

THE ROLE OF LABOR EDUCATION IN EDUCATION OF PRESCHOOL CHILDREN

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Abstract: This in the article before school education age important information about the role and importance of labor education in raising children, tasks of labor education, problems in teaching labor education to preschool children conclusion and recommendations given.

Keywords: work education, work for oneself, work in nature, manual work, familiarization with work of adults, economic-household work, developing environment.

Work has always been and will be the basis for a person's life, for his prosperous life. Work is mandatory for citizens because it is the most basic condition for living a prosperous and happy life. Labor is the time, mental and physical energy or necessary activity that people spend for a purpose. It is impossible to live without work. All living beings live and continue their lives by consuming something.

Our ancestors have glorified work for centuries. All the treasures that we inherited from them - scientific and artistic books, works of art, architectural monuments - are the product of labor. Our great-grandfathers like al-Khorazmi, Ibn Sina, Ismail al-Bukhari, Alisher Navai, Zahiriddin Muhammad Babur, who made an invaluable contribution to the development of world science, achieved great achievements due to their hard work, and called on young people to work as well. For this reason, as in the minds of all the nations of the world, in Uzbek proverbs, labor education occupies a central place.

In the process of work, the most favorable conditions for the active manifestation of human qualities are created and moral satisfaction is created in everyone. Every child should be involved in work from preschool age. In kindergarten, every simple task performed in the family should become his daily task. In order for the child to understand the importance and essence of work, the pedagogue organizes excursions to observe the work of adults and the types of work that children do themselves.

Work is one of the necessary conditions for the physical development of children. At work, the child satisfies his need to work, to act, to ensure that the actions are clear and harmonious . In the process of work, the general vital activity of the child's organism, its endurance increases.

Work requires children to be attentive, sharp minded, resourceful, able to apply learned skills and abilities in practice, and acquire creativity. In the process of work, children have to use a number of concepts and terms that mean certain types of work (actions such as folding a sheet of paper, measuring the required length, cutting a shape according to a template), and describe the consistency of the work done. These enrich the child's speech with new words, allow it to be grammatically correct in a logical manner.

Children should be introduced to the simplest tools and methods of processing materials. Work at kindergarten prepares them for polytechnic education at school. The moral value of labor is determined by how important it is for society. Work allows every child to understand the social importance of his work, to enter the life of society, to feel himself a member of this society. Every

child should be able to feel that he has his share in the family and children's work. Organization of work in this way educates children in teamwork and discipline, a sense of duty. Therefore, it is important to educate children in teamwork.

The importance of work in the intellectual development of children is that in the process of work, they begin to actively understand existence, a materialistic perception of the world is created. Providing work education to children from preschool age develops them aesthetically and physically.

The issue of providing labor education to the young generation is the most urgent topic at the present time. Work is important for everyone and the development of society as a whole. Labor education is important in raising children of kindergarten age physically, mentally, morally and aesthetically. Work is organized taking into account the specific characteristics of children of each age group, and sufficient results can be achieved only with proper guidance. The specific aspects of children's work of preschool age have been widely studied in scientific works conducted by many scientists.

An important feature of child labor is that it is purposeful. The work of children of kindergarten age is a process activity that can be carried out only as a result of the guidance of adults.

The child moves the cubes from one place to another, from the car to the table, from the table to the car, etc. The teacher shows the cubes on another table and says that it should be carried in the car. The child begins to transport the cubes in his car to the closet and puts them in their place in an orderly manner. "Commuting" is repeated several times, and all the cubes are put in place. A goal appears in children's activities. The next time the child tells his friends to take the toys to their place in the car after playing.

In large groups of children, the ability to set independent goals is successfully developed in the types of work that have a material effect: working in a flower garden, in a field, making toys, etc.

The main goal of labor education is to develop children in all aspects, to bring them up morally, to mentally prepare them for future work activities, to inculcate the desire to work. The tasks of labor education are diverse, therefore they are divided into the following groups by groups (V.I. Loginova): The tasks of the first group are determined by pedagogical influence on children's independent work activities:

1. To teach children to set goals, to choose the necessary materials and work tools according to labor qualifications, skills, labor culture. 2. Formation of children's future labor activities, distribution of labor flows among labor participants, formation of skills to achieve good results in labor.

3. Forming the initial social reasons for labor activity, achieving labor results by arousing interest in objects and actions, and understanding the social importance of labor in large groups. The tasks of the second group are aimed at fostering a positive attitude towards the work of adults:

1) To explain to children what results adults are working to achieve.

2) Cultivate children's respect for working people, the desire to help them as much as possible.

3) Teaching adults to preserve the results of work. The tasks of the third group are aimed at forming the child's personality in work activities:

- Cultivating in children hard work, participation in any kind of work, sparing no effort to finish the work they started, and the right attitude towards their personal work.

- Cultivating the moral qualities of a child's personality, such as responsibility, independence, goal orientation, determination, initiative and activity, patience, endurance.

- Cultivating cultural behavior and a positive attitude towards one's peers, being able to work together in mutual agreement, participating in team work until the result is achieved, objectively evaluating

the work of oneself and one's peers, helping, etc.

The content of the educational work is to introduce children of preschool age to the work of adults, to teach them that the work of adults is socially useful work, aimed at creating things and objects, and that they are necessary for everyone and the whole nation. Understanding is given. For example, by taking care of plants and animals, knowledge and understanding about who and for what purpose the products obtained from them are used. Acquaintance with the work of adults is also carried out with the following goal in mind: to provide accurate knowledge and ideas about the work of adults, to teach to appreciate work and the results of work, to arouse interest and love for work, to educate the desire to work and to work. training for quality performance.

The main content of introduction to adult labor is as follows:

- the social essence of everyone's work;

According to V.I. Loginova's scientific and research work, in order to provide labor education to children, they need to master the system of knowledge about labor and labor skills:

1. Work begins with setting a goal and determining its result: the goal is the image of work.
2. Prepare (separate) the necessary materials for the purpose of work.
3. Selecting (separating) the necessary tools for processing the material.
4. Performing labor actions to achieve results.

This system can be presented in the following scheme: goal, choice of work, choice of material, work activity - tool of work, result of work.

Thus, labor activity is formed during preschool age. All important aspects of social causes of work are formed under the guidance of a teacher. Knowledge of adult work and its social importance is acquired.

Another characteristic of the preschool period is the connection of children's work with play.

An action in the game process is always aimed at reflecting a labor process. On the other hand, when performing the labor process, they turn it into a form of play, for example, they carry leaves on pallets, ride on cars.

At the same time, work and play differ from each other according to their nature, content, and the reason for their occurrence. In work, a goal is set, conditions are created for its implementation, and means are sought. In the game, children imitate the work of adults. Like work, play does not achieve any concrete result, but like work, it brings joy to children, they feel a sense of satisfaction in themselves. In the game, the child's development of what he has learned plays a leading role, and in work, the result.

The educator should teach children to roughly plan their activities and guide their activities. Thus, during the entire period of kindergarten, work and play go hand in hand, but in any case, it would be wrong for a child to turn his work into a game, to make their difference. Under the influence of educators and parents, child labor is gradually separated as an independent activity with its task, content, method and organization.

Its effect in work is a mandatory, component part of the activity. But in educational work with children, the result of work should be considered as pedagogical knowledge that helps to educate children's desire for work.

Assessment of the pedagogue and children's peers and self-assessment are of great importance in achieving results at work and forming work skills. When children's creations are used in games and

activities, they strive for better quality of their creations. As children grow older in the period of preschool education, the reasons for work also change. The results of scientific research conducted by experts show that by introducing children to the work of adults, they learn the social reason of work from adults much earlier. But only when they do something independently, they will consciously know that their work is useful for others. For example, preparing gifts for mothers and grandmothers on March 8, helping to clean up the children's playground of a small group, mending torn books, organizing concerts and theater, etc., instill in children a desire for a certain result of labor, implying social reasons for the activity. , increases the enthusiasm for work, the demands that children place on themselves when doing work.

All methods and tools are widely used to introduce children to the work of adults.

Thus, introduction to adult work is a component of children's work and moral education.

Work is regular, and if all children participate in it and are introduced to the work of adults, it becomes a means of education.

Self service. This is a type of child labor, in which children are taught to eat, wash, dress and undress independently, and put away toys from an early age. In the process of self-service, qualities such as independence, purposeful action are formed in children, and children learn to do their own work. Self-service arouses children's interest in simple types of work, teaches discipline, discipline, and manners. Children are involved in household work in kindergarten and in the family. Its content will be different: cleaning the room and the kindergarten floor, decorating the table and cleaning the dishes on the table, washing tea dishes, doll clothes, small things, preparing the necessary materials for the training. , cleaning up the things on the table after training, etc.

Work in nature is important for the all-round development of a child, it is a source of knowledge about plants and animals, seasons, inanimate nature, it is a means of educating children industriousness, careful attitude to nature, at the same time, children use this type of work to protect the soil. they will acquire a number of labor qualifications and skills, such as preparing for planting and fertilizing, transplanting seedlings, caring for plants and animals. Organization of work mainly in the open air will exercise children's body and strengthen their health.

Manual work is children's work on the preparation of toys and devices necessary for work activities (for throwing paper scraps, boxes for plant seeds, (making costumes, caps, masks and the like). By performing manual labor, the child achieves a result, an object is created. Children will learn basic skills such as gluing, painting, cutting, sawing, nailing, sewing, and more. They develop the qualities of creativity, resourcefulness, and intelligence.

In conclusion, it can be said that preschool children are an important component of the labor process. If the child does not know the actions of labor, he will never be able to achieve the result of labor. Children willingly perform the labor process only when they acquire labor skills and abilities. For example, in sewing, measuring and cutting the thread, threading, tying the end, sewing; To make a toy , they need to master labor actions such as bending, bending, folding, bending corners , cutting, sewing . Every child should be able to plan his work activities in order to perform these work activities in a certain order.

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