

ORGANIZATION OF CHILDREN'S LABOR IN LAND PLOTS

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Abstract: This article provides recommendations for forming a healthy lifestyle among children by organizing land plots and teaching preschool children to work. It aims to familiarize children with nature, develop self-service skills, and cultivate labor habits through household and natural activities.

Keywords: Types of children's labor and forms of organization, hand labor, household chores, self-service, labor in nature.

The land plot should be organized in a way that allows children to easily observe and take care of plants. Therefore, flowerbeds, fruit and ornamental trees, and vegetable crops should be planted in front of playgrounds for different age groups. The correct organization of the land plot requires high skill from the educator. Each group of children is separated by a living fence, which decorates the area and protects children from wind, dust, and noise. These living fences, such as shrubs and small trees, also teach children long-term observation.

To make the land plot aesthetically pleasing, plants must be properly selected, and children should be taught to appreciate the beauty of ornamental plants. Fruit trees that are safe for children, such as apple, pear, cherry, and plum trees, are recommended. The area around the plot can be decorated with low-growing flowers such as navro'zgul, butterfly flower, and asters, which also serve as protection against wind and dust.

Children should use safe and appropriately sized tools for their work, such as small shovels (1–2 mm thick), buckets, and brushes. After completing the work, tools should be cleaned, dried, and neatly stored. The formation of initial labor skills in preschoolers is the joint responsibility of educators and parents. Such skills can be developed during work in land plots and nature corners.

Labor activities organized in land plots have great educational and developmental importance. Physically suitable labor for each age group positively affects children's overall physical development. The land should be prepared by staff and parents, while children participate in cleaning, planting, and caring for plants. Younger children help by picking up small stones and leaves, while older ones actively participate in planting, watering, and harvesting crops.

Children are introduced to the world of plants through the 'Bolajon' educational program. Younger groups learn the names, tastes, colors, and shapes of vegetables (carrots, onions, cabbage, tomatoes, cucumbers) and fruits (apples, grapes, apricots, cherries). Middle groups continue to study more varieties, including eggplants, beets, pomegranates, and figs. They also learn the differences between annual vegetables and perennial fruits.

Types of Labor:

1. Self-service – cleaning, dressing, eating, and taking care of personal belongings.

2. Household chores – cleaning the group room, playground, and tables, and preparing materials for lessons.

3. Labor in nature – taking care of plants and animals, maintaining cleanliness in natural areas.

4. Hand labor – embroidery, sewing, knitting, crafting toys, gifts, and souvenirs.

Children's labor is organized in various forms depending on the number of participants and level of independence: individual tasks, group tasks, and collective (frontal) work. The choice of form depends on the work volume and children's age. Preschool children, being at the initial stage of labor development, should engage in free and voluntary work rather than forced labor.

Each type of children's labor consists of specific processes. For example, growing plants includes soil preparation, sowing, watering, weeding, hilling, harvesting, and cleaning. As children grow, their labor becomes more complex and meaningful. The complexity of labor develops in three directions: 1) adding new, more complex processes; 2) using previously acquired skills at a higher level; and 3) gradually moving from guided to independent work.

In conclusion, the organization of children's labor on land plots is an essential part of their holistic development. Such activities not only teach children the importance of physical work but also nurture in them a deep respect for nature, patience, and cooperation. Through hands-on experiences like planting, watering, and caring for plants, children gain practical knowledge about the environment and understand how human efforts contribute to natural growth and sustainability.

Moreover, involving children in simple agricultural work helps develop their cognitive and emotional abilities. It strengthens their sense of responsibility, improves problem-solving skills, and fosters independence. Teachers and educators play a vital role in guiding these activities safely and effectively, ensuring that the experience is both educational and enjoyable.

Ultimately, the proper organization of children's labor on land plots serves as a bridge between theory and practice. It helps them connect classroom learning with real-life applications and builds a foundation for ecological awareness, healthy habits, and a positive work ethic that will benefit them throughout life.

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