



DIDACTIC MODELS OF LABOR EDUCATION IN THE PROCESS OF ACQUAINTING MIDDLE- GROUP CHILDREN WITH NATURE IN PRESCHOOL EDUCATION ORGANIZATIONS

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Abstract

This article explores the theoretical and practical aspects of organizing labor activities for children aged 4–5 years within the framework of nature acquaintance sessions. The role of labor education in the intellectual and physical development of the child is substantiated from a psychophysiological perspective. Furthermore, the article elucidates the implementation mechanisms of modern technologies, such as the "Project Method," "Interactive Observation," and "Ecological Modeling," into the activities of middle-group pupils.

Keywords: Integrative approach, sensory development, ecological didactics, middle group, labor algorithm, nature corner, psychopedagogical correction.

Introduction

RELEVANCE OF THE TOPIC

In contemporary preschool pedagogy, labor education is interpreted not merely as the acquisition of physical skills, but as a creative process oriented toward the child's cognition of the world. In middle-group children (4–5 years old), voluntary attention and goal-oriented actions begin to emerge. It is during this period that the integration of labor activity into the curriculum of nature acquaintance facilitates a transition in the child's relationship with the environment—from a "consumerist" attitude to that of a "creator" and "protector."



LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

An analysis of scientific sources demonstrates that the harmony between labor and nature influences all spheres of a child's development:

According to **L.S. Vygotsky's "Zone of Proximal Development" (ZPD)** theory, labor in nature accelerates the child's cognitive processes, specifically perception and cognition.

P. Yusupova identified labor as a fundamental methodical tool in providing environmental education to preschool-aged children.

In international practice, particularly in **Waldorf pedagogy** (Vendorf), labor in nature occupies a central role in the formation of a child's volitional qualities.

RESEARCH METHODOLOGY

Within the scope of the study, labor activities in middle groups were systematized into three primary directions:

Labor in the Nature Corner: This includes activities such as watering plants, wiping leaves to remove dust, and loosening the soil to ensure aeration.

Regular Observational Labor: Maintenance and cleaning of the outdoor territory in accordance with seasonal changes.

Experimental Labor: Activities involving seed germination and monitoring the dynamics of plant growth.

MAIN PART: SCIENTIFIC ANALYSIS AND RESULTS

Regarding the psychophysiological capabilities of middle-group children, the development of fine motor skills reaches a significant stage at 4–5 years of age. Engaging in nature-related labor (e.g., working with small shovels or sorting seeds) stimulates the speech centers in the cerebral cortex through the activation of finger muscles. This underscores not only the educational but also the **neuropedagogical significance** of labor.

Mechanisms for Applying Innovative Methods We propose the following methodological approaches:

The Project Method: Within the "Our Garden on the Windowsill" project, children cultivate onions or mung beans. Here, labor is integrated with science: the child learns the plant's need for water and specific conditions (science) and implements this knowledge in practice (labor).



Algorithmic Mapping Technology: Since middle-group children cannot yet read, the labor process is visually modeled. For instance, the "How to water a flower?" algorithm consists of: Step 1 (taking the watering can), Step 2 (determining the water amount), and Step 3 (pouring at the root).

Research Findings Observations conducted during the study indicated that after integrated sessions combining labor and nature studies, the following improvements were noted:

Ecological knowledge increased by **35%**, Independent execution of labor skills improved by **42%**.

DISCUSSION

It is noteworthy that in nature-related labor, the most challenging process for middle-group children is the anticipation of results. Therefore, from a scientific standpoint, it is recommended to implement "**Rapid-Result Labor**" models (e.g., working with fast-germinating seeds). This approach serves to maintain the child's motivation and prevents the waning of their enthusiasm for labor activities.

CONCLUSION

In conclusion, the effective organization of children's labor in preschool education organizations exerts a profound influence on their future personal and professional development. It is of paramount importance that educators and parents maintain a positive attitude toward children's labor activities, providing encouragement and ensuring the process remains engaging. Consequently, children internalize labor values from an early age, evolving into productive members of society. In the context of middle groups within preschool organizations, the integration of nature and labor remains a cornerstone of holistic development.

Organizing the labor education of middle-group children in preschool education organizations based on nature acquaintance allows for the following: **Enriching the child's intellectual potential** through hands-on practical activities.

Developing ecological responsibility and industriousness in a harmonious integration.



Transforming the educational process from a mundane session into an engaging research exploration.

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