

Labor Education and Professional Self-Determination of Preschoolers

Sultonova Nurkhon Anvarovna¹

¹ is an associate professor at the Kokand State Pedagogical Institute, Uzbekistan

Annotation:

The article discusses the features of moral education of preschool children through labor in nature. The authors draw attention to the goals and objectives of labor education in planning educational work with preschool children.

Keywords: preschool education, morality, moral education of preschool children, work in nature, labor education, teacher activity, physical education, interpersonal relationships, positive attitude towards work.

Labor education is an important part of the upbringing of the younger generation. In work, children show activity, ingenuity, patience, striving for results, they form a desire to provide all possible assistance to adults. Children learn various skills necessary in everyday life: helping parents with self-care, household activities, etc. The child develops independence, the ability to cope with difficulties, the ability to will. This brings him joy and awakens the desire to learn new skills and abilities.

As well as the successful acquisition of knowledge by children about the work of adults is possible with a good organization of pedagogical work. Compliance with psychological and pedagogical conditions for early career guidance will help preschoolers learn to be creative in choosing the type of activity they are interested in, gain insights and knowledge about the diversity of professions, realize the value attitude to adult work, show independence, activity, creativity.

Professional self-determination is interconnected with the development of personality at all age stages, therefore, preschool age is considered as preparatory, which lays the foundations for professional self-determination in the future.

The psychological aspect of the teacher's activity in educating with the means of labor is in the management of personal example, the influence of the environment on the individual, as well as in the management of her work.

The educator coordinates the content and form of work with pedagogical goals, requires children to demonstrate certain qualities of work activity, evaluates the effectiveness of educational impact.

The desire for independence in a child can also cause emotional changes: he will strive to overcome difficulties step by step. You just need to help him in time, to see his small success. Such work instills self-confidence in the child, he will be happy to do any job without being afraid of it [1, p. 75].

Some believe that not only health, character qualities, but also their moral character are transmitted from parents to the child. No, that's not true. Conscientiousness, hard work, compassion for people, respect, mercy, love for the native land are not transmitted by any genes to a child. This is achieved only as a result of a certain purposeful educational work. If everyday experience shows us that good parents and children grow up to be good, then this means only one thing – they carefully keep the rules of morality in the family, bring up the same qualities in their children.

An important direction in the process of moral education is work in nature. He is the most valuable type of work. The main task for a teacher is to educate children with humane people. This means a thrifty, humane attitude towards the world around us. The ability to understand and feel our min, to create special, individual conditions for the development of each child. In order for the child to feel protected, psychological comfort was established [3, p. 210].

When working, it is important not only to teach a child work skills, but also to develop moral and labor education. At the same time, to form patriotism, love for the native land. To educate the child's desire to work with parents, with adults.

Moral education in work depends on the level of development of labor activity in nature. Of course, children are still young and do not fully realize their work activities. But already at a young age, they see the work of adults, reach out to work with them, copy their actions.

When children work, they feel like adults, independent, they think what kind of helpers they are. Despite the fact that the child accepts his work activity as a game, it is necessary to develop and support him in every possible way.

In preschool institutions, children perform small work tasks. There is a special atmosphere in the group. For the purpose of rational organization of work, you can sew aprons for household services in the group and duty in the dining room, wash shirts with dolls, accessories and toys together with children.

All items are stored in a special place. During our work with children, we have become convinced that they need to start cultivating a love of work at preschool age. Through work, the overall level of development of children increases, their range of interests expands, qualities such as love of work, love of work, mutual work, help with advice if necessary, joy for small successes of children, praise that contributes to the upbringing of the best qualities in the child's personality are acquired.

When working with a child, we must not forget to praise his small successes, to help where necessary. Otherwise, the child may cool down in relation to the work and perform it reluctantly.

The educator sets a goal to introduce children to the simplest employment processes from the day they enter kindergarten. We consider the following important:

First, in the process of creating an object, the child must have a complete idea of what he will do. He must know the motives of his work, the main goal, what material he uses and what result he will come to at the end of the work.

Secondly, it is necessary to be able to see the stages of work and its results.

Thirdly, it is necessary to cultivate a careful attitude towards various objects, toys, because the child must understand that all these are the fruits of someone's labor.

Fourthly, one of the most important measures is the education of children's independence.

During labor education, it is important to form qualities such as responsibility and independence. Independence is the ability to act independently without anyone's help and carry out your plans, take the initiative in every case.

It is necessary to encourage the provision of independence to preschoolers to the extent that they can respond depending on age characteristics. It is the education of responsibility in preschool children that occupies an important place in the process of personality formation.

Independence is an important psychological principle that occurs in preschool children in the smallest period, about three years old. During this period, the right relationship between a child and an adult should be formed. The child strives to work on his own, and the adult, showing him the way, brings up respect for any business, helps the child.

On the contrary, the child loses the desire for work, he begins to be indifferent to work. The desire for independence in a child can also cause emotional changes: he will strive to overcome difficulties step by step. You just need to help him in time, to see his small success. Such work instills self-confidence in the child, he will be happy to do any job without being afraid of it.

Responsibility is a sense of responsibility for each case, the ability to keep your word, try to fulfill an assignment, not to be deceived by trifles. Responsibility helps a child to achieve recognition and success, first in his own team, and later in society.

The child likes to help adults. But my parents won't let me. Because it's easier to work on your own. For example, a boy circles around adults to wash dishes, water flowers, and clean floors. "Do not interfere in women's affairs, we will do it without you," his mother is indignant. In this case, you should be happy about it, constantly support such wishes. As a result, the child will think that all household chores should be done by his mother, and his job is to play, to do only his own thing. In a few years, the mother herself will be surprised that her child is lazy and stubborn. And it's not easy to raise a lazy person. Therefore, it is important not to waste time, properly educate a child from an early age, and properly organize his work.

We begin to form the moral education of children at preschool age. The further behavior of the child depends on the successful formulation of this upbringing. A child, accustomed to cleanliness from an early age, quickly learns the culture of hygiene and the basics of a healthy lifestyle, which forms a habit for him.

Knowing that a child appreciates and protects what he has done with his own hands, it is necessary to involve children in socially useful work. It is necessary to teach and show children to work together, because collective work is of great importance in the formation of camaraderie, mutual responsibility, and the ability to establish relationships with each other.

Work education, as well as early professionalization in kindergarten, has another important aspect: work classes help to educate a child at school. Children who have received labor education from an early age at school are distinguished by independence, organization, activity, accuracy and the

ability to serve themselves. With proper organization of work, the child feels a sense of joy, feels the taste of work.

How to organize your work properly? The teacher should help children develop the simplest skills: teach them to wear socks and tights, and after undressing, carefully put them on high chairs. Children should sit properly at the table during meals and follow hygiene rules, find pleasure in cleanliness and wearing neat clothes. To teach how to tie a scarf correctly, how to put on shoes and boots when going outside, etc.

These skills, which at first glance seem simple, will help the child complete more complex tasks faster. When teaching a child self-service skills, it is important that his clothes and shoes are comfortable. Parents should be constantly reminded of this, as the child may become disillusioned with this activity before learning to wear complex buttoned outerwear and shoes with long laces. After that, he just sits and waits for someone to put him on.

It can be noted that only work can make a person creative, intelligent, cultured and educated. Only work can determine the natural development of a child, reveal his innate abilities. When teaching him to work and preparing him for service, one thing must be remembered: you need to think not only about what benefits the child will bring to society, but also about what work can give him himself. Every child is capable of something. You just need to be able to see it and open it. The abilities and talents of a child can develop only in working conditions, and they will help in choosing the right profession.

We bring up children's love for the Motherland, kindness, compassion for the environment, environmental education, careful and respectful attitude to people's work, responsiveness to everyone, everywhere, careful attitude to oneself, which is important in the early professionalization of preschoolers.

Thus, the creation of conditions for early career guidance will help preschoolers learn to be creative in choosing the type of activity they are interested in, gain insights and knowledge about the diversity of professions, realize the value attitude to adult work, show independence, activity, creativity. This will help them further successfully choose the right profession, which will bring satisfaction and joy.

References:

1. Bondarenko T. M. Introducing preschoolers to work. Methodical manual, 2014.
2. Bykh E.V. Labor education of preschoolers. Problems of pedagogy. 2019. – URL: https://www.elibrary.ru/download/elibrary_41661917_70016610.pdf – (date of application: 04/29/2024)
3. Godina G.N. Moral education of children in joint work: a manual for kindergarten teachers. 2018.
4. Krivousova V.V. Early professionalization of children at the stage of pre-school education as an interest in the adult world.-URL: <https://infourok.ru/rannyaya-professionalizaciya-detej-nastupeni-predshkolnogo-obrazovaniya-kak-interes-k-miru-vzroslyh-6387438.html?ysclid=lv5h9xoca946867383> (date of application: 05/02/2024).
5. Lembik N.Yu. Labor education of preschool children. Aspects and trends of pedagogical science: proceedings of the II International Scientific Conference 2017.– -URL: <https://moluch.ru/conf/ped/archive/216/12612/> (date of request (05/14/2024)

6. Khabarova M.V. Early career guidance for preschoolers: forms, means, methods. .- URL:<https://nsportal.ru/detskiy-sad/psihologiya/2023/06/13/rannyaya-proforientatsiya-doshkolnikov-formy-sredstva-methody> (date of access: 05/02/2024).
7. Malikovna N. G. PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF THE USE OF MASS MEDIA FOR THE FORMATION OF SOCIAL CONSCIOUSNESS IN PRESCHOOL CHILDREN //INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES ISSN: 2349-7793 Impact Factor: 6.876. – 2022. – T. 16. – №. 06. – C. 52-57.
8. Malikovna N. G. REFLECTIVE ACTIVITY AS THE MOST IMPORTANT MECHANISM OF TRAINING FUTURE EDUCATORS //American Journal Of Social Sciences And Humanity Research. – 2023. – T. 3. – №. 10. – C. 133-139.
9. Malikovna N. G. et al. DETERMINING THE EFFECTIVENESS OF PRESCHOOL EDUCATION IN CHILD DEVELOPMENT: THE EXAMPLE OF MARKETING RESEARCH //International Journal of Early Childhood Special Education. – 2022. – T. 14. – №. 5.
10. Sulstonova N. Development Centers of Preschool Organizations and Children's Play Activities //American Journal of Language, Literacy and Learning in STEM Education (2993-2769). – 2023. – T. 1. – №. 8. – C. 428-431.
11. Anvarovna S. N., Baxodirovna X. D. PROBLEMS OF WORKING WITH PARENTS OF CHILDREN NOT INVOLVED IN PRESCHOOL EDUCATIONAL ORGANIZATIONS //International Journal of Early Childhood Special Education. – 2023. – T. 15. – №. 1.
12. Sulstonova N, Nazirova G, Maktabgacha ta'limda qiyosiy pedagogika, o'quv qo'llanma, 2023 yil Toshkent
13. Akilovna E. M., Fotima B. MODERN APPROACHES TO CHILDREN'S INTELLECTUAL DEVELOPMENT //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – T. 11. – №. 05. – C. 233-237.
14. Bakhodirovna H. D. Personality-Oriented Education in the Development of Creative Activities of Future Educators //American Journal of Language, Literacy and Learning in STEM Education (2993-2769). – 2023. – T. 1. – №. 8. – C. 432-435.
15. Malikovna N. G. et al. DETERMINING THE EFFECTIVENESS OF PRESCHOOL EDUCATION IN CHILD DEVELOPMENT: THE EXAMPLE OF MARKETING RESEARCH //International Journal of Early Childhood Special Education. – 2022. – T. 14. – №. 5.
16. Султонова Н. А., Йўлдашев К. Ёшларни ахлоқий тарбиялашда нафосат тарбиясининг айрим муаммолари //Modern Scientific Challenges and Trends. – 2019. – Т. 1. – №. 3. – С. 14.
17. Anvarovna S. N. OTMDA STEAM TA'LIM TEXNOLOGIYASI BOYICHA MASHGULOTLARNI TASHKIL ETISH //Actual Problems in Higher Education in the Era of Globalization: International Scientific and Practical Conference. – 2023. – C. 68-73.