

MENTAL AND MORAL EDUCATION OF CHILDREN THROUGH LABOR ACTIVITY

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Abstract

The period between the ages of 3 and 7 is considered one of the most important stages in the formation of a child's personality. During this stage, labor activity plays a significant role in the intellectual, moral, social, and physical development of children. Labor serves as an educational tool that helps children develop independence, responsibility, discipline, and respect for others. It also contributes to the formation of work habits, cooperation skills, and social awareness. This article examines the importance of labor education in preschool children, its main goals and tasks, and the pedagogical conditions necessary for organizing labor activities effectively. Special attention is given to self-service, nature-based work, and manual labor as essential forms of preschool labor education. The study highlights that properly guided labor activity supports children's mental development and moral upbringing while preparing them psychologically for future social and professional life.

Keywords:

labor education, preschool children, moral upbringing, intellectual development, self-service, manual labor, nature-based work, responsibility, discipline, preschool pedagogy

The age period from 3 to 7 years is one of the most crucial stages in the development of a child's personality. During this period, labor activity occupies an important place in the social, moral, intellectual, and physical development of children. Labor is not only a practical activity but also a powerful pedagogical tool that teaches children independence, awakens a sense of responsibility, and helps them feel useful to themselves and others.

The primary purpose of labor education is to ensure the comprehensive development of children, cultivate moral qualities, psychologically prepare them for future work activities, and instill in them a desire to work. Labor education contributes significantly to shaping discipline, responsibility, perseverance, orderliness, and cooperation. It also develops respect for labor and professional occupations from an early age.

The tasks of labor education can be divided into educational and воспитательные (upbringing-related) categories. Educational tasks include providing children with theoretical knowledge about labor, introducing them to work processes, professions, and labor culture, and developing essential labor skills and habits. Upbringing-related tasks involve fostering responsibility, discipline, determination, orderliness, teamwork, cooperation, and social activity, while also nurturing diligence and respect for professions.

In modern society, labor education of the younger generation remains one of the most актуальные issues in preschool pedagogy. Labor plays an important role not only in personal development but also in the progress of society as a whole. For preschool children, labor education is especially significant because it contributes to physical, intellectual, moral, and aesthetic



upbringing. However, successful results can only be achieved when labor activities are organized according to the age-specific characteristics of children and under proper pedagogical guidance.

Many researchers have studied the specific characteristics of preschool children's labor. One of the most important features of children's labor is its goal-oriented nature. In younger preschool groups, labor is usually connected with simple actions and processes that can only be carried out under adult supervision. For example, a child may move blocks from one place to another. When the teacher explains that the blocks need to be transported by toy truck and arranged neatly on a shelf, the child begins to understand the purpose of the activity. Through repetition, the child gradually develops awareness of the goal and starts independently suggesting similar actions to peers after playtime.

In older preschool groups, the ability to set independent goals develops more successfully in labor activities that produce visible results, such as working in a flower garden, taking care of plants, or making toys. Such activities strengthen initiative and self-confidence.

Planning activity is another important component of labor education. Observations show that children's activities are often disorganized and lack clear planning. As a result, they spend excessive time and effort without achieving satisfying results. Therefore, educators should help children learn how to organize and plan their work step by step.

For younger preschool children, the main type of labor is self-service. This includes dressing, washing hands, arranging personal belongings, and cleaning up toys. Since these tasks can be difficult for small children, educators often use game situations such as "Preparing the doll for a walk" or "Putting the doll to sleep." Through play images, children gradually gain confidence and develop self-service skills and habits.

An important part of preschool education is introducing children to adult labor. This helps them understand that adult work is socially useful and aimed at creating things necessary for every person and society as a whole. For example, while caring for plants or animals, children learn who uses the products obtained and for what purpose they are needed. Such experiences broaden children's understanding of social responsibility and usefulness.

Introducing children to adult labor also serves several educational purposes: providing clear knowledge and ideas about professions, teaching children to value labor and its results, developing interest and love for work, encouraging the desire to participate in labor, and teaching them to complete tasks with quality and responsibility.

According to preschool educational programs, children of different age groups should acquire different levels of understanding about labor. In younger groups, children learn about specific professions, labor processes, necessary materials, equipment, results of work, and the social importance of labor. In middle groups, additional knowledge is introduced, such as the quality of actions, devices that make labor easier, and people's love for work. In older and preparatory groups, children are introduced to machines and mechanisms that facilitate labor, the collective nature of work, relationships among people during teamwork, labor heroes, and national labor traditions.

Working together with adults helps children acquire labor skills and habits more quickly and easily. It also enriches their knowledge about adult professions and gives them emotional satisfaction and joy.



Nature-based labor has special importance in the all-round development of children. It serves as a source of knowledge about plants, animals, seasons, and natural phenomena while fostering diligence and careful attitudes toward nature. Through such activities, children learn practical skills such as preparing soil, fertilizing, planting seedlings, watering plants, and caring for animals. Since this type of labor is mainly organized outdoors, it also strengthens children's health and improves physical endurance.

Manual labor is another important form of preschool labor education. It includes making toys and materials necessary for games and educational activities, such as boxes for seeds, doll clothes, masks, caps, and decorative items. Through manual labor, children achieve visible results by creating real objects. They develop simple practical skills such as cutting, gluing, coloring, sewing, and constructing. At the same time, manual labor promotes creativity, resourcefulness, attentiveness, and intellectual flexibility.

In conclusion, labor activity is a powerful means of mental and moral education for preschool children. It helps children acquire practical skills, develop responsibility and discipline, and build respect for labor and social cooperation. Through self-service, nature-based work, and manual labor, children gain valuable life experience that prepares them for future education and professional life. Therefore, labor education should be considered an essential component of preschool pedagogy and organized systematically according to children's developmental needs.

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