

THE USE OF DIDACTIC GAMES IN LABOR EDUCATION OF PRESCHOOL CHILDREN

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Abstract: *This article examines the development of labor education in preschool children, their personal development, social adaptation, and the organization of labor education through didactic games. It also explores how didactic games enhance children's interest in work, allowing them to understand the work process in a clear and engaging manner, and how interactive, activity-oriented teaching methods differ from traditional ones. It also examines the theoretical and practical aspects of using didactic games in labor education.*

Keywords: *personal development, social adaptation, labor education, didactic games, enhancing interest, understanding the work process in a clear and engaging manner, traditional methods, interactive, activity-oriented methods, theoretical and practical aspects.*

Аннотация: *В данной статье рассматривается формирование трудового воспитания у детей дошкольного возраста, их личностное развитие, социальная адаптация и организация трудового воспитания посредством дидактических игр, тот факт, что дидактические игры повышают интерес детей к труду, позволяют понять трудовой процесс в понятной и интересной форме, интерактивные, ориентированные на деятельность методы обучения отличаются от традиционных, а также*

рассматриваются теоретические и практические аспекты использования дидактических игр в трудовом воспитании.

***Ключевые слова:** личностное развитие, социальная адаптация, трудовое воспитание, дидактические игры, повышение интереса, понимание трудового процесса в понятной и интересной форме, традиционные методы, интерактивные, ориентированные на деятельность методы, теоретические и практические аспекты.*

Today, one of the important pedagogical tasks in the preschool education system is the comprehensive development of children and their preparation for independent life. In particular, the formation of labor education among preschool children plays a significant role in their personal development, social adaptation, and future educational activities.

Since play is considered the leading type of activity for preschool children, organizing labor education through didactic games is pedagogically effective. Didactic games increase children's interest in work and allow them to understand the labor process in an accessible and engaging way.

Currently, there is a growing need in the educational process for interactive and activity-oriented methods rather than traditional approaches. From this perspective, the theoretical and practical study of the use of didactic games in labor education determines the relevance of this topic.

Among the scholars of the CIS countries (Russia and other CIS states) who studied issues related to preschool education, labor education, and didactic games are:

L.S. Vygotsky, who substantiated the leading role of play activity in a child's psychological development;

A.N. Leontiev, who explained the relationship between work and play based on activity theory;

D.B. Elkonin, who proved that social experience is acquired through play in preschool age;

V.A. Sukhomlinsky, who interpreted labor education as an important factor in personality development;

N.K. Krupskaya, who scientifically justified the issues of developing industriousness in children.

The ideas of these scholars serve as a theoretical foundation for organizing labor education through didactic games.

Uzbek pedagogical scholars have also studied issues of preschool education, labor education, and play activities. In particular, O. Madayev researched the national foundations of folk pedagogy and upbringing; T. Mirzayev and A. Musoqulov analyzed the educational potential of folklore; M. Qurbonov and N. Saidahmedov studied the use of didactic games in the educational process; and R. Jo‘rayev widely covered the methodological foundations of the educational process in preschool education. The scientific works of these scholars reveal the pedagogical importance of organizing labor education through didactic games.

The formation of labor education in preschool children occupies an important place in their personal development. During labor activities, social and moral qualities such as responsibility, independence, teamwork, and diligence develop in children. In this process, didactic games serve as an effective pedagogical tool.

Labor education aims to form a positive attitude toward work in children, develop simple labor skills, teach the correct use of tools, and encourage appreciation of the results of labor.

Didactic games correspond to children’s age and psychological characteristics, ensure interesting and active participation, and enable them to understand labor processes through play. During play, children perceive work not as an obligation but as a useful and enjoyable activity.

When education is connected with labor, the educational influence of labor becomes extremely significant. Through participation in productive work, a person demonstrates their abilities and talents and achieves personal development. Labor is a powerful means of educating the younger generation. Educational work and

socially useful labor positively influence the personality of a child, activate their behavior, ensure unity of conduct, and develop initiative and curiosity. Labor also creates a foundation for moral and civic education.

Therefore, in families and educational institutions, special attention is paid to cultivating diligence, love for work, and respect for workers from an early age. Studying at school itself is also a form of labor. Many extracurricular educational activities are closely connected with labor education.

For older preschool children, the content of play activities becomes diverse and offers wide opportunities for comprehensive development. Didactic games help develop imagination, deepen knowledge about surrounding reality and people's work, and foster social qualities in children.

Regular labor tasks develop children's ability to subordinate their activities to public interests, strive for social benefit, and take joy in collective achievements.

Participation in different types of labor activities and acquaintance with the work of adults help children gain knowledge about social life, interpersonal relationships, objects and their properties, methods of processing materials, as well as tools and equipment.

Labor also requires children to be attentive, resourceful, and capable of applying their knowledge and skills in practice, thereby developing creativity.

Children should be introduced to simple tools and methods of processing materials. The moral value of labor is determined by its importance for society. Labor helps children realize the social significance of their work and feel themselves as members of society.

Labor education tasks for preschool children include:

1. Teaching children to set goals before starting labor activities.
2. Teaching them to plan the labor process.
3. Teaching them to prepare their workplace and develop a culture of labor.
4. Developing labor skills and abilities.

5. Teaching them to evaluate the results, quality, and significance of completed work.
6. Forming motivation for labor activity.
7. Developing positive relationships among children during collective labor.

Didactic games used in labor education include several types:

1. **Object-based games**

Examples: “Who Collects Faster?”, “Find the Tool”. These games develop discipline and responsibility.

2. **Role-playing didactic games**

Examples: “Gardener”, “Carpenter”, “Cook”. Children become familiar with different professions and model work processes.

3. **Table-top didactic games**

Examples: cards related to professions or work activities, the game “Who Does What?”. These games develop thinking and speech.

4. **Movement-based didactic games**

Examples: “Let’s Clean”, “Let’s Help”. Labor activities are combined with physical movement.

The role of the educator is to select games purposefully, clearly explain the content of labor activities, actively involve children in the process, and effectively use encouragement.

Didactic games create favorable conditions for organizing labor education among preschool children. Through games, important qualities such as diligence, responsibility, and independence are developed. Therefore, systematic and purposeful use of didactic games plays an important role in preschool educational practice.

In conclusion, the use of didactic games in forming labor education among preschool children is pedagogically effective and appropriate. Through didactic games, children develop diligence, responsibility, independence, and teamwork

skills. In the process of play, labor activities become interesting and understandable for children, which forms a positive attitude toward work.

Research shows that labor education organized on the basis of didactic games positively influences children's social and personal development. Based on the results of this study, the following recommendations can be made: systematically use didactic games in labor education in preschool institutions, select games considering children's age and individual characteristics, integrate games with practical labor activities, and introduce children to various professions through role-playing didactic games.

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