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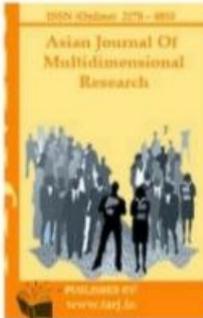
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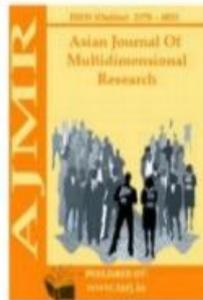
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**DOI: 10.5958/2278-4853.2021.00538.3****CONTENT OF LABOR EDUCATION IN PRESCHOOL EDUCATION****Mahliyo Norbutaevna Kochkinova\***; **Ozodaxon Muzaffar qizi Kamolova\*\***;**Zarina Sayriddinova\*\*\***<sup>1,2,3</sup> Student,

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**ABSTRACT**

*This article describes the forms and directions, purpose, content of the organization of child labor in preschool education, as well as the labor education of preschool children and its specific aspects. The priorities of educators in the implementation of educational activities with children are described. Labor education is an important type of education, a pedagogical process that is one of the necessary conditions for the formation of personality. Labor education serves to determine in the child such qualities as internal need for socially useful work, discipline, orderliness, organization, initiative, diligence, knowledge of work. Because labor was the first and foremost means of satisfying human needs, labor education preceded all other forms of education.*

**KEYWORDS:** *Category, Labor Education, Vocational Guidance, Polytechnic Education, Self-Service, Adult Labor, Mental Development, Manual Labor, Passion, Activity, Interactive Method, Labor Product, Result, Household, Farm.*

**INTRODUCTION**

Labor education is an important type of education, a pedagogical process that is one of the necessary conditions for the formation of personality. Labor education serves to determine in the child such qualities as internal need for socially useful work, discipline, orderliness, organization, initiative, diligence, knowledge of work. Because labor was the first and foremost means of satisfying human needs, labor education preceded all other forms of education.

Labor education is a very broad philosophical and pedagogical category, encompassing concepts such as "labor education", "vocational guidance", "polytechnic education", and "vocational education". Labor education has always been the basis of the development of society, the most important means of preparing young people for life. That is why all the divine books and the writings of all thinkers place great emphasis on labor education. Labor education is carried out,

first of all, in the family as soon as the child begins to understand himself. According to Loginova, in order to educate children about work, they need to master the system of knowledge about labor and labor skills.<sup>1</sup>

Therefore, it is important to note that social and pedagogical institutions, such as kindergartens and schools, play an important role in the education of children. Because labor education in these institutions is organized on a scientific basis by relevant specialists. The main aspect of the organization of labor education is that it should be appropriate to the age, mental, intellectual and physical capabilities of children. Just as light forms of child labor can bore them, so can heavy tasks bore them? Strict systematization should be observed in the implementation of labor education. Otherwise, any gifted child may not receive adequate labor training.

Activities that involve children's work usually begin in kindergarten. At this age, children's work is very simple and elementary, but it is very important for their mental development.<sup>2</sup> As a result of conversations with children of kindergarten age, children develop a positive attitude to work and a desire to work. Imitation of adult labor is first seen in children's play. Children not only imitate the labor activities of adults in their play, but also begin to strive to be directly involved in adult labor. For example, girls are involved in carrying water while their mothers do laundry, washing some small items (napkins), cleaning the house and yard, and boys are trying to get involved in the work that their father does.

Children of this age are psychologically more interested in the labor process itself than in the outcome of labor. Assessing the work of your kindergarten-age child plays a short role in instilling in them a positive attitude toward work. The main purpose of the organization of child labor in preschool education is the formation of a conscious attitude to work in children, as well as the full development of the child through labor, the formation of spiritual and moral qualities, and mental preparation for future work.<sup>3</sup>

In preschool education, the educator has a great responsibility to lead the educational and pedagogical process with children. In inculcating labor education in children of this age, the educator should help the child to determine the purpose of the work, discuss the value of the work, why and to whom it is needed, teach the best way to get to the stages of work, stimulate enthusiasm and activity. In order to be supportive, she needs to be interested in the next job, to review and evaluate the progress and results of the work with the child, and most importantly, to find interactive ways to stimulate independent decision-making. This, of course, is directly related to the educator's creativity and broad outlook.

Labor education in MTM is carried out in two directions:

Teach children to work.

Introduction to adult labor

**Teach children to work.** Training of preschool children to work is an activity that affects the development of general work ability, the formation of psychological training, the development of a responsible attitude to work and its products, as well as the mental and physical development of the child. The problems of labor education are very relevant for preschool children, because at this stage the child develops personal qualities and ability to work, and acquires educational value by expressing the following tasks.

- Respect for the work of adults and a desire to help;

- Development of labor skills, their improvement and gradual increase of the content of work;
- Formation of positive personal qualities for children, such as work, care, responsibility, saving;
- Development of work organization skills;
- The development of positive relationships between children in the work process - the ability to work in a team, to help when needed, to positively evaluate the work of peers and to give respectful comments.

The tasks of labor education play an important role in the overall development of the child.

### **Introduction to adult labor**

By introducing children to adult labor, they are taught that adult labor is a socially useful labor and that it is aimed at creating things and objects that are necessary for everyone and the people. The main purpose of the process of introducing adult labor is to give clear knowledge and ideas about adult labor, to teach them to appreciate work and results, to arouse interest and love for work, to cultivate a desire to work and to teach quality work. The content of the introduction to adult labor is reflected in the following:

- the social nature of everyone's labor;
- positive mutual aid attitude among the working population;
- Explain to children that any profession is important.

According to D. B. Elkonin, in the preschool period the connection between the objective world and the world of human relations is somewhat closed. Therefore, introducing preschool children to adult labor plays an important role in establishing their connections with the adult world.<sup>4</sup> According to the MTT program, children in each age group should have the following knowledge and understanding of adult labor.

### **Small group:**

- The labor process of some professionals.
- Labor movements in the labor process.
- Materials required for the implementation of the labor process.
- Equipment for a certain work process.
- The result of labor.
- It is desirable that people have an understanding of the social significance of labor.

### **The middle group is given additional ideas and knowledge about work:**

- About the quality of movement.
- Devices that facilitate human labor.
- People's love of work.

### **In the senior and preschool groups, new ideas and knowledge are given:**

- About machines and mechanisms that facilitate human labor.
- That human labor is of a collective nature.

- On the interaction of people in the process of teamwork.

- Heroes of labor, enriching the knowledge of our people about the traditions of labor is the main way to the goal. In general, introducing children to adult labor is an integral part of child labor and moral education.

In the process of organizing child labor in preschool, they are involved in the following types of labor.

- Self-service;
- Household work:
- Plant and animal care (labor in nature)
- Manual labor.

**Self-service (or self-service)** occurs because of an individual's biological, social, play, and other needs. It has to do with keeping a child's body clean, eating, dressing and undressing, taking care of their clothes, and so on.

The educational importance of self-service is its vital necessity, focused on meeting the child's daily personal needs. Performing elementary work tasks every day teaches children to work on a regular basis. In self-care, the child shows certain physical and mental movements.

**Labor in nature (agricultural labor)** is reflected in the participation of children in the care of plants and animals, in the corner of nature, in the vegetable garden, in the cultivation of plants in the flower garden, and so on.

This type of work creates favorable conditions for physical development, improvement of movements, stimulates the activity of various organs and systems of the child's body, strengthens the nervous system, is of great importance for the intellectual and emotional development of the child. In this type of labor, mental and volitional actions are combined, unlike in others.

**Handicraft** is the process by which children make toys and items from a variety of materials (paper, cardboard, wood, natural and waste).

This type of work opens up a wide range of prospects for creativity in children.

Manual labor develops children's constructive abilities, useful practical skills, develops interest in work, readiness to take it, the ability to assess their capabilities, the desire to do the job as best as possible. In the process of this work, children get acquainted with the simplest devices, acquire skills in working with some tools, and learn to respect materials, work objects, tools.

**Household work** is carried out in the organization of preschool education and in the family. Examples of household chores performed by children include cleaning room and garden areas, tea pots, washing dolls' clothes, and cleaning the table after class. Good mastery of all types of work by children will help them to improve their socially necessary knowledge and skills in their later independent lives. On the same basis, it can be said that each of the types of work in which children are involved in preschool education is important for young children and is a prerequisite for their future development as a well-rounded person.

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