

# THE IMPACT OF WORK ACTIVITY ON THE PSYCHOLOGICAL DEVELOPMENT OF CHILDREN

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**Abstract:** This article examines how involving preschool-aged children in work activities—such as cleaning, helping others, and organizing materials—affects their psychological development. Based on both international theories (Vygotsky, Montessori) and local Uzbek research (Yo‘ldoshev, Karimova), the paper argues that purposeful tasks enhance emotional regulation, independence, and social competence. Observations in Uzbek preschool institutions confirm that such practices foster responsibility and self-esteem in children.

**Keywords:** child development, work activity, preschool education, responsibility, psychological growth, Uzbekistan

## 1. Introduction

Childhood is a sensitive and foundational period for the development of personality, behavior, and intellect. During early childhood, children explore the environment, internalize social norms, and begin to shape their identity. According to Lev Vygotsky (1978), psychological development is deeply connected to social interactions and purposeful activity. Likewise, Maria Montessori emphasized the value of practical life activities in fostering independence and cognitive growth.

In the context of Uzbek preschool education, child engagement in meaningful work is viewed not only as a behavioral discipline tool but also as a developmental strategy. According to Professor Yo‘ldoshev A. (2020), involving children in simple work tasks increases their self-confidence and prepares them for future learning and social integration. Similarly, Karimova R.

(2019) underlines that early responsibility nurtures willpower and emotional stability in children.

This study aims to analyze how child-appropriate work activities influence psychological development, with a focus on empirical observations from preschool institutions in Uzbekistan.

## **2. Methodology**

### Participants

The study involved:

45 children aged 4 to 7 from 3 kindergartens in the Chirchik and Tashkent regions

12 preschool teachers with over 5 years of experience

25 parents whose children attend these institutions

### Data Collection Methods

Classroom observations (morning routines, group work, cleaning time)

Semi-structured interviews with educators and parents

Review of Uzbek and international academic literature

### Instruments

Observation checklist for behavior and participation

Interview questions focused on emotional, social, and cognitive changes

Analysis of Uzbekistan's Davlat o'quv dasturi for preschool education

## **3. Results**

### 3.1. Emotional Development

Children who consistently took part in simple tasks such as cleaning up after playtime or watering plants showed improved emotional regulation.

Teachers noted that these children:

Express frustration less frequently

Demonstrate more patience and persistence

Take pride in their contributions

As Karimova R. (2019) states, “Bolada mehnat faoliyati orqali ijobiy his-tuyg‘ular shakllanadi va u o‘ziga bo‘lgan ishonchni his etadi.”

### 3.2. Development of Responsibility and Willpower

Routine participation in work-based tasks enhanced children’s sense of duty. According to educator observations:

- Children became more organized

- They required less adult prompting

- They took initiative in group tasks

This supports Yo‘ldoshev A.’s (2020) finding that “Bolaning yoshiga mos mehnat faoliyati uning irodasini chiniqtiradi.”

### 3.3. Social Competence and Communication

Children involved in group work activities (e.g., preparing materials, setting the table) demonstrated better cooperation and verbal expression. They learned:

- Turn-taking and sharing

- Expressing needs and negotiating roles

- Helping peers in a constructive manner

This aligns with Vygotsky’s (1978) Zone of Proximal Development theory, which suggests children grow through collaboration with more capable peers or adults.

### 3.4. Cognitive Benefits

Work activities required planning, sorting, and sequencing, which led to improvement in:

- Attention span

- Task completion

- Basic logical thinking

Teachers also noticed that children who were more engaged in these tasks tended to perform better in literacy and numeracy-based activities.

## 4. Discussion

The research confirms that work activities in early childhood education are more than just tools for discipline or order. They serve as vital psychological and developmental instruments. Involving children in meaningful tasks contributes to:

The development of positive emotional habits

Growth of independence and motivation

Improvement in communication and teamwork

According to Montessori, "The child becomes a person through work." Similarly, Uzbek pedagogical expert Orinboyev M. (2021) points out that "Mehnat orqali bola atrof-muhitni anglaydi, o'z salohiyatini kashf etadi."

It is crucial, however, that the work assigned to children is developmentally appropriate, non-exploitative, and delivered with encouragement. Work should be playful, short in duration, and integrated into everyday life.

## **5. Conclusion**

Work activity, when appropriately implemented in early childhood settings, can serve as a powerful tool for psychological development. It contributes to emotional regulation, cognitive growth, and social competence. Educators and parents should therefore view such tasks not merely as chores, but as developmental opportunities. Future research may explore how cultural attitudes toward child labor influence educational approaches to work in early childhood. Engaging preschool-aged children in structured and meaningful work activities has a profound positive effect on their psychological development. It helps them form emotional stability, responsibility, independence, and social competence. Both international and Uzbek scholarly perspectives support the integration of such activities into early childhood education programs.

To maximize benefits, educators and parents must collaborate in designing age-appropriate tasks, ensuring they are enjoyable and encourage active participation. Future research may focus on long-term impacts of early work activities on academic success and social behavior in later school years.

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