

Development of Industrious Skills in Younger Students**Akhmedova Umidakhon Kadirzhanovna**

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Labor education is the process of involving students in a variety of pedagogically organized types of socially useful labor in order to transfer to them production experience, labor skills and abilities, and develop their industriousness.

Primary school age (from 6-7 to 9-10 years old) is determined by an important external circumstance in a child's life - admission to school. A child who enters school automatically occupies a completely new place in the system of human relations: he has permanent responsibilities associated with educational activities. Primary school age promises the child new achievements in a new field of human activity - teaching. In elementary school, the child learns special psychophysical and mental actions that should serve writing, physical education, drawing, manual labor, and other types of educational activities. The new social situation tightens the child's living conditions and acts as a stressful one for him.

Primary school age is called the pinnacle of childhood. The child retains many childish qualities, but is already beginning to lose his childish immediacy in behavior. At school, he acquires a certain social status. The whole way of life of the child is changing. Entering this age, the child acquires the internal position of the student, learning motivation. Educational activity becomes the leading one for him. School performance is an important criterion for evaluating a child as a person by adults.

Primary school age is a valuable period in itself. At this time, the child is aware of the relationship between him and others, begins to be interested in and understand social phenomena, motives for behavior, moral assessments. During the period of primary school age there is a natural surge of his creative activity.

The energy of childhood is inexhaustible, you just need to skillfully direct it, open the doors to a complex, but so attractive world for younger students. The school and the teacher are called to help take the right steps in it.

The school, by its very nature, should be general educational, labor. Labor education in it is inextricably linked with life and production work. The leading condition for the educational effectiveness of child labor is its content, personal and socially useful significance, modern technical and technological equipment, organization, and high productivity.

It is known that the more modern and profitable production is, the more clearly organized the life of the team in which schoolchildren participate, the higher the efficiency of labor education. The psychological law of the organization of child labor requires that schoolchildren certainly achieve success, be able to show creativity, since success forms independence, self-confidence, strengthens skills, and brings up the need for work. And failures in labor activity oppress the psyche of children and paralyze the will. An important pedagogical law is to give children the opportunity to realize the significance of the goals of labor, their participation in it, the dependence of success on collective efforts. The student needs to make sure in practice that the interests of the team and his personal are inextricably linked, to form in himself a sense of collectivism. The main incentives for

labor are the desire for personal success, the awakening of a sense of duty, responsibility to the team and oneself. It is important for the student to understand the meaning, content, technology of the process in order to exert his strength as much as his young body and psyche can bear. Only in this case, work leads to success and becomes a source of joy. In parallel with the motivation to achieve success and under its influence at primary school age, two other personal qualities of the child are improved: diligence and independence. Industriousness arises with repeated success, with the application of sufficient effort and accustoming the child to encouragement for this.

Industriousness in the initial period of schooling is developed and strengthened in learning and work. Favorable conditions for the development of industriousness among schoolchildren are the fact that at the beginning of educational activity presents great difficulties for them, which must be overcome. We list some of them - this is adaptation to new living conditions; problems associated with learning to read, count, write; new worries that arise in the child at school and at home. In the development of this quality in children, a reasonable system of rewarding the child for success plays an important role. It should be focused on those achievements that are difficult, determined by the efforts made. Of no small importance is the child's belief in his own success. She must be constantly supported by a teacher.

Diligence also arises when the child receives satisfaction from work. It, in turn, depends on how the study and work of the younger schoolchild satisfy the needs that are specific to children of this age. The incentives that reinforce success in these activities should be those that generate positive emotions in younger students.

The main mechanisms for the implementation of labor education are: technical thinking, various types of intellectual and physical activities, moral attitude to work, communication in the work team based on interactions. Now let's take a closer look at each of them. Technical thinking provides the accumulation of knowledge and experience in the effective organization of labor, understanding the results of this activity. Mental activity in labor forms a creative attitude to work, gives rise to emotional upsurge, self-giving.

Organized labor activity forms the ability, skills, habit of labor effort. Its consequence is such a specific mechanism of education as the attitude to work. Among the important relationships are such as responsibility for the results of labor, labor discipline, aesthetic evaluation of the product, accuracy, perseverance, will. The relationship of the child in labor to himself and the work is based on the properties and traits of his character. Communication in the labor process is carried out on the basis of deception by experience, the organization of labor, a collective assessment of the attitude to work, mutual assistance in communication, the student self-expresses, his self-affirmation in the eyes of his comrades takes place.

The content of labor education consists of the main types of children's labor activity. In the foreground is educational work. Intellectual work for many students seems to be more difficult than physical work. But for children, the acquisition of skills and knowledge of intellectual labor is the most important means of preparing for work in modern production. The school also provides special labor training. Already in the elementary grades at labor lessons, students acquire elementary skills in working with paper, cardboard and other natural materials. Children repair visual aids, make useful things. This feasible socially useful work lays the foundations for diligence, the ability and desire to work. Socially significant work includes activities such as collecting gifts from the forest, waste paper, Timurov's work. The pedagogical effect of such deeds is enhanced by their playful design, the desire of children to do good deeds out of a sense of duty and moral satisfaction. The socially significant work of schoolchildren is also making toys for

kindergartens, gluing books in the library, making bird feeders. In such activities, children learn to do good deeds; they develop an understanding of the need to combine personal interest with the public. Household work helps the child to understand that all the work people need is honorable and respected in society. Such activities of students in the school include cleaning the premises, school duty, and garbage collection behind themselves and in the area adjacent to the school.

In the process of labor training, students must keep order in the workplace; clean up after them after work. The factor that encourages the child to do household chores is the awareness of the need to use his own labor to meet his needs.

Cleanliness and order, the man-made beauty of the environment have a positive effect on children. Maintaining a joyful and responsible attitude to self-service in schools requires making this work every day, feasible and systematic. The most complete and fundamental idea of labor education in domestic pedagogy of the second half of the 19th century in the social and pedagogical aspects was considered by K.D. Ushinsky in the article "Labor in its mental and educational meaning". Labor is viewed from different angles. Ushinsky argued that if a person does not have his own personal labor in life, then he loses the very possibility of human existence. Labor activity transforms not only the surrounding world, but also the very essence of human nature. This means that the labor school should be the place where the child gets the opportunity to engage in transformative activities, since only such an approach forms in him an inexhaustible wealth of abilities that are inherent in him from birth.

According to K.D.Ushinsky, the school should introduce children to the world of true knowledge about nature and turn them into the personal property of each child. The student must understand that there is no labor without difficulties; the presence of obstacles "is a necessary condition for the existence of activity." K.D. Ushinsky argued that education should form in a person a habit and love for work: "it should give him the opportunity to find the work of life for himself." The school, in his opinion, should fill the soul of the pupil with the desire for a "good deed" for "his whole life." To open for everyone the way to finding and acquiring work for the soul and heart is the main task of education.

A group of researchers reviewed labor and explored its definition of characteristics in terms of children, children's perceptions, and the significance of labor in social life. The children were asked to answer two questions: "What is work?", "Why do many adults work?". Children believe that there is labor: a means of making money; activity; the place they go. The majority of younger schoolchildren to the question "Why do many adults work?" give answers of this type "To earn money." On the whole, it can be said that the majority of children aged 6-7 have a primary idea of labor, which in many respects is also of a consumer nature. This is manifested in the fact that children associate work mainly with getting money. This understanding is explained rather by the peculiarities of family upbringing. Thus, most children of primary school age understand work primarily as a means of earning money.

So what is industriousness? Diligence - the result of labor education and training, acts as a personal quality, which is characterized by a strong motivational-required sphere, in a deep understanding of the great transformative - educational power of labor, the ability and desire to conscientiously perform any necessary work and show strong-willed efforts in overcoming obstacles encountered in the process. Labor activity.

Thus, diligence includes the following structural components:

- The need for labor activity and its healthy social and personal motives.

- Understanding the benefits of labor for society and for oneself.
- The presence of labor skills and abilities, their gradual improvement.
- Strong enough will of the individual.

The development of a child to the degree of industriousness means mastering by him general and special labor knowledge, skills and abilities, psychological readiness for work, the ability to obtain satisfaction and pleasure from work.

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