



THE ROLE OF MANUAL LABOR IN THE DEVELOPMENT OF LABOR EDUCATION

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Abstract: The development of labor education of children of preschool age is considered one of the most important issues in the current era. Many scientists have studied the specific aspects of the work of preschool children. An important feature of children's work is that it is aimed at a specific goal. Education without active manual labor, unimaginable. In this type of activity, the child feels high interest. This factor has a positive effect on the general mental development of children

Key words: personality, manual labor, pre-school education organization, training, creativity, artistic works

Labor education is an important type of education, a pedagogical process that is one of the necessary conditions for the formation of a personality. Labor education serves to develop in a person such qualities as an internal need for socially useful labor, institutionalism, orderliness, organization, initiative, diligence, and a sense of work. Since labor is the first and main means of satisfying human needs, labor education appeared before all other types of education. Social pedagogical institutions such as kindergartens and schools play a significant role in providing labor education to children. Because in these institutions, labor education is organized by relevant specialists on a scientific basis. The main aspect in organizing labor education is that it should be in accordance with the age characteristics, mental, intellectual and physical capabilities of children. Just as labor education that is easier than the child's capabilities can bore them, tasks that are heavier than their capabilities can tire children. It is permissible to strictly adhere to systematicity and institutionalism in the implementation of labor education. Otherwise, even a capable child may not receive sufficient Labor Education. The school period is the most favorable opportunity for Labor Education. First of all, the learning process itself is hard physical labor. In order to get to school on time, learn to read and write, and master the knowledge given, students must be given Labor Education. Because in order to complete educational tasks, master lessons, repeat what has been learned, do written work, memorize the necessary texts, make copies, and work with dictionaries, the student must adhere to a certain institutional framework, have organizational skills and work ethic, and know the ropes of work. In Labor Education, as mentioned earlier, the processes of labor education and vocational guidance also play a large role. Because in these processes, students directly go through the stage of acquiring relevant labor skills and independently applying them. They also learn at this stage which direction of work is more suitable for them. Therefore, labor education should be as diverse as possible and correspond to the mental, physical capabilities and sexual characteristics of students.

Children's creativity is a unique activity inherent in a child, which is considered his universal

ability. Creative activity satisfies the cognitive activity of the child, develops imagination and ingenuity. In the process of this activity, figurative thinking, imaginative thinking, and imagination develop. Manual labor in a preschool educational organization is an activity that develops the activity of preschool children in the learning process.

The content of manual labor is very diverse: working with fabric, threads, paper, wood, natural materials, here there are crafts from waste materials and soft toys, dolls, etc. The production of toys and items by children from various materials is one of the important aspects of labor education of preschool children, especially in older age groups.

In a preschool educational organization, manual labor gives the child the opportunity to feel like an artist, a creator, increases his desire to make things with his own hands, and instills a sense of respect for the work of others.

A child can make various objects with his own hands and give them to his loved ones.

One of the most important conditions for the successful development of children's artistic creativity and manual labor is the variety and variability of work in the classroom. The novelty of the environment, an unusual beginning of work, beautiful and colorful materials, interesting non-repeating tasks for children, the opportunity to choose and many other factors - all these factors help to prevent monotony and boredom in children's activities. Each time the educator creates a new situation, it is very important for children, on the one hand, to apply previously acquired knowledge, skills and abilities, and on the other hand, to look for new solutions and creative approaches. This awakens in the child positive emotions, joyful surprise, a desire to work creatively. However, it is often difficult for educators to add variety to all the moments of work and free activities of children and offer a variety of options for activities on the subject.

Artistic manual labor combines the important features of artistic and labor activity.

Artistic manual labor is a transformative, creative, socially motivated activity aimed at creating a specific product that harmoniously combines functional and aesthetic properties (the unity of utility and beauty).

The main task of manual labor:

to teach children to enjoy crafts;

to work with any available material;

The methodology for organizing the work of preschool children is based on the principles of building the pedagogical process:

from simple to complex;

the principle of systematicity;

an individual approach;

the principle of consistency.

The conditions for the successful organization of manual labor:

a subject development environment rich in iso-materials and various materials for children's artistic creativity;

creating an emotionally positive creative atmosphere in the process of joint educational activities with children;

using artistic products created by children to decorate the preschool educational institution, prepare attributes for performances, organize exhibitions and participate in competitions;

organizing a museum of children's crafts and a mini-library of children's handwritten books;

direct participation of parents in the process of creative activity with children;

encouraging parents to evaluate the results of children's artistic creativity.

Children's awareness of the purposefulness of their labor activity has a significant impact on its quality, on the attitude of each child to the labor process and its result. The individual nature of manual labor (that is, even in collective work, each of the children performs a part of it with his own hands) allows him to consistently involve all children in it, to correct some shortcomings.

Performing collective tasks develops in children the ability to negotiate, subordinate their interests and desires to a common goal, instills a sense of friendship, mutual assistance, responsibility, develops initiative, ingenuity.

In the process of performing collective tasks of a visual nature, children learn to independently plan future work, coordinate their actions with the general plan, think over the sequence of its implementation, select and use the necessary visual material. At the same time, in collective work, the individual characteristics of children are clearly manifested, creative abilities are formed.

Artistic labor is the work with various materials to create useful and artistic, aesthetic objects and objects that are useful for decorating the child's life, games, work and leisure. This children's labor is a decorative, artistic and craft activity, since when creating beautiful things, the child takes into account the aesthetic qualities of materials based on his own ideas, knowledge and practical experience acquired in the process of labor activity. Properly organized manual and artistic labor gives children knowledge about the quality and capabilities of materials, awakens a desire to master the specifics of crafts, introduces them to decorative and applied arts.

The formation of a child's personality is impossible without labor education. In senior and preparatory groups, manual labor with elements of creativity plays a key role. The manifestation of creativity in preschool children is determined by the nature of the mental tasks offered to them. It is very important that children can release their creative energy. In terms of practical significance, sewing classes cultivate many important qualities: the habit of action, the ability to overcome obstacles, responsibility, planning work and foreseeing the stages in the sequence of its implementation. In particular, beadwork is a type of needlework, with the help of which you can solve the following tasks:

- to arouse interest in the culture of one's homeland, the origin of folk applied art, an aesthetic attitude to reality, diligence, accuracy, perseverance, patience, the ability to bring the work started to the end, mutual assistance in performing work, thrift;

- to instill the basics of materials used, labor culture;

- to develop motor skills, imaginative thinking, attention, imagination, creativity, and the formation of aesthetic and artistic taste.

In the process of classes, children develop attention, observation, imagination, fantasy, and creativity. In each task, in each lesson, children are given the opportunity to dream, they are encouraged to include their own images in the work.

In the process of performing artistic works, all mental processes are formed in older preschool children, creative abilities and a positive-emotional perception of the world around them develop. In the process of developing their creativity, it is also important to teach preschool children to make toys from paper and natural materials in the process of manual labor. During the lessons, you can make a "System" from natural materials, a "Glass" from cardboard, a "Brush Eraser" from fabric, "Dragonfly and Ant". These are discussed in detail.

The purpose of the lesson: to teach children to make various objects using natural materials, cardboard, fabric.

Tasks to be performed in the lesson:

- to continue teaching children to engage in manual labor;

- to develop children's labor skills and abilities;

- to teach children to preserve, protect, and save nature.

Equipment for the lesson: oak, chestnut fruits, primrose flowers, feathers, plasticine, twigs, cardboard, glue, thread, needle, fabric scraps.

Course of the lesson:

Educator: Children, the golden autumn season is coming to our country. We know that vegetables and fruits ripen in autumn, right? The fruits of ornamental trees are also ripening and are lying on the streets and alleys.

Children, do you know that in today's lesson we will make toys with you from the fruits of this beautiful tree. Not only toys, but also systems that can be used in counting lessons for first-graders.

To make the system, we will take a thicker thread, pierce the chestnut fruit and thread it onto the thread.

Since the children are first learning to count within 10, we will thread 10 fruits into the system. This system can also be made from the fruit of the oak tree. If the fruit is a little overripe, put it in a little water, the upper bark will soften and you can make the system. Who will count?

Educator: Good morning, children, we will make such cups with you. We take a square piece of cardboard and cut a circle out of it. Then, leaving a width of one centimeter at the bottom of the rectangular paper, cut it like saw teeth, glue both sides, apply glue to the cut pieces at the bottom, and glue it to the circle. The glass is ready. Children, have you also prepared your glass?

Congratulations! Now that the glass is ready, let's prepare a napkin to wipe the brush. Cut a few squares from unnecessary fabrics and make circles from them. Place the circles on top of each other and sew them in the middle. Here is the brush wipe.

Children, do you want to make a toy? Of course, we will make toys. Now we will make "Dragonfly and Ant" from felt and chestnut fruit. To do this, we take a chestnut fruit, attach the head of an ant to a slightly smaller chestnut fruit, make its limbs from a twig and attach them to the trunk, and make its eyes from plasticine. The body of the dragonfly is made from a chestnut fruit, attach a matchstick to its back, and make the head from a small chestnut: make its arms and legs from a twig. Make wings from the fruit of a decorative tree and glue them with plasticine. Here, our dragonfly is ready! Let's remember, what fable about a dragonfly do you know?

Children's answers are encouraged, and the lesson ends.

Children are invited to create applications of various contents using waste materials (yarn, silk, fur, polyethylene, etc.). Then they are taught to sew toys from fabrics, clothes for fairy-tale heroes for various holiday fairy tales, as well as clothes for cheerful merry-makers and petrushkas. The toys made by the children themselves are displayed in the process of creative, active games. The following pictures show examples of toys made from natural materials:

Mosaic works from natural materials. Mosaic is one of the types of monumental decorative art. In different eras and in different countries, mosaics had their own characteristics both in terms of the materials used, and in terms of patterns and drawings. In Central Asia, madrasas, mosques, and palaces of rulers were decorated with mosaics. Mosaics are used to decorate the exteriors of buildings, interior walls, and works of folk art. Mirror spool plates are used in mosaic work. In Laos, wonderful mosaic works are created from pieces of colored mirrors, which, merging and shining in the sun, create a joyful mood.

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