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**SUBSTANTIATION OF THE IDEA OF COMBINING EDUCATION WITH
PRODUCTIVE WORK IN THE HISTORY OF PEDAGOGY IN FOREIGN
COUNTRIES**

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Abstract: In the upbringing system, feasible work is an integral part of the unified system of the educational process and an important educational tool. The main task of labor education is the implementation of the comprehensive development and education of children, the formation of a correct attitude towards work in them. Forming industriousness in children, it is necessary to teach them to set a goal, find ways to achieve it, and get a result that matches the goal. Labor education forms in children such personality traits as self-discipline, discipline, efficiency, responsibility for the task assigned, pride in the result achieved.

Key words: Training, creative, technology, science, knowledge, modern, educational environment.

Paleontologists improved the methods of making tools and hunting tools, conducted various types of group activities, which contributed to the improvement of general living conditions. As a result, children have become more involved in labor activities. In joint work, the development of children and adolescents was accelerated. Previously, the inclusion of children in labor activity, due to vital needs, also had an educational value: in the process of joint work with adults, children not only mastered practical skills, but also learned the norms of communication, joined the traditions of behavior of elders [3].

It can be assumed that at that time there were still no special forms of education, and they were not separated from the joint life of children and adults.

Thus, we can only speak of trends that contributed to the emergence of the most primitive forms of education as a more or less organized process. However, the joint work of children and adults gradually acquired from the elders a teaching-directed mode of action. At the same time, the imitation of children's behavior of adults in everyday life, joint work, reflected in games, contributed to the assimilation of practical skills and abilities by the younger generations (which led to the development of the human personality). [4].

The inclusion of children in joint work with adults, imitative games in groups of peers - all this was part of the natural rhythm of the life of the primitive community, creating a certain educational environment. There was a development of all personality traits and the acquisition of new knowledge through labor, which led to the development of the human personality. [3].

Consider upbringing and education in Byzantium. In the Byzantine Empire, a high level of development reached domestic forms of education and upbringing. The less they cared about upbringing, the lower the social status. Boys usually inherited the profession of their fathers. In the family of a commoner, by the age of 6–7, boys were already involved in feasible work in the house and field, in a workshop or shop, and work became his main educator. At the age of 14–15, young men usually performed real male work and became the main support of the family if there was no mature man in it [7].

The upbringing of girls was different from the upbringing of boys. From an early age, they were trained for a single role - the role of wife and mother. The entire "course of sciences" of the common people took place in the kitchen, in the garden, in the field, at the spinning wheel [9].

Children of wealthy families were brought up differently. By the age of 5-7, the boy fell into the hands of a mentor-teacher (uncle), who watched the child's games, entertained the pupil and taught him to read and write. By the beginning of the XVIII century. The Byzantines began to value strength above all else.

Therefore, most aristocrats prepared their sons for the military chair. Children were taught to master weapons and the art of riding well, to develop endurance and the study of sciences took place in parallel with labor education. Girls from noble families could study sciences and handicrafts if their parents were not against [8].

The successors of the idea of early utopian socialism are the outstanding English materialist philosopher and educator John Locke (1632–1704) and the English economist and social reformer John Bellers (1634–1725).

John Locke developed an interesting pedagogical system that had a great influence on the further development of bourgeois pedagogy [5].

A characteristic feature of D. Locke's pedagogical theory is unitarism: he considered the principle of utility to be the guiding principle of education. Education, according to John Locke, should take into account the needs of the future practical activity of the pupil: “Nevertheless, I cannot but say that I would like him to learn the craft, manual labor; and even more than that - not to one, but to two or three, and one more thoroughly” [9].

John Bellers (1654-1725) also insisted on changing the social order and defended the idea that the welfare of the country depended on the degree of involvement of all in labor activity. He developed a project for the transformation of society through the labor education of the entire people. To do this, he proposed organizing labor colleges in which children of rich and poor families live and work. Children, adolescents and young men should be brought up in the spirit of industry. [5].

The beginning of the 20th century was characterized by the rapid spread of labor schools not only in European countries, but also in Asian countries, for example, in Japan. At the same time, the representatives of the labor school did not have unanimity on many issues, and, above all, on the question of the goals of labor education [3].

We can make a general conclusion that labor training has been observed since the appearance of man. The idea of combining learning with difficulty attracted the close attention of many great scientists and educators who developed, analyzed, and developed the idea of introducing labor training into a general education school from the primary grades. In the reform movement of the labor school, two main groups stood out - supporters of the understanding of work in school as any kind of vigorous activity and the so-called manualists - supporters of understanding labor as a manual activity aimed at creating material values.

During this period, labor education was carried out in the process of extracurricular, extracurricular and socially useful work. Labor education is becoming a compulsory subject in the school education system.

All this leads to the emergence of an understanding of labor as a method and form of organization of education, which contributes to the successful development of students, the formation of a comprehensively and harmoniously developed personality.

We believe that it is necessary to continue to study and develop the idea of combining learning with productive work.

We recommend discussing the labor education of the child with his parents, identifying and finding the most effective methods of accustoming the child to work, educating him in a positive attitude and respect for work, forming in the child an understanding of the need and importance of work in his life from an early age and in adult independent activity.

Parents are encouraged to involve the child in everyday and feasible work for him, thereby cultivating such qualities as diligence, responsibility, accuracy and many others.

We recommend that teachers continue to look for and develop new methods of conducting training in conjunction with productive work, methods that give the

most positive effect. Do not forget to take into account the individual, age, physical and psychological characteristics of the child.

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