



**APPROACHES TO ENHANCING STUDENTS’ SOCIAL COMPETENCIES
THROUGH FOLK HANDICRAFTS**

Esanova Sarvinoz Uktamovna

Lecturer, Department of Preschool Education

Denau Institute of Entrepreneurship and Pedagogy

Phone: +998 91 510 83 80

E-mail: esanovas@mail.ru

ABSTRACT

This article explores approaches to enhancing students’ social competencies through engagement with folk handicrafts. Folk handicrafts, as an integral part of national culture, provide a unique platform for developing communication skills, teamwork, cultural awareness, and ethical values in students. The study emphasizes the role of hands-on creative activities in fostering responsibility, tolerance, and cooperation among young people. By incorporating traditional crafts into the educational process, students not only acquire practical skills but also strengthen their connection to cultural heritage, enhancing their overall personal and social development.

KEYWORDS

Folk handicrafts, social competencies, students, cultural heritage, educational approaches, teamwork, creative learning, personal development.

INTRODUCTION

The development of social competencies in students is a central task for modern education, as it prepares young people to actively participate in society while maintaining a connection to their cultural heritage. Social competencies encompass a variety of skills, including effective communication, teamwork, empathy, cultural awareness, ethical understanding, and personal responsibility. In today’s globalized world, these competencies are essential not only for personal success but also for the preservation and appreciation of national identity. Folk handicrafts represent a unique and effective medium through which these social competencies can be cultivated. As tangible and intangible components of national culture, traditional crafts reflect the history, values, and artistic achievements of a society. They serve as a bridge connecting the past with the present, allowing students to experience the wisdom and creativity of previous generations while developing practical and social skills.

LITERATURE REVIEW AND METHODOLOGY.

Folk crafts, such as woodworking, embroidery, pottery, weaving, and metalwork, are more than functional or decorative items. They embody the cultural identity, historical experiences, and ethical values of the community. Engaging students in these crafts provides a multidimensional learning experience, combining practical skill development with cultural and social education. Through the

process of creating handmade items, students learn the value of patience, perseverance, and attention to detail. They develop a sense of responsibility, as the quality and integrity of their work depend on their careful efforts. Additionally, participation in craft activities fosters empathy and cooperation, as students frequently work in pairs or groups, sharing knowledge, assisting each other, and resolving conflicts collectively.

The process of learning folk crafts offers students opportunities to acquire both cognitive and emotional skills. Hands-on engagement allows them to experience the materiality of the craft, understand its practical function, and appreciate the aesthetic and symbolic aspects of the work. For example, when learning traditional embroidery, students not only practice stitching techniques but also study patterns that reflect historical events, cultural beliefs, or social values. Similarly, in woodworking or pottery, understanding the historical context and symbolic meanings of designs enhances cultural literacy and ethical awareness. This integration of practical and cultural knowledge ensures that students develop a holistic understanding of both the craft and its societal significance [1].

DISCUSSION AND RESULTS

Traditionally, knowledge of folk crafts was transmitted from master to apprentice or from parent to child. Maintaining this mentorship model in contemporary education allows students to learn directly from skilled practitioners, observe detailed techniques, and internalize the moral and cultural values embedded in the craft. The master-apprentice relationship fosters personal interaction, discipline, and respect for the knowledge and experience of others. While modern technology has introduced remote learning methods, including online tutorials and virtual workshops, the tactile and sensory experiences involved in crafting cannot be fully replicated digitally. Students must touch the materials, observe hand movements, and receive real-time feedback to develop mastery. Direct, hands-on learning ensures the accurate transmission of techniques, the cultivation of artistic taste, and the emotional engagement necessary for effective social competency development [2].

Incorporating folk crafts into the educational curriculum provides a structured environment for cultivating social competencies. Art classes, history lessons, and social studies can all integrate traditional crafts as practical learning tools. In art classes, students can learn the techniques of pottery, embroidery, or wood carving. History lessons can explore the origins, social roles, and historical context of crafts, while social studies can examine the cooperative aspects of craft production and the values it imparts. This interdisciplinary approach allows students to develop social and cognitive skills simultaneously while deepening their understanding of national culture. Collaborative projects encourage students to negotiate, share ideas, assign roles, and complete tasks collectively. Such activities not only teach practical skills but also strengthen communication, teamwork, and leadership abilities. Peer-to-peer learning in craft projects enables students to give and receive feedback, develop critical thinking, and cultivate patience and tolerance [3].

The educational value of folk handicrafts extends beyond skill acquisition to include the development of ethical, emotional, and cultural dimensions. Through discussion and reflection on the symbolic and social meanings of traditional crafts, students develop empathy and respect for cultural diversity. Exposure to folk traditions fosters appreciation of national heritage, social cohesion, and ethical conduct. Moreover, the creation of handcrafted items generates a sense of accomplishment and pride, boosting self-esteem and motivating continued learning. Emotional engagement with crafts—whether

through the satisfaction of completing a project or through shared creative experiences with peers – enhances students’ social sensitivity and strengthens interpersonal relationships within the classroom and beyond.

Folk crafts also encourage creativity and problem-solving. Students encounter challenges in design, materials, and technique, requiring them to plan, experiment, and adapt. They learn to analyze outcomes, reflect on mistakes, and innovate, which are essential skills not only for artistic work but also for professional and personal life. By integrating these activities into educational practices, teachers help students form a balanced combination of technical skill, cultural understanding, and social competency. Over time, this approach contributes to the formation of well-rounded individuals who are capable of both creating and appreciating artistic work while maintaining a strong sense of cultural identity [4].

Furthermore, engagement with folk crafts fosters a sense of continuity between generations. Young learners connect with historical knowledge and traditional practices, ensuring that cultural heritage is preserved and transmitted. This intergenerational connection reinforces the social responsibility of students, teaching them to value the knowledge of elders and contribute positively to community life. By learning to respect and maintain traditions, students also develop ethical awareness, social commitment, and leadership qualities. These attributes are essential for creating socially responsible citizens capable of contributing to the broader society while honoring their national heritage.

Practical experience with folk crafts supports the development of professional competencies in students who pursue art or cultural studies. Mastery of traditional techniques, combined with theoretical knowledge, equips students with the skills necessary to produce original works and innovate within the framework of national artistic traditions. This integration of theory and practice ensures high-quality outcomes and prepares students for careers in art, education, cultural preservation, and related fields. It also fosters personal qualities such as discipline, patience, and responsibility, which are vital for professional success. Highly skilled individuals in folk arts become catalysts for sustaining and developing traditional crafts, ensuring their continued relevance and vitality in contemporary society [5].

The impact of folk handicrafts on the aesthetic development of students is equally significant. By working with traditional forms, patterns, and materials, learners develop artistic taste, aesthetic judgment, and creative potential. These qualities contribute to the overall formation of personality, enhancing both individuality and cultural literacy. The cultivation of artistic taste through crafts encourages students to appreciate beauty, value cultural diversity, and express themselves creatively. Such experiences lay the foundation for lifelong engagement with culture, art, and social responsibility [6].

CONCLUSION

In conclusion, integrating folk handicrafts into educational practices offers a comprehensive approach to developing students’ social competencies. The combination of hands-on learning, mentorship, cultural education, collaboration, and reflection provides a robust framework for nurturing communication skills, teamwork, empathy, ethical awareness, and cultural appreciation. By engaging students in the creation and study of traditional crafts, educators foster personal development, aesthetic sensibility, and social responsibility. This approach not only preserves national heritage but also equips students with the competencies necessary to thrive in modern society, bridging the gap between

tradition and contemporary educational objectives. Ultimately, folk handicrafts serve as a vital tool for cultivating socially competent, culturally aware, and creatively capable individuals, ensuring the continuity of cultural knowledge and the holistic development of future generations.

REFERENCES

1. Levina, V.P. Bachelor of Decorative and Applied Arts: New Requirements / V.P. Levina // Professional Education. Stolitsa. – 2015. – No. 7. – Pp. 38–42.
2. Maksimovich, V.F. Continuity of Professional Education in Folk Arts as a Basis for Quality Learning / V.F. Maksimovich // Pedagogy of Art. – 2012.
3. Duncker, K. On the Psychology of Productive Thinking. – Berlin: Springer, 1935.
4. Potapov, L.P. Essays on the Folk Life of the Tuvinians [Text]: Monograph / L.P. Potapov. – Moscow: Prosveshchenie, 1989. – 322 p.
5. Ataulov, O.V., Kuznetsova, L.V. The Role of Traditional Arts in Shaping Value Orientations and Personal Qualities of Youth. – Moscow: Pedagogical Science, 2015. – 98 p.
6. Shadmanov, K. B., Shodiev, S. S., & Zayniddinova, T. N. (2021). Islam in the evolution of social and political views of the Uzbek Jadids, their role in the formation of the idea of National Independence. Central asian journal of social sciences and history, 2(2), 44-50.
7. Kurban, B. S. (2025). Concepts of being, consciousness and language in transformation from European Middle Ages to the English Renaissance. Western European Journal of Linguistics and Education, 2(1).
8. Шадманов, К. Б. (2015). Место восточной школы переводчиков в развитии Ренессанса Запада. Вестник Российского философского общества, (3), 43-46.
9. Kurban, S., & Zaynitdinova, T. N. (2023). The Eastern Thematics in the Christopher Marlo's Works.