



## TEACHING OF FOLK APPLIED ART ON THE BASIS OF TRADITIONS "TEACHER-STUDENT"

**Shirinov Alisher Latipovich**  
Bukhara State University, teacher

Today, the teaching of folk arts and crafts on the basis of the traditions of "Master-Apprentice" as a factor in improving the practical knowledge of folk arts and crafts has a special place in the educational process of vocational guidance of students. Our scientific research shows that in ancient times, our ancestors had a rich experience in teaching young people the profession on the basis of teacher-apprentice.

But in recent times, we have not been able to take full advantage of the rich heritage and experience of our ancestors. One of the reasons for this is that we have not studied the traditions of the teacher and the student in depth. The literature on the experiences of our ancestors is not enough. In addition, the rich experience of our ancestors in the places where they are currently studying professions, such as: in higher education institutions, secondary special vocational education institutions, in the workshops that teach on the basis of personal master-student, master-student etiquette is not fully taught. - We are witnessing a negative impact on the morals and level of education of our youth, in general, on the formation of their spirituality.

Therefore, the correct and effective use of the traditions and spiritual heritage of our ancestors: for example, on the basis of the developed model of teacher and student ethics, it is natural that the following positive changes in personal and professional qualities of students. They increase respect for the spiritual heritage of our ancestors, respect for their parents, teachers, friends, in short, for people. It serves as a basis for them to learn the trade.

In ancient times, learning a trade was considered sacred. Every nation is valued for the unique crafts it has left to future generations.

It is safe to say that Uzbekistan has long been a center of crafts. For example, in Andijan region, Shahrihan, Samarkand region, Urgut, Fergana region, Kokand, Margilan, Namangan region, Chust, folk handicrafts flourished.

Every business community had a day-to-day competition between the armies. Because if the product is of high quality, the people will buy the product. That is why every craftsman strives to make a quality product. Every master had a rasta. The market was usually a bazaar. Once he had tracked all the goods on the shelves and set a price for them, the sale would begin.

The market for low-quality craftsmanship has collapsed. The master was considered the most knowledgeable of the folk masters in the past. Because they studied at the madrasa and were well versed in literature, history, music, mamavzutika, chemistry. From ancient times the painters did not write down the mysteries of pattern making, only their students knew. When his disciples became masters, they also taught their disciples. Thus, the profession of potter has been developed as a tradition.

The master took his student or relatives as his disciples. Discipleship was taken at the age of 7-8. Reading was around 7-12 years. The teacher worked with the students during the day and in the evening under the guidance of the teacher. Students learned geometry and chemistry.

After the student's independent work, the masters discussed his work and named him "master". The master's son learned his father's trade from a young age. This paved the way for him to become a good craftsman in the future. If the master did not have a son or a child, his closest relatives taught the profession to swimmers.

In the system of vocational education is not limited to the results of scientific pedagogical thinking of the twentieth century, but also the experience of our ancestors in the long history, the rich heritage of the great thinkers and philosophers of the East to be integrated into the content and structure of vocational education.

To develop students' knowledge, skills and abilities in the art of painting, history, technology, from simple patterns to decorating interiors and exteriors with national patterns; to teach aesthetic, ethical, philosophical and creative thinking by studying the work of patterns; to teach the beauty, philosophical, spiritual and educational aspects of the applied art of the East through painting lessons;

- Theoretical and practical training in the art of handicrafts;
- Integrate with other disciplines taught in professional colleges;
- to teach objects, interiors and exteriors to work independently and think independently;
- Formation of teacher and student etiquette in students.

Extracurricular activities play an important role in the creative solution of the following educational problems of the course "Teacher and Student". They are:

- Travel to the spiritual heritage of our ancestors, ie to the national architectural monuments, applied arts, fine arts, family workshops of folk craftsmen, workshops "Master" and "Artist";
- organization of meetings with painters;
- organization of meetings dedicated to the life and work of famous artists;
- Conducting competitions and contests among students; showing videos about applied arts, masters, foreign craftsmen;
- Computer-aided design of compositions, sketches of objects in color.
- Organization of specialty groups.

In short, the profession has been passed down from generation to generation: taking a student to the master, increasing the number of masters of applied arts, we will contribute to the restoration of the traditions of our ancestors.

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