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THE AIM AND TASKS OF LABOUR EDUCATION OF PRESCHOOL CHILDREN

This article deals with the objective and tasks of preschool children's labour education. The psychological and pedagogical literature is analyzed, the urgency of this problem in modern research is determined. The essence of the concept of "labour activity" is characterized and both the process and the result of activity are defined. The main directions of labour education of preschool children are determined, namely: family and domestic labour activity, labour education in preschool educational institutions and participation in systematic productive labour activity.

It was established that the basic tasks of labour education of preschool children, experts include: the formation of motivation; formation of a system of knowledge necessary for employment, choice of profession; formation of experience of socially useful production activity; ability to use theoretical knowledge in practice, ability to create; fostering interest in the work of adults, caring for its results, respect for the working man, as work is a type of activity aimed at creating socially significant results; formation of work skills; education of the child's personality in the process of his labour activity.

The role of the family in the process of forming a positive attitude of the child to work was considered: formation of knowledge about the sphere of activity of parents, ability to observe how adults work and together with them perform basic labour actions (clean the premises, cook, work in kindergarten); to cultivate self-confidence and a desire to work; providing the child with tools that meet its strengths and capabilities; accompanying the work process with an optimistic, joyful mood.

It was found that the labour education of preschool children is to form the child's personality through a positive attitude to work, the development of his desire to learn, become independent, skillful, able to cope with obstacles and provide help and support to others if necessary.

Key words: *preschool child, objective, tasks, directions, labour education, family.*

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МЕТА І ЗАВДАННЯ ТРУДОВОГО ВИХОВАННЯ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

У статті розкриті основні напрямки мета і завдання трудового виховання дітей дошкільного віку. Проаналізовано психолого-педагогічну літературу, визначено актуальність даної проблеми в сучасних дослідженнях. Із метою розкриття проблеми трудового виховання як складової частини всебічного розвитку дітей дошкільного віку в умовах освітніх закладів охарактеризовано сутність поняття «трудова діяльність» та визначено його як процес, так і як результат діяльності. Розкрито основні напрямки трудового виховання дітей дошкільного

віку, а саме: сімейно-побутова трудова діяльність, трудове виховання в закладах дошкільної освіти та участь у систематичній корисній трудовій діяльності.

Встановлено, що до базових завдань трудового виховання дошкільників фахівці відносять: формування мотивації; формування системи знань, необхідних для трудової діяльності, вибору професії; формування досвіду суспільно корисної виробничої діяльності; вміння використовувати теоретичні знання на практиці, здатності до творчості; виховання інтересу до праці дорослих, дбайливе ставлення до її результатів, повага до людини-трудівника, оскільки праця є видом діяльності, яка спрямована на створення суспільно значущих результатів; формування навичок трудової діяльності; виховання особистості дитини у процесі її трудової діяльності.

Розглянуто роль сім'ї у процесі формування позитивного відношення дитини до праці: формування знань про сферу діяльності батьків, уміння спостерігати, як працюють дорослі та спільно з ними виконувати елементарні трудові дії (прибирати приміщення, готувати їжу, працювати в садочку); виховувати впевненість у своїх силах і бажання працювати; забезпечення дитини знаряддям праці, що відповідають її силам і можливостям; супроводження процесу праці оптимістичним, радісним настроєм.

З'ясовано, що трудове виховання дітей дошкільного віку полягає у формуванні особистості дитини через позитивне ставлення до трудової діяльності, розвиток у неї бажання вчитися, стати самостійною, вмілою, здатною справлятися з перешкодами і надавати допомогу і підтримку іншим, якщо це необхідно.

Ключові слова: дитина дошкільного віку, мета, завдання, напрями, трудове виховання, сім'я.

Introduction. The content of labour education of preschool children, its purpose and objectives are based on the Basic component of preschool education in Ukraine, the main provisions of the UN International Convention on the Rights of the Child, the Laws of Ukraine "On Education", "On Preschool Education", "On the Protection of Childhood" and other regulatory documents in the field of childhood.

Some questions of the problem under study were considered by such students as: Antonets (2013), Berezovskaya (2003), Borisova (2002), Mashkovets (1994), Nagachevskaya (1996), Savchenko (2009), Sichkar (2017), Sukhomlinsky (1961), Ulyukaeva (2016) et al.

Purpose statement. The purpose of the article is to analyze the main objective and tasks of labour education of preschool children.

Statement of basic materials. The analysis of scientific and pedagogical materials allows us to identify the main areas of labour education of preschool children, namely:

– family and household labour activity.

In the process of organizing such activities, in child is fostered a love of labour, a sense of duty and responsibility, the necessary skills are formed. The work of children in the family should be interesting, productive, have a feasible character;

– labour education in institutions of preschool education. All pupils according to the program and depending on age join various types of labour activity;

– participation in systematic productive labour activity.

It is necessary to pay attention to the fact that the child's attitude to work is formed primarily in the family. But, according to experts, the vast majority of families care about maintaining the physical and mental health of their children, prepare them for

school, and do not pay enough attention to issues of labour education. And, as a result, the majority of preschool children under the age of six have already formed a negative attitude to work as a social phenomenon (Borisova, 2002: 5-10).

As Belenkaya notes, the educational potential of the family is extremely high. It is from parents that a child can find out what professions exist, in what area his parents work. In general, labour is extremely beneficial not only for physical health. In the process of labour activity, the development of all cognitive spheres of the preschool child takes place, perception, memory, attention, thinking are actively developing. A child learns to compare, contrast, establish certain patterns. He feels self-confidence and a desire to work. He is pleased not only to observe how adults work, but also to clean up rooms with pleasure, cook, work in the garden and in the garden. Parents need to make sure that the tools correspond to children's strengths and capabilities, and the process of work is accompanied by an optimistic, joyful mood (Belenkaya, 2010).

Pisotska (2011), having studied the values of families in the field of labour education, comes to the following conclusions: 1) the personal orientations of children are the value reference points of a modern family – upbringing – 20%, characterful traits – 9%, humanity – 33%, ambitiousness – 6%, responsibility – 9% and honesty – 23%; 2) almost all families cooperate with preschool educational institutions, but a significant percentage of parents cannot claim that the help of teachers is sufficient; 3) most families familiarize children with professions based on the following criteria: «prestige and material independence», «social significance and significance for society as a whole», «working professions»; 4) there is a certain imbalance between personal values and professional values, which, according to

the author, is due to the lack of an integrating element – familiarization with working professions that carry both the beauty of work and its social significance and emotional attractiveness that are understood by preschool children (Pisotska, 2011: 166-169).

In the light of the subject of the study, we define the meaning of the basic concepts – “labour education”, “preschool child”.

Studying and summarizing the scientific and pedagogical literature shows that under the concept of “labour education”, scientists understand: the goal-directed process of forming labour skills and abilities in children, cultivating respect for adult work in them, and the formation of a habit of labour activity (Ponimanska and Legeida, 2006); the purposeful process of the formation in children of strong beliefs that work is a vital necessity; activities aimed at developing common abilities, the formation of psychological readiness, responsible attitude to work and products of its production (Fesenko, 2017); the process of involving a person in various pedagogically organized types of socially useful work with the aim of transferring to it a certain production experience, developing creative practical thinking, industriousness and consciousness of the person of labour in it (Shaparenko, 2014; 243); the unity of actions of the educator and the pupil, ensuring the formation of readiness for labour activity, including theoretical training (mastering the labour knowledge system), practical training (mastering both general labour skills and special), the formation of a work culture, psychological training (the formation of motives, needs, a positive attitude to work) (Lozova and Trotsko, 2012); component of the comprehensive development of the child’s personality, which is based on the amount of knowledge, the level of their adoption and understanding by the person (Belenkaya, 2010). So, under the concept of labour activity, scientists understand both the process and the result of activity.

Labour education, as noted in the basic program for the development of a preschool child, should begin with preschool childhood, because in this age period the basic qualities of a person are laid down, «moral rules and norms are learned, behavior develops», “gradually the transition of objective activity into everyday life takes place, the foundations for elementary labour actions are laid” (Belenkaya, 2012: 5).

“It was at this time (the period of preschool childhood)”, the experts emphasize (Chagovets), “that the fundamental qualities of a person, the foundations of worldview, attitude to oneself and one’s place in the world are formed. This becomes possible due to the intensive development of physiological and psychological qualities of children in this age

period (the formation of speech activity, thinking, imagination). It is in the period of preschool childhood that the foundations of consciousness and self-awareness are laid (the child is aware of social values, begins to be guided by moral standards in his behavior)” (Chagovets, 2018: 38).

Preschool childhood, as noted by Belenkaya, – is a period that includes the younger preschool age (3–5 years) and the senior preschool age (5–6 (7) years) (Belenkaya, 2010: 21).

The analysis of scientific and pedagogical work leads to the conclusion that the main objective of labour education of preschool children is to form the personality of the child through a positive attitude to labour activity; the development of his desire to learn, become independent, skillful, able to cope with obstacles and provide assistance and support to others if necessary.

The purpose of labour education of preschool children finds its specialization in its tasks. “The tasks of labour education, as indicated in scientific and pedagogical sources, are determined by the needs of existence, self affirmation, and human interaction with society and the natural environment”. The basic and permanent tasks of labour education of preschool children are:

- Formation of motivation (needs, interest, a sense of duty and responsibility), a positive-emotional values-based attitude to work as a form of being and a way of self-realization of a person.
- Formation of a system of knowledge necessary for work, choice of profession, social, professional and life self-determination.
- Formation of the experience of socially useful production activities, the ability to use theoretical knowledge in practice, the ability to creative work (Ponimanska, 2006: 10).

It is also advisable to draw attention to the fact that modern researchers distinguish two groups of tasks of labour education of preschool children, namely: “1. Assistance to the child in mastering labour activity (in mastering the structure of activity, acquiring labour skills, abilities); 2. Development of the child’s personality in work (the development of personality traits, the formation of relationships and the acquisition of social interaction experience)” (Shaparenko, 2014: 242).

Ponimanskaya (2006) notes that, due to the peculiarities of the development of preschool children, scientists single out another group of tasks of labour education related to the formation and development of the motivational sphere, labour skills, and personality formation. In modern teaching practice, the author notes, labour education is designed to provide:

- Raising interest in adult work, respect for its results, respect for a working person, since labour is

a type of activity aimed at creating socially significant results. Getting acquainted with adult labour, a child observes the labour process, its specific results, learns their role in meeting human needs. Due to the fact that the child is naturally inclined to imitate, all interesting things attract him. Given this, the educator has ample opportunity to direct his free activity, initiate certain emotions, aspirations. It is from the teacher-mentor that children realize that work requires physical and volitional effort, skill, patience.

– Formation of labour skills. Based on the fact that children already in preschool age are trying to imitate the work of adults, it is necessary to help them realize that the process should have a certain sequence of operations, requires appropriate efforts and skills. Over time, they begin to understand that before starting work, it is necessary to know its purpose, to present its process and result, to select appropriate means (a set of things that a person acts on objects of labour) and objects of labour (raw materials, materials, etc.), to carry out targeted labour actions, interact with other people.

– Education of the child's personality in the process of his labour activity. This task involves responsibility, independence, commitment, initiative and endurance, which contributes to the formation of the foundations of the child's industriousness (habits of labour efforts, willingness to participate in labour activities, the ability to complete the work begun) (Ponimanska, 2006: 10).

The study and synthesis of scientific and pedagogical sources can significantly expand the list of tasks of labour education of preschool children. These tasks include:

- education of a respectful attitude to the worker and the results of his work, the desire to imitate him in his work, to show moral qualities;
- development among preschool children of awareness of the importance of labour for society;
- training of preschool children in labour skills, organization and planning of their work, the implementation of self-control and self-esteem;
- formation in children of interest in mastering new skills, feelings of joy from their skills, independence;
- education of moral-volitional powers (perseverance, determination, responsibility for the result of their activities, diligence, independence), habits of labour effort;
- formation in children of readiness for work, the development of independence;
- education of moral motives of activity, encouraging to be included in the work if necessary;
- formation in the child of an active desire to obtain a high-quality result, the joy of his own work;

– education of a humane attitude to others and the collective orientation of the preschool child's personality (ability and desire to engage in joint work with peers, show goodwill, activity and initiative, striving for the high-quality fulfillment of common tasks, self-awareness as a member of the children's team);

– formation of ideas about adult work, labour skills and abilities, the education of industriousness as a character trait;

– development of children's research skills, memory, attention, ingenuity, observation, concentration, as well as strengthening their physical strength and health;

– creation of favorable conditions for the formation of personal maturity of the child, his basic qualities;

– respect for the child, taking into account the individual personal experience of the preschool child;

– giving priority to the social and moral development of the individual, developing children's ability to coordinate personal interests with collective ones;

– education of the child's psychological readiness for work (desire to work responsibly, awareness of the social significance of work as a duty and spiritual need, respect for the results of work and respect for work);

– instilling in a child of preschool age general educational and polytechnical knowledge, the general principles of production activity, developing the skills and abilities necessary for him to work, preparing for a conscious choice of profession;

– formation in children of "a strong conviction that labour is an excellent vital necessity of a person, and its result is a value" (Bielienska, 2010: 7);

– creating conditions for children to understand the role of labour in life;

– preparation for self-determination, choosing a path in life;

– education of psychological readiness for work (positive attitude towards work, the ability to quickly adapt to new working conditions, communication in the team; perseverance, ability to overcome difficulties: do not lose heart over failures), ambitiousness; creative attitude to work;

– formation of a work culture (knowledge and compliance with safety regulations, etc.);

– education of economic culture;

– formation of the personality of love for work as its natural need, the need for active life;

– ensuring the proper socio-psychological conditions for maintaining and developing the physical and mental stress of the individual;

– development of preschool children self-care skills;

– enrichment and expansion of ideas about adult labour, its social significance, various types of labour, their features and their correct application;

– formation in preschool children of an appropriate attitude to work responsibilities, the desire to bring things to the end;

– development of labour skills, improvement and gradual increase in the content of labour activity;

– formation of a system of knowledge necessary for work, choice of profession, social, professional and life self-determination;

– formation of experience in socially useful production activities, the ability to use theoretical knowledge in practice, and creativity;

– education respectful work of adults and the desire to help them;

– formation of positive personal qualities in children, such as: the desire for work, a steady interest in adult work, the desire to imitate them;

– deepening knowledge about the professions of people (Krutii, 2011: 169);

– development of respect for work, the desire to take part in various types of work with adults, to perform feasible actions;

– development of interest in joint activities with children, teaching them to distribute responsibilities in a group;

– formation of a sense of independence and responsibility for the results of their activities (Krutii, 2011: 169);

– education of a caring attitude to animals and plants (Krutii, 2011: 74);

– nurturing a caring attitude to man-made products, the desire to do pleasant things with relatives with their own hands (Krutii, 2011; 170);

– fostering a sense of pride in their own successes and the successes of comrades in work (Krutii, 2011: 171);

– training to economically and rationally spend material, protect the products of their labour (Lembick, Zaytseva, 2017).

Conclusions. Thus, the goal of labour education of preschool children is to form the personality of the child through a positive attitude to work, develop his desire to learn, become independent, skillful, able to cope with obstacles and provide help and support to others, if necessary. The purpose of labour education of preschool children finds their specialization in its tasks.

Prospects for further research are to conduct a comparative analysis of the goals and objectives of labour education of preschool children at different stages of society.

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