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## **About Some Forms, Methods Of Labor Education Of Younger School Children**

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The work of people employed in the production sector includes diverse forms of activity, familiarity with which, when studying at school, helps students prepare for life, for creative work.

Pupils are trained at the Youth Palaces, at young technicians' stations, at technical clubs and clubs in their free time, students are engaged in modeling, designing and manufacturing devices, mechanisms and machines. These activities expand the technical horizons, foster a love of work, technology, forms the initiative, creative thinking [1].

Reviews, exhibitions, competitions for the manufacture of the best model, devices, visual aids enhance the creative activity of schoolchildren.

To give schoolchildren labor skills and abilities does not mean preparing them for life, for work.

The latter is achieved thanks to the inclusion of schoolchildren in various types of complete socially useful, including productive labor, which, with pedagogically correct preparation, is the main means of labor education.

A widespread form of involving students in socially useful, productive labor is the labor union of schoolchildren.

Labor associations of schoolchildren - student production teams, labor and rest camps, labor groups of schoolchildren, school forestry, etc. - are organized on the principles of voluntariness and self-government for joint labor productivity and outdoor activities [2].

Labor associations of schoolchildren play an extremely important role in moral education, professional orientation of students, in preparing them for conscious and creative participation in social production. The system of labor education should use all forms and methods that ensure the conscious, purposeful implementation of social useful work, discipline and organization, responsibility for the personal contribution of the collective to development in social wealth, development of partnership and mutual assistance relations, intransigence to parasitism. One of the essential way of educating preschool children in primary school is.

Methods of stimulating behavior and activity. The first stage of properly organized upbringing is the knowledge (understanding) by the pupil of those norms and rules of behavior that should be formed in the process of upbringing. It is difficult to educate, to develop any quality, without having previously achieved a clear understanding of the significance of this quality. For the formation of views, concepts, beliefs, methods are used that are collectively called methods of formation of personality creation. The methods of this group are very important for the successful passage of the next important stage of the educational process - the formation of feelings, emotional experience of the required behavior [3].

In the manuals of previous years, the methods of this group were called shorter and more expressively - methods of persuasion, since their main purpose is the formation of stable beliefs. It is not knowledge, but beliefs that stimulate the actions of schoolchildren, therefore not so much a concept and judgment as a moral confidence in the social need and personal usefulness of a certain type of behavior should be formed at the stage of development of consciousness, methods achieve the goal, when the pupils are actively prepared.

Conviction in the educational process is achieved by using the following methods: story, explanation, explanation, lecture, ethical, conversation, suggestion, briefing, debate; report, example.

Each of the methods has its own specifics and scope. Despite the apparent prostate, all methods of this group without exception require high pedagogical qualifications. They are applied systemically, in combination with other methods.

Starting in 2016, the Republic of Uzbekistan attaches great importance to the development of preschool education. A ministry of preschool education was organized, several thousand preschool educational institutions were built and commissioned. Earlier in 2016, if it was only about pre-school education, and now, mainly in the media, it is said about pre-school educated. The reasons for the newly built pre-school educational institutions meet all modern requirements, standards, are equipped with all necessary equipment, toys, various entertaining technical means, where children can construct and assemble different designs of models. In these kindergartens, children over one year old are allowed. From an early childhood, children in these primary educational institutions begin to think, think, develop and train the mental system.

Not concepts, beliefs, but concrete deeds, actions are characterized by a well-educated person. In this regard, the organization of activities and the formation of the experience of social behavior are considered as the core of the educational process.

Very important in the students' labor activity is practical demonstration and training in their way and method of work, compliance with safety regulations.

For the formation of a conscientious attitude to work, the stimulation of students is of great importance.

A significant role in the formation of a positive attitude of students to work is played by public recognition. This raises the mood of students, reveals in them a conscious attitude to the necessity of working for the common good.

In the methodology of labor education, the most important is to determine the order of fulfillment of the intended work, the distribution of responsibilities between students, the allocation of areas of work responsible for separation and the determination of the behavior of the results and performance. In the work of students, it is important to demonstrate and train them in the way and method of work, and observe safety rules. Of great importance is the management of the labor process itself, in the elementary grades, and the provision of assistance to students in the development of rational ways of its implementation. Of great importance is the stimulation of students for the formation of a conscientious attitude to work. Labor becomes an educational factor under the following conditions: 1. Student labor should be socially useful labor. The student must realize that his work is of a certain social significance, to benefit people, the collective, and society. This can be work for the benefit of the school (repair of school furniture and teaching aids, work on the school site and landscaping of the school yard).

2. The work of the student must be collective, collective labor is the joint fulfillment of common labor tasks, this is labor united by a common goal. Only such labor develops the ability to subordinate their behavior in the interests of the collective. It is in the team that the qualities of each worker are formed. Collective labor allows us to pose and solve a problem, the fulfillment of which is possible for each individual person, and enables students to gain experience of mutual labor assistance and solidarity.

3. The result of labor must necessarily be a useful product having a certain social value. The student must visibly see the real results of his work. Here it is very important in fact to acquaint the student with the social purpose of the purpose of his work, to show the student who needs his work. But if schoolchildren do not see that their work is beneficial, they lose their desire to work, they work under duress, dishonestly.

4. The work of the student must be proactive, it is desirable that he be creative, provide students with the opportunity to take the initiative, strive for a new search.

5. it is necessary to demand from the student not only the performance of work, but the careful, conscientious performance, and respect for equipment, materials, tools.

6. The work should apply various forms of self-government, self-realization and independence. Self-coordination helps to develop independence, leadership and submission skills, creative initiative, a sense of responsibility.

7. If possible, the work of schoolchildren should be linked to their educational activities. The relationship between the theoretical knowledge of students and their practical work.

8. Punishment of schoolchildren by work is completely unacceptable. Labor educates when it is not a compulsory punishment for a student. For educational purposes, you can punish a student with the deprivation of the right to work in a team and with a team.

Thus, we can conclude that there are such forms and methods as:

Form of labor education:

1. School - technology lessons, duty on a class, at school, cleaning (general, class, school).

2. Out-of-school - circles, labor landings, exhibitions of arts and crafts, patronage activities, a school site, a production team, work in the family, community work days, repair of classes and schools, implementation of socially significant projects in the field of labor education.

Labor education methods:

- methods of forming consciousness: conversations, example, disputes, story, explanation, explanation, lecture, suggestion, briefing;

- methods of organizing activities and the formation of behavioral experiences: assignment, training, switching, exercise, pedagogical requirements, educational situation, public opinion;

- incentive methods: encouragement, punishment, competition.

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