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**CHARACTERISTICS OF ORGANIZATION AND CONDUCT OF
PRACTICAL COURSES ON NATIONAL CRAFTS IN TECHNOLOGY**

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ABSTRACT

The article discusses the solution of the problem of introducing students to the national crafts in the practical training of technology education, the formation of basic labor skills and abilities, interest and diligence in labor, teaching them to appreciate work and professions, their importance and preparation for career choice. comments were made.

KEYWORDS: *Teacher, Youth, School, Technology, Practical Lesson, National Crafts, Interest, Creativity, Education, Upbringing, Creative Activity, Creative Mastery, Creative Ability, Activity, Design, Essence, Content, Profession, Occupation, Efficiency.*

INTRODUCTION

Educating young people, educating them, educating them as worthy personnel for the future has always been one of the top priorities of any state. In our country, too, such work is constantly in the spotlight of the leaders of our state - we can say the same truth. The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of President Sh.M. Mirziyoyev, has launched a new stage of development in the republic. The practical results of this process are clearly reflected in all spheres of our lives today, and most importantly, in the consciousness, aspirations and actions of our people. Particular attention is paid to the improvement of the education system, which is one of the priorities of the fourth strategy of action - the development of the social sphere.¹

The issues of upbringing a harmoniously developed generation and leading a healthy lifestyle of young people are considered as topical issues on the agenda of the meetings and speeches of the head of our state during his visit to each region. As the President said: "If we do not bring up our children properly, if we do not pay attention to their behavior every day, every

minute, if we do not teach them science, if we do not find a decent job, we will lose this deposit."²

The purpose of teaching technology in general secondary schools is to acquaint students with the types, processes and professions of mental and physical labor, to form in them the basic skills and abilities of labor, interest and diligence,

¹Decree of the President of the Republic of Uzbekistan. On the strategy of further development of the Republic of Uzbekistan. Tashkent, February 7, 2017 PF - 4947.

²Mirziyoev Sh. Let us be more united and work resolutely for the fate and future of our country. // "Xalq so'zi" gaz., 2017, June 16.

to carry out their pre-professional training by teaching them to appreciate work and professions, to understand their importance and to prepare them for career choice.

It should be noted that the main part of technology lessons is practical training. In doing so, students learn about different materials and their properties; methods of processing them; equipment, types of machines, learn the structure and use, acquire basic labor skills by making simple items. It is known that the organization of any activity is directly related to the organization of the process of creative thinking and creative work in a certain sense in this area. To do this, it is necessary to teach students to work independently, creative thinking and creative work in the field of national crafts, to develop their creative abilities in technology education.

The results of the study of pedagogical literature show that many studies have been conducted on the development of creative abilities of students, which reveal different forms and methods of organizing the creative activity of students. All the studies studied noted that there are great opportunities in nurturing the individual through creative activity.

As noted in the literature on pedagogy and psychology, in general **activity** it refers to a person's internal (mental) and external (physical) activity, which is guided by a perceived goal. The content of human activity is determined not by the needs that give rise to this activity, but by the motives of the activity. Achieving a goal requires activity. This activity is related to the will. Therefore, activity is a condition of an active attitude to reality, in which a real connection is established between the living person and the universe. Activity divided into types of play activities, educational activities and labor activities. *Game activities* consists of action-packed games. *Education activity* while the study of the subject is a specific activity aimed at the acquisition of knowledge, skills and competencies. *Work activities*, it is a type of activity aimed at the production of a certain socially useful material or spiritual product.

In this regard, we consider it appropriate to dwell on the following types of activities used in the process of technology lessons.

Creative activity is a concept in a much broader sense. This activity is characterized by the creative direction of labor (study of the organization of labor, its content, methods). A creative activity solution requires posing previously unknown issues or forming ideas. Problem-solving creative activity has the appearance of finding, comparing, and selecting problem solutions.

Design and technological activities and the performance of creative tasks by man, including the design of the product, the development and implementation of technology for its manufacture. This the innovation that emerges as a result of work can be subjective and objective, that is, for itself or for society.

At different times, researchers in different fields, such as educators, psychologists, physiologists, sociologists and other specialists, study different aspects of the creative activity process and discover the specific laws of the field. For example, according to the teachings of

IP Pavlov and IM Sechenov, creativity has a physiological and psychological basis and forms a complex psychological process. From the point of view of physiologists, it is creative. The idea is a new system of human brain-nervous activity. According to IP Pavlov, the cerebral nervous system is not only a receiver of external events and various things, but also has the ability to analyze them synthetically and synthetically. As a result, it is possible to distinguish between different events, objects, their individual aspects, specific features, aspects of conditional connection. This, in turn, helps a person to perceive new similarities in objects and events, to form different new views on them on the basis of previously known concepts. The emergence of such views is the design of various objects and other objects, serves as a basis for creative and practical activities related to the preparation process. In general, creative activity or creativity is an extremely broad concept, which can be divided into areas such as scientific, artistic, technical, practical creativity. These areas of creative activity have their own characteristics, while having a common basis. In particular, technical creativity has its own characteristics. For example, the famous psychologist S.L. Rubinstein analyzed the activities of inventors. He said: "What distinguishes inventors from other mental activities is that they create a specific object, mechanism or method that solves a particular problem. The uniqueness of the inventor's creative work is determined by the fact that he brings something new to the process of events and happenings. In the process of creativity, the features of the human nervous system, which allow to summarize existing temporal information and create new ones, become apparent. According to the research of V.S. Vasilevsky, A.R. Luria, B.M. Teplov, P.M. Jacobson and other psychologists, the creative process takes place on the basis of specific laws. In particular, P.M. Jacobson, studying the activities of the inventors, said that "any unexpected internal deviations occur on the basis of certain laws."

Psychologists point out that the process of creative activity of children and adults has a common psychological basis, which is that there are similarities in their creative activities. That is, the process of creative activity - search, exploration, problem-solving - is psychologically the same in children and adults. However, the end result of this serious activity is fundamentally different possible. That is, if adults discover something new that is unknown to society and science because of their relatively large amount of knowledge and life experience, children and students may "rediscover" something that was discovered much earlier due to their lack of knowledge and experience. According to the American psychologist JP Guilford, creativity is a characteristic not only of talented, great people, but also of every ordinary person.¹ This idea was confirmed by such researchers as MGDavletshin, VVDavidov, ANLuk, A.Ya.Ponomaryov, KVKudryavtsev.

According to Academician B. Kedrov, creativity is the overcoming of psychological barriers in the human mind in the process of learning. Thus, creative activity is an extremely complex psychological process, characterized by a number of internal and external, objective and subjective factors, characteristics. These include the degree to which mental activity, intuition, and imagination develop at different stages of the creative process.²

According to the well-known Uzbek psychologist EG Goziev, the independence of thinking is very important in creative work. "The independence of thinking," says Professor EG Goziev, "is the ability to set a specific goal, ie tasks on one's own initiative, to make hypotheses of a practical and scientific nature, to imagine the result." It is necessary to understand the mental ability to solve the task independently, without the help or guidance of anyone, by finding different ways, methods and means due to one's own mental research".³

According to the well-known psychologist KV Kudryavtsev, technical thinking is the basis of technical creativity.⁴ He believes that technical thinking consists of the ability to understand or comprehend the condition of an issue, to imagine it, and to put it into practice. So, based on the above considerations, it can be said that the outcome of creative activity depends on

the scope of thinking in children and adults. The wider the field of thinking, the more independent, the higher the level of both creativity and creative activity.

It is known that the end result of any creative activity ends with the discovery of something new, an invention. Depending on their content, the discovery can be objective (novelty for all), subjective (novelty only for itself), private (use only or individually) and general or social (available to the whole society or the public). If the creative activity of adults is often completed by the discovery of innovations in an objective and social form, the results of such creative activity in students are

¹Guilford J. P., Hoepfner R. The analysis of intelligence. N.Y. 1971. - 212 p.

²Kedrov B.V. About creativity in science and technology. M., 1989. - 172 p.

³G'oziev E. Psychology of Thinking: A Textbook. T. : Teacher, 1990. - 184 p.

⁴Kudryavtsev T.V. Psychology of technical thinking. M., 1975.

often subjective and private. ends with the creation of visual innovations. It should be noted that in some cases, the creative activity of students may also be associated with the creation of objective innovations. Accordingly, the creative ability of children, ie students, can be conditionally divided into three different levels:

Level 1 – lower level. In this case, the news found by students is mainly subjective. In other words, students rediscover previously known innovations. As a result, this news will be news only for this reader. However, this process is not easy either. Because in this process, too, the student experiences a strong psychological state - the process of understanding, comprehending, imagining the essence of the problem, the search for a solution to the problem, the comparison of individual solutions. Therefore, even if the result is known in advance, reaching this very conclusion in itself serves as a ground task for the reader to move it to objective creative activity in the future.

Level 2 – intermediate level. In this case, the innovations found by students are both subjective and objective. In other words, we can observe that students who have reached this level have mastered the methods of creating innovations, and have gained some experience in the field of innovation. If students who have reached this level are given good attention in the future, if their creative abilities are further developed - they will be able to overcome some difficulties and reach the third, that is, the highest level.

Level 3 – high level. In this case, the innovations found by students are mainly objective. However, reaching this level is not easy. To do this, first of all, the student must have aspiration and interest, and the teacher must be aware of this in a timely manner and take measures to develop the creative abilities of the student.

It is known that the curriculum in technology in grades V-VII provides for a variety of practical exercises and the creation of products for students to learn working methods and develop work skills. It is known that in these classes, during the new adolescence, students of the same age will have different comprehension, thinking and work skills according to their mental and physical development characteristics. This is especially true should be taken into account when performing practical work. Therefore, in the organization of practical, creative work of students in technology classes, it is appropriate to divide them into the following 5 categories or levels, depending on the structure of products, methods of assembling their parts, types and number of materials, tools and methods used in their manufacture:

1. The simplest items with one detail. These can include items such as an indicator stick, a gasket, a ruler, and a zipper.

2. Multi-detail simple composite items made of one or two different materials. These include items such as a shovel, a box, a mattress, a mop, a nutrometer, and a caliper.

3. Multi-detail, intricately composite items made from one or more different materials. Examples of such items are picture frames, frames, doors, gates, chairs, chests, sandals.

4. Simple mechanical items. Examples are handles, hand clamps, screw fasteners, and handles.

5. Moving objects and radio devices. This category includes radio-controlled vehicles, tractors, ships, airplanes, rocket models, various toys, robots, radio signal transmitters, receivers, sound and image recorders, transmitters and transmitters, powered by mechanical or electrical devices. devices, and so on.

It should also be noted that an object or device of the same name may have a more complex appearance than its structure and artistic design. It is therefore reasonable to assume that this ranking is structured in general. Consequently, the classification of products by students on the basis of such a simple to complex feature allows them to organize independent practical, creative classes in five different areas in accordance with the changes in the process of mental and physical development during adolescence. This will help students to work tirelessly and to the best of their ability. At the same time, it is possible to make 1-2-3 level items with students of V-VII grades in any training workshop, and therefore significantly activate their practical activities, as well as creative activities with less effort, material and time. The making of Level 4-5 items, on the other hand, is more suitable for high school students and requires rich logistics, pre-determined preparation of students and teachers.

Human achievement in any field, including creative activity

it is no secret that it depends primarily on the abilities available in it. Because ability is a unique personal psychological trait that allows a person to do certain things faster and more easily than others and other things. It is known from the sciences of pedagogy and psychology that ability is innate in a person. These skills are then developed through an activity. Creative ability, the level of this ability, its development depends on the individual mental state of each person, initiative, independence. Some researchers argue that creativity allows for the rapid assimilation of ethical and ideological views. So, from the above It seems that the organization of students' creative work is a complex process, which has its own pedagogical and psychological aspects. In particular, the psychological aspect is the emergence and development of a certain creative ability in a person (for example, to change an idea, to apply it in another field; to see and evaluate a problem; to understand the structure of an object; to create new approaches bypassing certain things; finding new connections in events, etc.), the pedagogical aspect is to engage in a specific creative activity, to develop the content of this activity, methods and conditions of its organization, to study the impact of this activity on the person. As mentioned above, The concept of creativity is broad, and creativity is the activity of man to change the natural and spiritual world based on needs. So, **creativity** it is man's activity in the field of innovation, creation of things that did not exist before, discovery of laws, their qualitative renewal. Hence we **creative activity of students means their activity related to the creation and application of innovation or its elements** understand the expression.

It is well known that when it comes to technical creativity, terms such as invention, invention rationalization proposition are used. Indeed, these are the basic concepts that characterize this type of creativity. It is therefore advisable to express this concept in a way that is understandable to students.

Invention an innovation with a radically different technical solution that is useful for the national economy or the defense of the country.

Rationalization proposal and high-efficiency innovation (aimed at saving materials, time, labor, or improving product quality) associated with the introduction of previously known inventions into the activities of a particular enterprise, institution. In addition to the above terms, students need to be taught the meaning of terms such as technique, technology (an explanation of these terms is given in the next chapter).

Invention is an important aspect of creativity, creative activity. From a psychophysiological point of view, the need for creativity is realized in several stages of its development. The first of these is inclination, which is the simplest form of need and is consciously controlled by man. The second, lust, which is a relatively higher stage of development, is also consciously controlled by man and represents a set of attitudes of a person towards a particular object or event. The third, the most complex stage, occurs on the basis of interest and the concepts associated with it. Interest is formed under the influence of external influences in life, personal activity and the educational process. These conditions have a significant impact on the psychological factors - attention, perception, perception, memory, thinking, intuition and willpower, and play a particularly important role in the formation of personality.

Placed in the manufacture and use of items technical-technological and design requirements. The use of design, ie technical aesthetics or artistic design elements in the organization and activation of independent practical work, creative work of students in technology classes also gives good results. Because a tastefully, beautifully and elegantly crafted item delights the reader, strengthens his self-confidence.

"Design" is an English word that means idea, project, construction, painting, artistic structure. "Design" means the artistic and design activity of the artist-designer in industry, his style of work and their application in production. The purpose of the design is a new kind of beautiful, is to create products that are decorative, meet the requirements of society, simple and easy to use. Therefore, the use of design elements in the classroom helps to improve students' skills of work, creativity, cultivate in them a sense of beauty and sophistication. It also serves to improve the appearance of manufactured products, increase their ease of use. In this sense, design is inextricably linked with the sciences of artistic design and ergonomics. Based on our observations, it should be noted that the manufactured products, tools and equipment must meet the technical, technological and design requirements, such as design, economy, workability, applicability and beauty, depending on the specific structure. With this in mind, it is advisable to inform students about this in advance and to interpret these concepts in a context that suits them. In our work, we have explained these concepts as follows.

Constructivism it is understood that the product has as simple, convenient structure as possible, its stability, durability and reliability.

Savings refers to the process of making a cheaper product with less effort, material and time.

Workability mechanical properties of the materials used, nib means it is quick and easy to make.

Applicability ease of use of the product, its advantages over other products, the ability to perform additional functions.

Beauty the size of the items, the natural and artificial colors are proportional, the appearance is beautiful and represents a situation that makes a person feel pleasant.

From the above, it can be seen that workability is a work criterion that needs to be taken into account when choosing a material for a product, and the rest is a process that needs to be

considered in the process of designing and manufacturing a product. Thus, we think that the appropriate use of these ideas in technology lessons will undoubtedly be useful in organizing the creative work of students.

When it comes to making things with taste, beauty and elegance, it is impossible not to dwell on the ancient and rich heritage of our people's applied arts. It is known that our people have long been famous in the world for their national applied arts such as painting, wood and plaster carving, architecture, ceramics, coppersmithing, carving, jewelry, goldsmithing. The most convincing evidence of this is the magnificent buildings, various ornaments, jewelry and other things that are still preserved in our country. If other than our ancestors if we also add their work on the ground, our imaginations expand even more. However, for some reason, not enough attention was paid to the study and teaching of this national applied art of our people. As a result, the generation that lived in the second half of the 19th century, especially young people, schoolchildren, came to the point where they could not even understand the meaning of what they had, let alone create such works of art. Surprisingly, our Republic Due to the changes that have taken place since independence, our ancient national values are being restored. It is no exaggeration to say that the above-mentioned types of national applied arts of our people are developing and reviving, albeit slowly. Of course, it is advisable to start this work at school, especially in technology classes. Therefore, there are great opportunities for the use of examples of folk arts in technology classes, the study of their methods and practices, and their implementation in practice. We will briefly discuss these below.

It is known that there are many types of folk applied arts. The most common and widely used of these are works of fine art such as painting and carving. The study of these works at school helps to restore our values, and in the future to train skilled masters of fine arts - painters, painters, sculptors, architects.

of great importance. As it turned out, most students in grades V-VII are very interested in various painting, materials such as firing, carving, and painting with paints. Therefore V-VII in technology classes It is advisable to provide students with an understanding of patterns, their types, paints, tools, methods of work, age-appropriate patterns, practical work, and the use of information on folk arts.

The work can be started by painting in class B by burning plywood or thin board. To do this, first draw the desired picture with a pencil on the surface of plywood or board. Such pictures can be drawn by the students themselves or copied from the finished one. After that, the pictures are redrawn with the help of a burning tool, that is, burned. Then the surface is varnished.

In the sixth grade, students can be taught the secrets of painting, types of paints, the structure and use of equipment needed for this work.

It is known that before painting a pattern on plywood or board, its surface is smoothed, and then the background is given or "glazed", that is, painted with a paint of a certain color. In some cases, the surface may be covered with thicker paper. The finished surface is then drawn with a pencil using a template or directly by hand and painted over. Later, as students' skills increase, some shapes can be created using paints at once without the use of a pencil.

In the seventh grade, students can be taught plaster and wood carving. In this case, it is necessary to start with wood carving, and after the students have acquired certain skills, move on to ganch carving. Because there will be no drastic changes in the wood in a short time. Ganch, on the other hand, hardens quickly, resulting in it being rubbed during operation and the shape not coming out of quality. A student who does not have enough carving skills will be able to apply the ganch quickly, cannot lower fatty forms.

We are talking about artistic decoration, painting or carving as long as we no doubt hear and use words like ornament, inlay, mosaic. In fact, these are the concepts that form the basis of those works. In terms of meaning, these words are close to each other. They are mainly used to differentiate the type and scope of work performed. For example, “**ornament**” is a Latin word that means to decorate. In a broader sense, an ornament is a pattern that is formed by repeating different shapes, ornaments, or some of their elements - parts in a flat, orderly fashion.

Inlay and carving some parts of the surface to be machined, such as glass, plastic, bone, stone, metal of different colors

are patterns created by nailing pieces of material together (e.g., patterns on the handle of a national knife, etc.). Patterns created by gluing veneers to the surface **market**, if these patterns are in the form of a parquet floor **parquet** it is said. It is a collection of patterns that express a certain meaning **mosaic** referred to as The mosaic is often in three-dimensional form. From the above it can be seen that ornament serves as a basic concept and method in painting and carving. Depending on the types and meaning of the ornaments depicted, ornaments are divided into patterns made in geometric, floral, animal-shaped, stamped, imaginative and mixed methods. As can be seen from their names of course, **geometric** ornament from various geometric shapes such as straight, curved and broken lines, circles, angles; **herbal** ornament - from various flowers, plants, their stems, leaves and fruits; **animal-shaped** and the ornaments consist of fully or partially depicted images of various birds, animals, and other creatures. **Stamped** The ornaments depict various characters, logos, emblems. **Fantastic** the ornaments will be drawn based on the imagination or interests and desires of the painter or sculptor. **Mixed** and the ornaments of the methods include patterns drawn freely using the above images. It should be noted that the craftsmen of Asian peoples have long been created mainly from geometric and botanical ornaments and their intermingling. **Islamic** who used ornaments. In addition, depending on the structure, the ornaments are straight, curved or broken, covering the edges of the object **ribbon** (framed); completely covering the surface of the product (for example, geometric mesh patterns); **badge**, that is, a geometric shape of some kind - a circle, a rhombus, a square, a triangle. These are typical **closed** also called patterns. It is clear from the above that in order to use the methods of folk art in technology lessons, our teachers need to do a number of preparatory work, and our researchers need to identify effective ways to use this work, methods, tools, and organize work in this area.

The effectiveness of the teacher's work in the educational process largely depends on the activity of students. To do this, the teacher must look for innovations, show examples of initiative and creativity. The above-mentioned methods serve to improve the lessons of technology, to teach students to perform practical work independently and creatively, to form and develop relevant work skills.

Based on the above conclusions, the following recommendations can be made:

1. There are great opportunities in technology classes to acquaint students with the main links, areas of production, to prepare them for practical activities, to guide them to choose different professions, and thus to prepare them for independent living. Therefore, it is the professional duty of every teacher of technology to achieve a thorough organizational, methodological, scientific, technical, ideological and political education.
2. Practical training in the field of technology plays a key role in terms of volume and status of national crafts. In the practical classes, students are taught the basics of production of national crafts, skills and competencies. They are taught a variety of tools and working methods, as well as how to make things. Therefore, the teacher must carefully prepare for each lesson, creating conditions that ensure the safety of students in the classroom.

3. There are a number of ways to organize and conduct practical training in national crafts in the field of technology. These include exercises, practical work, laboratory work. The main method of conducting practical training is the method of instruction. When the above methods are combined with demonstration and illustration methods - the effectiveness of the lessons is ensured.

4. In practical classes on national crafts, the teacher should accustom students to perform each task independently. To do this, you have to use different active methods of teaching in the classroom.

5. Teaching students to independently perform practical work on national crafts, including creative activities, the formation of skills of independent and creative work in technology lessons is a complex process carried out through the most important pedagogical, psychological, physiological and technical-technological factors. It is important to remember that nothing can replace a teacher in doing these things. Therefore, first of all, the teacher must constantly improve his professional skills, scientific and methodological level in this area.

6. It should be noted that teaching students to independently perform practical work on national crafts, including creative activities - is a slow pedagogical process. That is, the student does not suddenly become an independent and creative person. Therefore, it is not good to take things lightly. Maybe you have to work hard with a long-term perspective.

7. It is also important to pay attention to the fact that it is important to teach students the achievements in one area of national crafts, the methods of work can be applied in other areas. Therefore, it is also useful in teaching students to work independently and creatively on practical work related to national crafts.

8. In technology classes, students are required to have a number of organizational skills in addition to knowledge and to carry out certain preparatory work in order to teach students to independently perform practical work related to national crafts, in order to develop their creative skills.

9. It is necessary not to accustom students to the practical work of national crafts in the lessons of technology, to the development of creative abilities in a light-hearted, playful way. On the contrary, they should help to master other sciences.

10. At present, students of technology science are taught knowledge and practical skills in the use of materials such as paper, fabric, wood, plastic and metal, food processing and cooking. In the future, we believe that in technology classes, especially in the organization and conduct of practical and creative activities of students in the field of national crafts, it is necessary to teach them entrepreneurship, to give them a special understanding of the organization of entrepreneurship.

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