

**PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS FOR
DEVELOPING STUDENTS' INTEREST IN NATIONAL HANDICRAFTS IN
TECHNOLOGY EDUCATION**

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"Not everyone can become a professor, but everyone must have a profession." — Shavkat Mirziyoyev Abstract This article analyzes the pedagogical and psychological systems for developing students' interest in national handicrafts within the process of technology education. Existing problems in the educational process are examined, and effective teaching methods are explored as solutions to these issues. In particular, pedagogical methods such as the use of interactive approaches, organization of practical lessons, implementation of project-based learning, and visual teaching are highlighted. In addition, psychological methods such as creating internal motivation, organizing independent creative work, fostering a sense of achievement, and encouraging students are considered important in stimulating interest in national handicrafts. The article also discusses the significance of national handicrafts in modern society and emphasizes their importance in the lives of young people and for the future of Uzbekistan. The main goal of the article is to propose effective solutions to enhance students' interest in handicrafts and increase their importance in the educational process.

Keywords: national handicrafts, technology education, motivation, pedagogical mechanism, psychological factors, practical activity.

In today's rapidly developing society, fostering national values and respect for them among young people has become an important aspect of the education system. The use of national handicraft elements in teaching practical subjects such as technology and fine arts contributes to the development of students' critical thinking and creativity. When students create works of art with their own hands, they strive to use their creativity to the fullest extent. Creativity, in turn, is one of the most demanded qualities in any profession or job. National handicrafts—such as embroidery, pottery, wood carving, jewelry making, and carpet weaving—not only develop students' creativity and aesthetic taste but also play an important role in forming qualities such as diligence, patience, independence, and responsibility. However, it is observed that elements of national handicrafts are not sufficiently used in technology education today. As a result, students' interest in national crafts is developing

slowly. Moreover, practical subjects are often given less time in school curricula and are sometimes considered less important. Therefore, developing pedagogical and psychological mechanisms to increase students' interest in national handicrafts has become a pressing issue. Several pedagogical mechanisms are used to stimulate students' interest in national handicrafts. These mechanisms help organize the educational process effectively. The following are considered effective: Use of interactive methods

- Organization of practical training sessions – Implementation of project-based learning
- Use of visual teaching methods

- Providing creative tasks – Developing teamwork skills

Interactive methods ensure active student participation in lessons. For example, methods such as “Brainstorming,” “Cluster,” “Project,” and “Blitz survey” help accelerate students' intellectual development while expanding their knowledge of national handicrafts. Practical activities are among the most effective ways to build interest. When students create items with their own hands, they deeply understand and experience the labor process. This positively changes their attitude toward handicrafts. Project-based learning is also an important pedagogical mechanism. Students can prepare small projects based on national handicrafts. Through design, decoration, and handmade product creation, their creative abilities are developed. Tasks related to national handicrafts in technology lessons also enhance independent thinking. Students design products, select materials, choose decorative elements, and produce final outcomes. This process develops planning, analysis, comparison, and conclusion-making skills, thereby improving creative thinking. Another important pedagogical mechanism is developing teamwork skills, which are essential for leadership and social interaction. The teacher's role is also crucial in fostering interest in handicrafts. Teachers should organize engaging lessons, provide creative tasks, and continuously encourage students. The use of visual aids, demonstration of ready-made national products, and video materials further increases students' interest. Additionally, organizing meetings with artisans, exhibitions, and competitions can significantly enhance students' engagement with national handicrafts.

Alongside pedagogical approaches, psychological methods are also essential. Interest is a psychological process, and when properly guided, it can lead to significant results in technology education. Interest plays a key role in directing individuals toward specific activities. In practice-oriented subjects like technology, developing interest ensures responsibility, patience, and mastery of at least one skill before graduation. Psychologically, interest is formed through the following factors:

- Engagement in activity – Creation of internal motivation – Independent creative work
- Formation of a sense of success – Encouragement and rewards

Motivation plays a vital role.

When students create something with their own hands, they feel pride in their achievements,

which increases their interest in further activities. Research shows that knowledge acquired through practical activity is retained longer in visual and muscle memory. Considering students' age characteristics is also important. Primary and middle school students are more inclined toward practical tasks. Therefore, it is advisable to provide more hands-on assignments, such as drawing national patterns, applying them to fabric, basic embroidery, and simple woodcraft. Technology education based on national handicrafts also supports career guidance. As President Shavkat Mirziyoyev stated, "Not everyone can become a professor, but everyone must have a profession." Through exposure to various crafts, students can identify their interests and abilities. Some may be interested in embroidery, others in wood carving, or design and decorative arts.

This helps guide their future career choices. Another important aspect of national handicrafts is preserving cultural heritage. Crafts such as home-based production and traditional craftsmanship ensure the transmission of Uzbek culture from generation to generation. Culture includes traditions, clothing, customs, and handicrafts. For example, embroidered garments, traditional caps, handmade shoes, and national clothing vividly represent Uzbek identity.

Furthermore, the Presidential Decree "On measures to create favorable conditions for engaging the population in handicrafts and developing handicraft activities" emphasizes reducing poverty and ensuring employment through the development of craftsmanship. Supporting handicrafts helps young people use their free time effectively and gain employment opportunities. Conclusion

In conclusion, developing students' interest in national handicrafts within technology education is an important pedagogical and psychological task. The integration of handicraft elements into education enhances creativity, practical skills, and personal qualities such as diligence, patience, independence, and responsibility. Pedagogical methods—interactive learning, practical training, project-based learning, visual teaching, and teamwork—are effective in increasing interest. At the same time, psychological methods such as motivation, independent creative activity, and encouragement support students' conscious engagement in handicrafts. Therefore, it is advisable to organize lessons based on national handicrafts, increase the share of practical activities, apply modern pedagogical and psychological methods, and support students' creative work. As a result, students' interest in handicrafts will grow, their career orientation will develop, and opportunities will expand to raise a well-rounded generation that contributes to the development of national crafts.

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