

**INTEGRATION OF INTERACTIVE METHODS AND FOLK CRAFTS IN THE
DEVELOPMENT OF SOCIAL COMPETENCIES**

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Summary. This article examines ways to enhance the effectiveness of developing students' social competencies through an integrated approach combining interactive teaching methods and traditional folk crafts. It analyzes the practical value of folk crafts in shaping communication, cooperation, cultural awareness, tolerance, and responsibility, and explores how interactive methods can optimize these outcomes. The research is based on experimentation, observation, and assessment techniques.

Key words and concepts social competencies, interactive methods, folk crafts, educational technologies, creativity, collaboration, cultural values

Annotatsiya: Maqolada ijtimoiy kompetensiyalarni rivojlantirishda interaktiv ta'lim metodlari va xalq hunarmandchiligi vositalarini integratsiyalashgan yondashuv asosida samaradorlikni oshirish yo'llari yoritilgan. Talabalarda muloqot, hamkorlik, madaniy ong, tolerantlik va mas'uliyat kabi ijtimoiy ko'nikmalarni shakllantirishda xalq hunarmandchiligining amaliy qiymati va interaktiv metodlar vositasida bu jarayonni optimallashtirish imkoniyatlari tahlil qilingan. Tadqiqot tajriba, kuzatuv va baholash metodlari asosida olib borilgan.

Tayanch so'z va tushunchalar: Ijtimoiy kompetensiyalar, interaktiv metodlar, xalq hunarmandchiligi, ta'lim texnologiyalari, kreativlik, hamkorlik, madaniy qadriyatlar

Резюме. В статье рассматриваются пути повышения эффективности развития социальных компетенций у студентов посредством интеграции интерактивных методов обучения и народных ремёсел. Проанализирована практическая ценность народных промыслов в формировании таких социальных навыков, как общение, сотрудничество, культурная осознанность, толерантность и ответственность, а также возможности оптимизации этого процесса с помощью интерактивных методов. Исследование основано на эксперименте, наблюдении и методах оценки.

Ключевые слова и понятия: Социальные компетенции, интерактивные методы, народные ремёсла, образовательные технологии, креативность, сотрудничество, культурные ценности

Introduction: In modern education, ensuring the comprehensive development of the individual, particularly the formation of social competencies, is among the top priorities. Social competencies include skills such as communication, adaptability to cultural diversity, teamwork, sense of responsibility, and problem-solving abilities.

In today's world, characterized by intense global competition and cultural interconnection, education must not only provide academic knowledge but also develop high-level social and communicative skills. This necessitates the incorporation of new approaches into the curriculum, particularly the integration of interactive methods and folk crafts representing national values.

The principles promoted by President Shavkat Mirziyoyev — fostering creativity, initiative, patriotism, and social engagement among youth — require practical implementation through educational tools. Folk crafts serve as rich cultural and educational resources in this regard [1]. Interactive teaching methods stimulate student activity, foster a communicative and collaborative environment, and encourage the practical application of knowledge. Their integration with folk crafts significantly enhances the development of social competencies.

Literature Review: The development of social competencies is one of the most relevant areas in modern pedagogy. In recent years, research in this field has intensified, particularly focusing on the role of interactive methods in education. Numerous studies have substantiated their effectiveness in shaping socially active, responsible learners.

Emphasizes the effectiveness of interactive methods in ensuring students' active participation in the development of social competencies. In particular, he highlights the usefulness of techniques such as “problem-solving” and “role-play” for fostering collaboration, social thinking, and a sense of responsibility [2].

In his work "Pedagogical Technologies", presents a systematic analysis of how interactive approaches can be employed to foster social competencies. He introduces methods such as “idea exchange,” “observational dialogue,” and “interactive games” as tools that support youth socialization [3].

The author explores the practical role of folk crafts in developing social competencies such as respect for labor, teamwork, and vocational motivation among students [4].

Views folk crafts not only as creative but also as educational tools that help develop interpersonal communication and team-building skills [5].

In her research, focuses on the psychological foundations of using interactive methods to develop social competencies such as tolerance, empathy, and social culture. She also emphasizes the role of folk crafts in intercultural communication [6].

Research Methodology: Denov Institute of Entrepreneurship and Pedagogy, 2nd-year students of the Primary Education Department.

Research subject: Formation of social competencies through the integration of folk crafts (embroidery, gold-thread embroidery, pottery) and interactive methods (cluster, brainstorming, role play, fishbone, debate).

Research aim: To determine the effectiveness of integrating elements of folk crafts and interactive methods in developing social competencies among students of the Primary Education program.

Research objectives:

To analyze the essence of social competencies;

To identify the opportunities of folk crafts in forming social competencies;

To experimentally examine the influence of interactive methods in this process;

To analyze results through trial-based activities.

Research methods:

Theoretical: analysis of academic literature, speeches of the President of Uzbekistan, textbooks;

Practical: tests, surveys, experiment, interviews, observations;

Experimental work:

The experiment was conducted with 2 and-year students of the Primary Education Department at Denov Institute of Entrepreneurship and Pedagogy.

Two groups were selected:

Group Number of students Teaching method

Control group (CG) 30 Traditional lessons

Experimental group (EG) 30 Interactive methods + folk crafts

Assessment criteria:

Social competencies were evaluated based on the following indicators:

Cooperation ability

Communication culture

Respect for national values

Aesthetic taste and initiative

Pre-experiment results (diagnostic stage):

Indicators CG (%) EG (%)

High level 23 27

Medium level 57 53

Low level 20 20

Post-experiment results (final stage):

Indicators CG (%) EG (%)

High level 30 67

Medium level 50 27

Low level 20 6

Social competencies among students in the experimental group increased to 67%, which shows twice the effectiveness compared to traditional teaching. In particular, the integration of gold-thread embroidery and the cluster method showed high results.

Analysis and results: The analysis of the experimental work revealed that students taught using interactive methods enriched with folk craft elements (cluster, brainstorming, debate, fishbone, role play) achieved significantly better results in developing social competencies compared to those taught traditionally.

Key analytical aspects:

Cooperation skills: Students in the experimental group actively collaborated during group work and joint craft projects, increasing their sense of collective responsibility.

Communication culture: Through interactive activities, students learned to express themselves clearly, listen attentively, and respect others' opinions.

Respect for national values: Sessions based on embroidery, gold-thread work, and pottery fostered cultural awareness and appreciation of historical heritage.

Aesthetic taste and initiative: In craft-based learning, students showed creativity in designing, presenting, and taking initiative—enhancing their aesthetic sense.

Percentage-based analysis:

Indicators Control Group (%) Experimental Group (%)

High level 30 67

Medium level 50 27

Low level 20 6

The integration of interactive methods and folk crafts in education has proven to be twice as effective in developing students' social competencies.

Conclusion : The results of this research demonstrate that the integration of elements of traditional folk crafts with interactive teaching methods is an effective approach to developing students' social competencies. The experimental studies conducted with 2nd-year students of the Primary Education Department at the Denov Institute of Entrepreneurship and Pedagogy revealed that the use of interactive methods — such as cluster, brainstorming, fishbone analysis, role-playing, and debates — when combined with national crafts like embroidery, gold embroidery, and pottery, significantly improved students' abilities in communication, cooperation, aesthetic perception, initiative, and respect for national values.

The experimental results confirmed this: the number of students in the experimental group who achieved a high level of social competence reached 67%, which is twice as high as in the control group.

Of particular note was the effective combination of the gold embroidery craft and the cluster method, which yielded the most positive results. This proves that incorporating national values into active teaching methods within technology education is a crucial factor in the formation of students' social competencies.

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