

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 05 Volume: 97

Published: 06.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



Aziza Primqulova

Secondary School 2

Technology teacher, Bukhara district

Sharofat Tohirova

Secondary School 3

Technology teacher, Zarafshan City, Navoiy Region

Shakhnoza Jorayeva

Secondary School 14

Technology teacher, Qorakul district, Bukhara Region

Feruza Zikriyoyeva

Secondary School 23

Technology teacher Gijduvan district

RAISING TECHNOLOGY CLASS QUALITY AT SCHOOLS FOR EXPANDING COMMERCIALIZE HANDMADE PRODUCTS (Evidence from Bukhara and Navoiy Regions public schools)

Abstract: It turns out that technology teachers have adapted and shaped this document so that they do not have to go to class without a normative document, that is, without a calendar-subject plan. As a result, schools have a variety of work plans. However, this paper work was studied by 4 school teacher. Main purpose of the research is clarifying difference between 4 schools and how class motivation will help commercialize pupils works. Paper work demonstrates qualitative research methods with correlation and regression analysis. Main results can be classified 4 targeted independent variables observed positive cause and remain 2 are negative variation with given problem. As for the conclusion authors imply best ways for visibility of class quality by using technology and in final statement raising commercialize handmade products by pupil.

Key words: Crafts, public school, handmade, uzbek, five indicatives, Bukhara.

Language: English

Citation: Primqulova, A., Tohirova, S., Jorayeva, S., & Zikriyoyeva, F. (2021). Raising technology class quality at schools for expanding commercialize handmade products (Evidence from Bukhara and Navoiy Regions public schools). *ISJ Theoretical & Applied Science*, 05 (97), 33-41.

Soi: <http://s-o-i.org/1.1/TAS-05-97-5> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.5>

Scopus ASCC: 3304.

Introduction

Technology as a learning element has great potential for creating the conditions for the cultural and personal formation of school students. The social order of society in the field of teaching technology is aimed at developing the personality of students, strengthening the importance of humanism, further application of the educational, enlightenment and developing potential of the educational institution in

relation to the individual characteristics of each student.

A flexible form of teaching. It includes a variety of content, using the necessary techniques and teaching methods. The topic of “Spiritual Training” was organized in the “Technology” training area because it has always been influenced by manual processing technology. His name fully fulfills the meaning of educational activities in this regard; Children are taught to work like adults, i.e. You have

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

to do the task personally, understand the possibilities of doing it personally, personally carry out the product for which you are personally responsible for the quality of your work.

Learning new materials, consolidating knowledge, testing knowledge, skills, abilities, knowledge, job tasks, job assignments, implementation and systematization of work. The stage coefficient of the course depends on the content, didactic and informative purposes, choice of methods and use of technical means. Depending on the purpose, content and methods chosen, the types of lessons are divided: introduction, introduction of combined materials, meeting, topic, topic, topic. The source of knowledge and the characteristics of the teacher's activities and the student's knowledge should be taken into account while swimming. Types of lessons: explanation, laboratory, televisions, film machines, test lessons.

Methods

Current research has been studied under qualitative methods of online survey by means of Google forms and analyzed at STATA 15.0 software. Next results will be presented correlation and regression analysis of OLS model

Materials

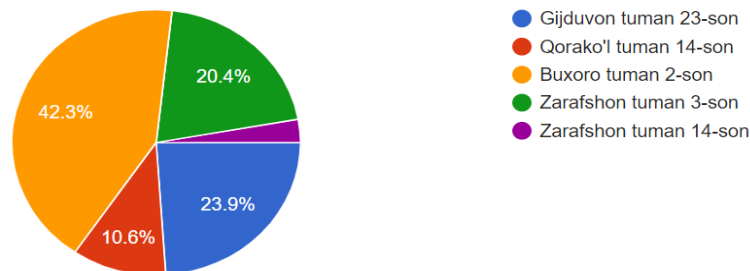
There 142 respondents from 4 secondary schools such as School 2 Bukhara district, School 3 Zarafshan City Navoiy Region, School 14 Qorakul district, Bukhara Region between 8th class pupils in 10 questions by raising quality of the classes.

Results

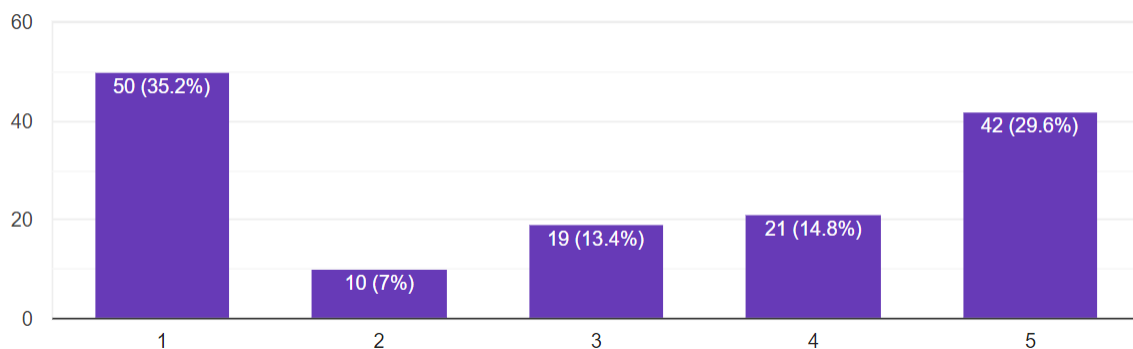
By studying classes use a variety of teaching methods. They are necessary for the teacher to get acquainted with the object of the work and to carry out the work at work; with the means used in material processing, with the operations of working with these means; Products and processing methods with materials from which products are made. These are natural visual preferences that are widely used in the learning process. This is primarily a sample of the manufactured product, its scanner or patterns, materials, and tools used in the lessons. Check out some tutorials.

As for the survey results it can be presented following scenario.

1.School scope



2. How do you interest to the Technology subject?

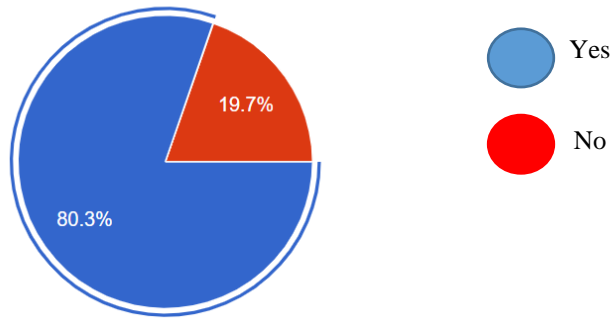


It can be seen the results of the 2-question majority dislike subject, but 63 three pupils support current filed of crafts.

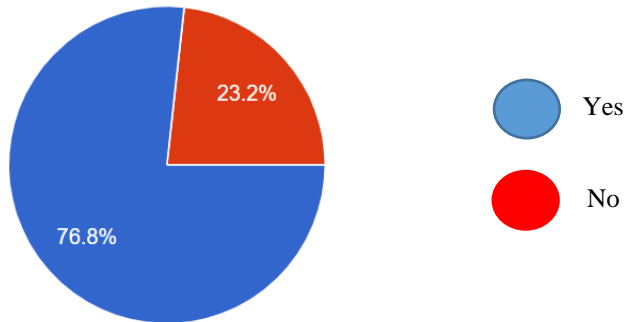
Impact Factor:

ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 1.582	ПИИИ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 9.035	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 7.184	OAJI (USA)	= 0.350

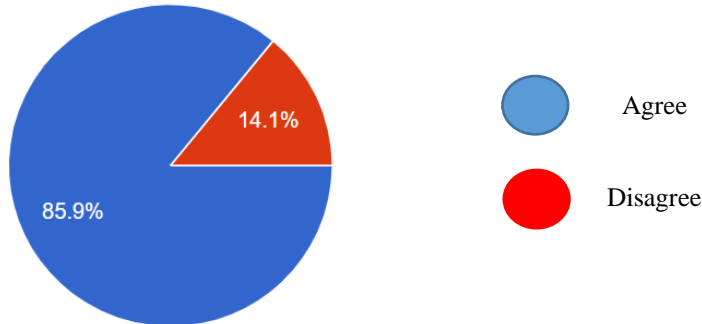
3. How well your class performance is set up for the lesson?



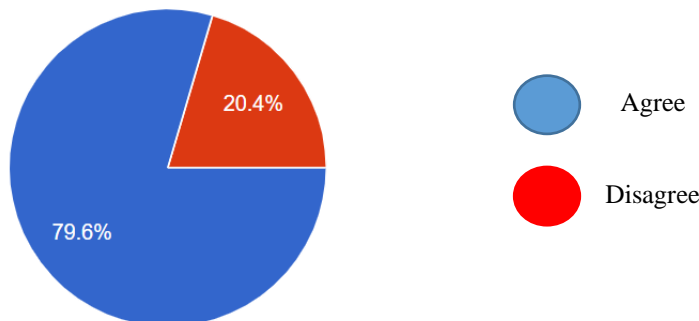
4. Active participation in national events at school helps me to study technology in depth.



5. Incentives on the five initiatives help me learn the science of technology.

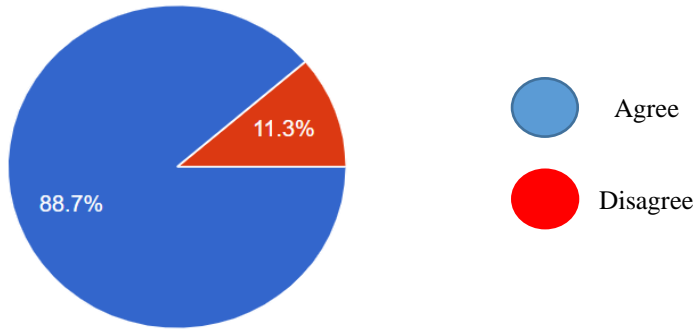


6. In families, the fact that a parent is engaged in a certain profession helps my children to study technology in school.

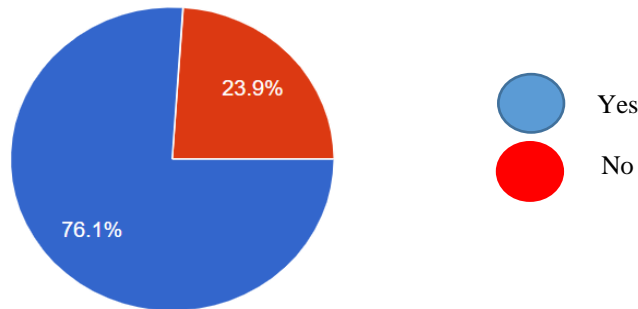


Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	ПИИИ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

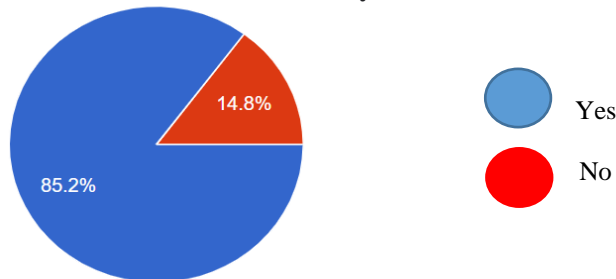
7. Demonstrating students' work in exhibitions will increase their interest in the field.



8. Does the reproduction of student work increase financial revenues to the classroom budget?



9. Does participation in the projects of the National Crafts Association help students to develop the industry in the future?



10. Gender

All attendants at survey were 31 percent girls and 69 per cent of respondent are boys.

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	ПИИЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

Following pictures represent some of the school art craft lessons by selected region.



Pic.1. Handmade products



Pic.2. Art craft lesson

Impact Factor:

ISRA (India)	= 6.317	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 1.582	ПИИЦ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 9.035	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 7.184	OAJI (USA)	= 0.350



Pic.3. National award exhibition



Pic.4. From school life activity



Pic.5. Teacher is a master for her pupils

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	ПИИИ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

Table 1. Summarize of the total variables

Variable	Obs	Mean	Std. Dev.	Min	Max
gender	0				
interest_s~t	142	2.964789	1.681826	1	5
classroom_~s	142	.7676056	.4238542	0	1
nationalho~y	142	.8028169	.3992801	0	1
five_help	142	.8591549	.349093	0	1
parents_cr~n	142	.7957746	.4045614	0	1
pupils_exh~n	142	.8873239	.3173157	0	1
commercial~s	142	.7605634	.4282502	0	1
craftsboys~n	142	.8521127	.3562449	0	1

The topic sample has a general idea of the future work object in children. A sample is a specific object that, if considered, is mentally allocated to individual components, and its subsequent analysis allows the

identification of the actions and operations required to produce the entire product. The absence of a pattern, especially in the first stage, makes it impossible to perform random and unconscious operations.

Table 2. Pearson Correlation test

	interest_s~t	classr~s	nation~y	five_h~p	parent~n	pupils~n	commer~s
interest_s~t	1.0000						
classroom_~s	-0.1707 0.0422	1.0000					
nationalho~y	-0.1900 0.0236	0.3559 0.0000	1.0000				
five_help	-0.1655 0.0490	0.3045 0.0002	0.5117 0.0000	1.0000			
parents_cr~n	-0.1566 0.0628	0.4244 0.0000	0.4953 0.0000	0.3473 0.0000	1.0000		
pupils_exh~n	-0.1537 0.0679	0.5422 0.0000	0.6071 0.0000	0.5600 0.0000	0.5929 0.0000	1.0000	
commercial~s	-0.1398 0.0970	0.3946 0.0000	0.4685 0.0000	0.4370 0.0000	0.3707 0.0000	0.5307 0.0000	1.0000

The presence of the pattern and the correct organization of work in it leads to active conscious action, serves to develop logical thinking, teaches observations. The model description develops

consistent speech, special conditions, the features that accompany them, enriches them with accompanying and spatial movements, enriches children's speech with their lives and challenges.

Impact Factor:	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	PIIHQ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

Table 3. Spearman correlation test

	interest	classroom	nationalholidays	five_help	parents_craftsmen	pupils_exhibition	commercialize	craftsboys
interest	1.0000							
classroom	-0.1599	1.0000						
nationalholidays	-0.1671	0.3559	1.0000					
five_help	-0.1415	0.3045	0.5117	1.0000				
parents_craftsmen	-0.1418	0.4244	0.4953	0.3473	1.0000			
pupils_exhibition	-0.1300	0.5422	0.6071	0.5600	0.5929	1.0000		
commercialize	-0.1206	0.3946	0.4685	0.4370	0.3707	0.5307	1.0000	
craftsboys	-0.0672	0.5693	0.6412	0.5727	0.5763	0.7299	0.5565	1.0000

Scanning or sampling of a product is more useful in analyzing the sample, assembling the product, and observing the work, i.e., each time connecting the part and the whole. Students have a better understanding

of design, interest, classroom setting up and whose parents are craftsmen they have more influence on quality effectiveness of the schools (table 3).

Table 4. Regression analysis

Source	SS	df	MS	Number of obs	=	142
Model	9.48096828	7	1.35442404	F(7, 134)	=	11.08
Residual	16.3781867	134	.122225274	Prob > F	=	0.0000
				R-squared	=	0.3666
				Adj R-squared	=	0.3336
Total	25.8591549	141	.183398262	Root MSE	=	.34961

commercialize_effectiveness	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
craftsboyscommite_join	.2983885	.144234	2.07	0.040	.0131188 .5836582
pupils_exhibition	.2335793	.1535777	1.52	0.131	-.0701707 .5373294
parents_craftsman	-.013263	.0953217	-0.14	0.890	-.2017928 .1752667
five_help	.1359937	.1092821	1.24	0.216	-.0801473 .3521348
nationalholidays_helpstudy	.1256214	.1033506	1.22	0.226	-.0787882 .3300309
classroom_fits	.0837445	.0884178	0.95	0.345	-.0911306 .2586196
interest_subject	-.0095926	.018213	-0.53	0.599	-.0456147 .0264295
_cons	.0560633	.1184592	0.47	0.637	-.1782284 .2903549

According to the table 4 first 5 variables are positive relationships to the commercializing products of pupils at schools and 2 variables impacts to the OLS model with negative effects.

Model can be stated as following:

$$\text{Commercialize_effectiveness} = 0.560 + 0.298 * \text{craftsboyscommity_0.233} * \text{join} + \text{pupils_exhibition} - 0.013 * \text{parentscraftsmen} + 0.135 * \text{fiveinitatives_help} + 0.125 * \text{nationalholidays_helpstudy} + 0.837 * \text{classtroom_fi} - 0.09 * \text{interst_subject}$$

Discussion

The work piece is the subject of production of the finished product (paper, foam rubber, wire, etc.). These materials. Tickets are attached in the correct order. This card is easily accepted by children, if necessary, you should carefully consider each stage in the preparation of first-graders, they are used in the organization of independent work of first-graders. Materials, tools, and equipment are only a visual benefit when familiar with them. According to the

research findings it can be discussed following concepts:

1. Hand tools are used in the technology lesson: scissors, AWL, needle and others. Special group management and measurement: means line, carbon, shed.
2. Drawing is an image of things whose dimensions are shown, the scale needed to produce them.
3. GIC (with graphical instructions) differs from PTC in that the manufacturing process is presented in the form of a technical inspection.
4. It is recommended to use several teaching aids in the complex to make the goal of primary school teachers more successful.
5. Thus, in selecting teaching aids, the teacher should take into account the knowledge and skills in the students, as well as their relevance to the students in terms of perception of knowledge and skills.

The work piece is the subject of production of the finished product (paper, foam rubber, wire, etc.). These materials. Tickets are attached in the correct order. This card is easily accepted by children, if

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

necessary, you should carefully consider each stage in the preparation of first-graders, they are used in the organization of independent work of first-graders.

Teaching technology in general secondary education main functions:

- materials and their properties, characteristics and technical object and
- study of information on technological processes;
- technical object and special and general labor in technological processes
- knowledge of operations;
- technological process management, special and general labor operations
- be able to apply in practice;
- formation of technical and creative thinking, intellectual abilities;
- sequence of technological process and execution of finished products;
- be able to analyze product quality;
- draw conclusions about the performance of products and processes, and labor

- operations, product quality assessment;
- the basis for consciously choosing a career and
- formation and development of competencies in the field of technology consists of.

Conclusion

Basic tasks are based on a rigorous and conscious analysis of the design and perfectly logical, integrated class efficiency. Such tasks show that, according to preferences, are intelligible and can be used in puzzle applications, volumetric design, symmetrical cutting, calculation, marking and measurement construction, and more. The main thing in such work is to analyze the design, to determine, what principle to variables to determine the methods of operation. These tasks are solved in a moderate way commercializing hand made products by pupil. Coordinating pupils interest and hobby will provide enormous results at the field of national crafts improvement and development in Uzbekistan.

References:

1. Kyansheva, N.M. (1999). *Methods of conducting master's degree for young students: Fundamentals of design formation*. Moscow: "Academy of Sciences" Publishing Center.
2. (1999). *Workshop on Labor Studies*. – Moscow: Experienced hands: I-level I-class.
3. Konyshcheva, N.M. (1997). *Textbook on art work for M. Wonderful seminar: Primary school class*. Moscow: In our human world (from the natural world to the world): III primary school
4. Konyshcheva, N.M. (1997). *Secrets of Masters: Textbook of Art Works for IV Primary School Class*. – Moscow.
5. (n.d.). Retrieved from <https://artsandcraftstours.com/the-arts-crafts-movement-in-britain-bibliography>
6. (n.d.). Retrieved from <http://dtq33m.zn.uz/2018/04/01/tehnologiya-fan-oyligini-otkazish-uchun-qollanma/>
7. (n.d.). Retrieved from <https://eastwoodschools.com/importance-arts-craft-school-curriculum/>
8. Orwoll, L., & Kelley, M.C. (1998). *Personal force and symbolic reach in older women artists*. In: C Adams-Price, ed. *Creativity and successful aging*. (pp.175-193). New York: Springer Publishing Co.
9. Cohen, G., Perlstein, S., Chapline, J., Kelly, J., Firth, K., & Simmens, S. (2006). *The impact of professionally conducted cultural programs on the physical health, mental health*.
10. Christiansen, C.H. (2000). Identity, personal projects and happiness: Self-construction in everyday action. *Journal of Occupational Science*, 7, 98-107.
11. Howie, L., Coulter, M., & Feldman, S. (2004). Crafting the self: Older persons' narratives of occupational identity. *American Journal of Occupational Therapy*, 58, 446-454.
12. Zoerick, D. (2001). Exploring the relationship between leisure and health of senior adults with orthopedic disabilities living in rural areas. *Activities, Adaptation and Aging*, 26, 61-73.