

Features of Labor Education and Training

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Labor education at school occupies one of the leading places in the system of harmonious development of schoolchildren. Primary school age is the most favorable period for cultivating a positive attitude towards work. It is at this age that in the process of labor, younger schoolchildren acquire their first labor skills and abilities, and many vital personality traits develop in labor. Therefore, the leading idea in cultivating a positive attitude towards work among schoolchildren, especially at primary school age, should be the idea of interest in work. Labor is not a duty, but a need, joy, happiness, a way of self-expression. It is necessary that the student's desire to engage in certain activities be most fully realized based on the interests, psycho physiological capabilities of students.

Pedagogical research reveals quite fully the functions of labor education in personality development. In particular, attention is paid to the following issues:

- the work and practical activities of schoolchildren have a beneficial effect on their physical development;
- work develops the mental abilities of schoolchildren, their ingenuity, creative ingenuity;
- the importance of labor in the moral education of the individual is exceptionally great;
- an essential function of labor is to form comradeship, collectivism, mutual assistance and exactingness among students;
- Work as a factor of education contributes to life self-determination and the right choice of profession.

The main concepts of the problem are: "labor education", "labor training", "industriousness", "and career guidance". These terms are related, but each of them has its own specifics.

Labor education is the formation of the moral qualities of a person necessary for labor activity. In a broad sense (in society) - the purposeful formation of an attitude to work as the basis of the spiritual image of a person, the upbringing of a highly conscious and comprehensively developed citizen. In a narrower sense (in pedagogy), it is a purposeful process of preparing children for work, closely related to schooling. In the process of labor education, a positive attitude towards labor activity is formed (willingness and ability to perform work useful to society, consciousness of responsibility for the results of labor, the ability to perceive the interests of the team as personal, conscientiously and creatively treat the solution of labor problems). That is, the labor education of younger schoolchildren is the process of forming in them a conscientious attitude to the work performed, the manifestation of initiative, creativity, and the desire to achieve better results in it.

Labor training. It is clear that the formation of a positive attitude towards work cannot be carried out without appropriate training in labor skills and abilities. In this sense, labor training acts as a specially organized pedagogical process aimed at mastering the practical methods of a particular type of labor, at the formation and improvement of labor skills and abilities.

Professional orientation as a pedagogical category means the process of introducing students to various professions and types of work and assisting them in choosing their future profession and specialty in accordance with their inclinations and abilities.

Comparing these pedagogical categories, it should be noted that the concept of labor education is broader than labor training and career guidance. The latter act as its constituent parts. But, fulfilling their specific roles, all these processes are interconnected and, if they are successfully implemented, contribute to the formation of industriousness among schoolchildren.

Diligence is the result of labor education, training and professional orientation and acts as a personal quality, which is characterized by a strong need-motivational sphere, a deep understanding of the great transformative and educational power of labor (knowledge and belief), the ability and desire to conscientiously perform any necessary work and show strong-willed efforts in overcoming the obstacles that are encountered in the process of labor activity.

Labor activity with all its components is typical for children of primary school age, but it has its own specifics.

As psychologists note, the behavior of a younger student is most often determined by motives of two types:

Firstly, personal motives coming from the activity itself, actions and experiences that are caused by specific circumstances. If work, the performance of labor duties are accompanied by praise, bring pleasure, are fixed in success, then the student has an interest in work, a desire to actively participate in work in order to experience a sense of joy again and again. From this begins the formation of a positive attitude of the student to work. The teacher is faced with the task of ensuring that every work and every lesson of younger students is exciting, interesting, useful and successful.

Secondly, public motives (duty, responsibility, understanding of the need for work, one's duties, decisions made). Awareness of available concepts - the requirements "it is necessary", "it is required", "it is necessary for everyone", "you are obliged", "it is necessary to work is formed in the process of all educational work at school and in the family. It should be borne in mind that younger students often have personal motives for labor - to do their job better, to do a thing for themselves, to rejoice in their success, to earn encouragement themselves, and so on. Therefore, it is necessary to steadily expand the significance of socially significant labor motives - to do for the team, take care of everyone, and work disinterestedly and honestly.

Labor education of junior schoolchildren is due to their age-related psychophysiological characteristics. This age is characterized by motor activity, mobility, propensity to play, readiness for action, but at the same time imitativeness, instability of interests, situationality, rapid mood swings, and underdevelopment of the volitional sphere. All this requires the teacher to have very high-quality training, constant updating of the content, concern for the dosage of time, careful choice of different forms and methods, flexible use of various activities, and support for a positive emotional mood.

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