the application of this model in different educational contexts and its potential for broader cultural and professional development.

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