

# The Role And Importance Of Labor In Family Education

**Baydjanova Iroda Abdullaevna**

Urgench State University, Faculty of Foreign Philology  
Lecturer at the Department of English Language and Literature

Tel: 998992501050

email: [irodabdullayevna@gmail.com](mailto:irodabdullayevna@gmail.com)

**Abstract:** In this article, the views on the development and upbringing of the individual in Uzbek folk pedagogy, the harmony of the active position of the individual in society and social relations, the role of different activities in the development of the child's personality, development, upbringing and formation are interrelated.

**Key words:** Personality, children and adolescents, movement and activity, ethics, aesthetics, law, personality upbringing, personality social aspect, social and labor duties, sociogenetic, psychogenetic elements, social behavior.

**Introduction.** A look at historical theories of personality development. The problem of personality, the study of which from different angles has been of interest to ancient philosophers since ancient times, Socrates, Plato, Aristotle expressed valuable insights into the development and formation of personality. The problem of the individual, his development, upbringing and interrelationships have always been a symbol of Eastern philosophy and pedagogical thinking.

**Main body.** In the Uzbek folk pedagogy, personal development and upbringing have a strong place, and the attitude of the people to this problem has always been highly valued. Since the last century, scientists in both Uzbekistan and abroad have conducted more serious and systematic research on the study of personality problems, and have written many scientific papers. Because research in this area is extensive, the authors have carefully studied various problems of personality development. On the other hand, the problem of originality has been dealt with not only by educators and psychologists, but also by philosophers, sociologists, biologists, physiologists, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. Because research in this area is extensive, the authors have carefully studied various problems of personality development. On the other hand, the problem of originality has been dealt with not only by educators and psychologists, but also by philosophers, sociologists, biologists, physiologists, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. Because research in this area is extensive, the authors have carefully studied various problems of personality development. On the other hand, the problem of originality has been dealt with not only by educators and psychologists, but also by philosophers, sociologists, biologists, physiologists, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. Because research in this area is extensive, the authors have carefully studied various problems of personality development. On the other hand, the problem of originality has been dealt with not only by educators and psychologists, but also by philosophers, sociologists, biologists, physiologists, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. Because research in this area is extensive, the authors have carefully studied various problems of personality development.

On the other hand, the problem of originality has been dealt with not only by educators and psychologists, but also by philosophers, sociologists, biologists, physiologists, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. not only educators and psychologists, but also philosophers, sociologists, biologists, physiologists have dealt with the problem of originality, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research. not only educators and psychologists, but also philosophers, sociologists, biologists, physiologists have dealt with the problem of originality, and the problem has always been in many areas of the humanities - ethics, aesthetics, law, and so on. became the object of scientific research.

Pedagogy studies the individual as an object of education, and his activities from a subjective point of view, reveals the role of education in the development of the individual, their interdependence. However, the problem of identity has been approached from different angles and positions, a lot of serious research has been done and the field is being studied regularly. A person is a benevolent, humane person who acts consciously, participates in social relations, has good deeds, improves or thinks about the world around him."In fact, the word 'namlulu', which means humanity, appears in ancient Samaritan nails 3-4 thousand years ago" [1].

Systematic research on personality development and upbringing began in the 1930s. At that time, the first research on the role of conscious discipline in the moral education of the individual appeared, and B.B. Komarovskiy [2], A.O.Makovelskiy [3] reflexology, biogenetic, sociogenetic theories. In these studies, unconscious and unconscious processes have been the focus of educators and psychologists in their search for new ways of cultivating conscious discipline. Researchers write about the sublimation of moral behaviors, looking for forms of educational work with children that allow for the holistic development of personality. The problem of the comprehensive development of the individual, which was put forward in the early 1930s, was soon excluded from research.

In the 1950s and 1960s, the topic of a comprehensively developed personality began to rise again in the socio-philosophical and pedagogical literature. Although the terms "person" and "all-round and well-rounded person" were widely used at the time, they were largely enriched by New Studies 'comprehensively developed personality theory. The patterns between biological, sociological, biosocial, and pedagogical factors that strongly influence students 'personalities were identified and studied. The role of the problem of public and private interests in the development of the individual has been clarified, and the role of this relationship in the integrity, spiritual and physical development of the individual has been proved.

In the 1960s and 1970s, a comprehensive, integrated study of the individual, his teaching, education and development was at the center of research. In 1979-1980, books on personality problems and personality development appeared. Thus, the original meaning of the word "identity" was a certain "role-playing social image". Man's wealth depends on his multifaceted relationships with those around him, his activity in life, and his relationship with nature. The system of human relations formed in society emerges in the sum of the leading qualities of the individual: people, tools of labor, and self-relation."Mercy is the cousin of a cabbage that has retreated from nothingness, but the birth of twins. When both of them became aware of the insecurity of the inhuman people, they fled from them and traveled to the world of nothingness,"he said sarcastically [4].

The development of a person depends on internal and external factors. Internal factors include genetic, biological, physical, and physiological factors. In this regard, internal factors include an individual's personal activities, interests, communication, and relationships with others. External factors include a person's culture, socio-economic class, family environment. From this point of view, external factors include social environment, community, social groups, educational influences. Thus, the individual is a combination of biogenetic, sociogenetic, and psychogenetic elements in modern pedagogy and psychology. Most researchers believe that a person is a person who is formed throughout his or her life and has unique personal characteristics, certain thinking, behaviors, emotions, social relationships, and communication.



In the process of forming a child as a person, self-awareness develops in interaction with moral consciousness. Self-awareness and moral consciousness - the concept of "I" of the person is essentially based on these dimensions. His attitude towards other people, work, things, and himself begins to take shape systematically.

The following requirements are imposed on a person: he must be conscious; must have speech; to be able to pass on socio-historical experience to others; must be able to use tools; must be able to protect labor and tools; we need to think and act to improve the environment. Everyone is born as an individual, that is, he is born only as an individual with biological characteristics, but over time he becomes an individual.

Pedagogical and psychological characteristics of the person. An individual is a combination of biogenetic, sociogenetic, and psychogenetic elements. It is the product of the social environment, period, and socio-political structure in which it lives. A person is formed on the basis of objective laws of the environment. As a result, his social behavior has a certain meaning. Exploring the physical and social environment that surrounds a person is a long process. This learning process lasts for the rest of its life. After a year and a half, the child understands the concept of "I", constantly comparing himself to others. As a result, it accepts, socializes, and shapes the social experience of the environment. If a person has no contact with other people, he cannot understand himself. Such relationships arise within a social group. The social environment plays a mirror role in the formation of the child. Personal examples in socializing a child's personality, a normal life and lifestyle, pleasant family relationships, friends, caregivers, caring for the people around him, and more. plays a positive role.

Everyone is unique and unrepeatable. A person is characterized by his or her social status. The position of the individual is reflected in the system of material relations based on society, people, himself, social and labor duties. The individual is divided, formed into "parts," and not nurtured. A person is formed, developed and nurtured in a holistic, complex, harmonious way.

A person is characterized by an active position in society and a combination of social relations. A person is a socio-historical category. On the one hand, man, as a biological being, is endowed with consciousness and speech, unlike animals. He is also known for his ability to work, to actively influence and change the world around him. Man, on the other hand, also changes and evolves as a social being.

**Conclusion.** The role of different types of activities in the development of the child's personality. The role of different types of activities in the development and formation of the child's personality is great. The child is formed, developed and brought up in the process of personal movement and communication. Development, upbringing and formation - all three concepts are inextricably linked and in unity. Personality - especially developing children and adolescents are active every day, every hour. A person's normal activity state is active beyond sleep.

In short, a person is always at work, in action, and in activity. What is action? Activity is an action and activity that must be performed by an individual in order to achieve his or her interests and needs in order to achieve the goal set by society and people.

## References:

1. Sher A. Ethics. - T.: UAJBNT Center, 2003, 216-p.
2. Komarovskiy B.B. Dialectics of development of scientific and pedagogical ideas. - Moscow: Rabotnik prosveshcheniya, 1928. - 136 p.
3. Makovelskiy A.O. From lectures on psychology. - Kazan: M.A. Golubev, 1913. - 50 p.
4. Navoi A., Mahbubul-kulib. - Tashkent: Gulom Publishing House of Literature and Industry, 1983, pp. 61-63.
5. Chorjeva F.A. Improving the pedagogical system of correction of negative changes in children's behavior (on the example of pre-school groups). Author's abstract of the dissertation for the degree of Doctor of Philosophy (PhD) in pedagogical sciences. - Karshi, 2022. - B.12.
6. Bojovich L.I. Lichnost i ee formirovanie v detskom vozraste. Peter, 2008. - 398 p.