



FORMATION OF ENTREPRENEURSHIP MOTIVATION THROUGH DEVELOPMENT OF LABOR EDUCATION IN SCHOOL AND FAMILY

Jurayeva Nargiza Zokir kizi

Master's Degree of Pedagogical Institute of Termez State University

Article history:	Abstract:
Received: 8 th January 2022 Accepted: 8 th February 2022 Published: 18 th March 2022	This article fully describes the role of social pedagogical institutions such as kindergartens and schools in the development of entrepreneurial motivation through the development of labor education in schools and families, the formation of entrepreneurial motivation through the development of labor education.
Keywords: Entrepreneurship, Motivation, Labor Education, Labor Education, Vocational Guidance, Polytechnic Education.	

INTRODUCTION:

Labor education is the main type of education, a pedagogical process that is one of the necessary conditions for the formation of personality. The formation of entrepreneurial motivation through the development of labor education in school and in the family helps to determine the qualities of a person, such as internal need for socially useful work, discipline, order, organization, initiative, diligence, knowledge of work[4]. Because labor was the primary and most important means of meeting human needs, labor education preceded all other forms of entrepreneurial motivation[6].

The President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his speech at the solemn ceremony dedicated to the Day of Teachers and Coaches on September 30, 2020, said: In a word, they must be progressive representatives of our time and society, who can apply the latest positive innovations in the educational process, have a deep knowledge and outlook, "he said[11].

MAIN PART:

Raising children is closely linked to increasing the pedagogical knowledge of parents. Parents form the basis of a child's character, his relationships with others. Each family raises its own child, but each family needs different levels of qualified pedagogical assistance depending on the situation. However, not all parents accept this help either. The task of the educator who observes the child, who is aware of his problems, is to involve the parents in cooperation or to guide them to understand and know the pedagogical principles[14].

Parents should be able to enter school life freely, based on their own time and desires, and get

acquainted with the child's activities at school, the teacher's way of communicating with children[30]. By allowing parents to monitor their child's reading and other activities, educators' attitudes, care, and attention to children increase their confidence in school staff.

The openness of the school for parents can help to increase their pedagogical knowledge and competence[5]. Collaboration of educators and parents the formation of entrepreneurial motives for children should be based on the following principles:

- satisfaction of the child's emotional, spiritual and physical needs at school and in the family;
- Solidarity in the formation of entrepreneurial motivation in school and family through labor education of the child;
- respect of the child's personality by parents and teachers;

teachers should take into account family upbringing, parents - the conditions of upbringing in society.

This is made possible by the school's openness to the family:

- Systematic school attendance by parents;
- joint celebration of holidays;
- Teachers visit the families of their students and make plans for cooperation with parents;
- Conversations, interviews, counseling, monitoring of children's activities, etc. The family also demands respect from educators[20].

Working with parents means getting acquainted with the experience of parenting, thus bringing family upbringing and community upbringing closer. The best examples of family upbringing should be used in the school environment, the success of the educational institution is necessary for the family[23].



The interaction between educators and parents should be gradual and its task should be to form an active pedagogical position of parents. Properly organized work is educational in nature. The educator should rely on the positive experiences of upbringing in the family, spread it. The first and most important condition for cooperation is a trusting relationship between educators and parents. Communication should be such that parents are interested not only in the educational process, but also in labor education[16].

The second, more important task is to equip the family with the formation of entrepreneurial motivation in the child through the inculcation of pedagogical skills and knowledge, as well as labor education. As a result of organizing the process of pedagogical cooperation in this way, parents can become active participants not only in the upbringing of their children, but also in the educational work of the whole class. Educators and parents complement each other as partners. Partnership means equality, warmth and respect for both parties[28].

In cooperation with the formation of entrepreneurial motivation through the development of labor education in the family and at school, the following is envisaged:

- to study the family in order to identify opportunities for the formation of entrepreneurial motivation through the development of the child's labor education;
- grouping families according to the ethical possibilities of raising children;
- Development of a program for the joint efforts of teachers and parents;
- Analysis of the intermediate and final results of educational activities;

At present, all experts agree on the need to involve parents in school work, but there is a certain disharmony in the relationship between educators and parents[24]. The development of such relationships can be hampered by personal and professional factors: lack of time, lack of self-confidence, ethnic stereotypes, feelings of pain - all these personal and professional views prevent families from actively participating in the upbringing of their children[29].

Therefore, educators need to take the initiative and understand how to work with each individual family. Using the principle of individual approach with the participation of parents, it is possible to develop a variety of ways to involve most families[21].

There are 5 levels of parental involvement in the formation of entrepreneurial motivation through the development of labor education

- 1) one-time assistance;

- 2) the skills of the parents in the occasional training

used;

- 3) a volunteer whose parents provide ongoing support

become assistants[25];

- 4) Help parents identify key areas of work in the classroom

they give;

- 5) Many issues that parents can help with the work of the school

participate in the discussion;

In each case, parents have the opportunity to share experiences, learn from each other, learn skills[12]. Therefore, as the work progresses, the opportunities for parental involvement will increase. The educator should always be ready to help parents, no matter which family member is involved in the classroom. Gradual help and support will allow parents to be more confident and independent.

Modern research emphasizes that the formation of entrepreneurial motivation in the child through the development of labor education is the basis of the family, and has shown the factors that determine the strength and stability of family upbringing[22].

These include:

- a parent's deep, emotional love for and response to the child;

- The permanence and longevity of the educational influence of the mother, father and other family members;

- Involve the child in various activities from an early age[10].

Educators and parents should work together to achieve the desired results.

Parents and educators should keep in mind the following in the formation of entrepreneurial motivation through the development of labor education[31]:

- the child is a person and we need to support his individuality;

- In parents and educators, the child should see and feel people who are ready to help him;

- educators should instill in children a unique sense of respect for their parents; -parents should instill in the child a sense of confidence in the teacher and take an active part in the work of the group[23];

To change the attitude of parents and educators to upbringing, to conduct dialogues with the child on the basis of knowledge of the psychological characteristics of age;

- Parents and educators in the upbringing and education of the child should be understanding,



careful, cultured, not denying the feelings and emotions of the child[27].

Forms of school-family collaboration include:

- family visits;
- tips;
- Parents' meetings, seminars;
- Open Day;
- open lessons, classes;
- parent conferences;
- conducting surveys;
- Day of good deeds;
- information nights;
- discussions around the table;
- Night of meetings with school specialists;
- Night of literature;
- sports competitions;
- weekend nights;
- national holidays;

One of the most effective forms of cooperation with parents is a table discussion, exchange of experiences, surveys, acquaintance with new methodical literature, open days, one-on-one consultations. Holidays are a favorite part of the overall work. During the holidays, parents will be full participants, get acquainted with the news, exchange ideas, get practical advice, consult on the preparation of holiday costumes[19].

This approach encourages creative collaboration, builds trust, and solves many problems[15].

The content and methodology of school-parent collaboration includes:

1. Unity of school and family in the upbringing of children;
2. Mutual trust between educators and parents, understanding of the child's interests and needs and their role as educators; strengthening the respect of the teacher in the family, parents at school;
3. Establish the right relationship based on positive criticism and self-criticism;
4. Mutual assistance in the upbringing of children with developmental disabilities;
5. To study the best practices of family upbringing and promote them among parents, to use positive methods of family upbringing in school work[8];
6. Use of various forms of school work with the family: acquaintance with parents and other family members, consultations, group and general meetings of parents, conferences, parents' universities, demonstration forms of propaganda;

Individual and group forms of work with parents complement each other. The educator's daily communication with parents creates great opportunities for individual work, strengthens school-family ties;

Involvement of parent activists, the public in the activities of special educational institutions, work with parents[3-31].

CONCLUSION:

A number of normative documents on education and upbringing adopted in our country in recent years, including the Law of the Republic of Uzbekistan "On Education", the concept of "Continuous spiritual education" in a market economy it requires raising the prestige of the family, the community and the educational institution to a higher level in the training of able-bodied, independent-minded and competitive personnel[17].

Unlike other educational institutions, the family is able to influence all aspects of a person throughout his or her life, and usually does. This vast scale of the task of raising a family is in harmony with the profound nature of its ideological and psychological influence. This not only makes it highly effective, but also makes it a necessary part of the personality formation process.

REFERENCES:

1. O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoevning "O'qituvchi va murabbiylar" kuniga bag'ishlangan tantanali marosimdagi nutqi".//<https://uza.uz/oz/documents/zbekiston-respublikasi-prezidenti-shavkat-mirziyeevning-ituv-30-09-2020>.
2. Ismailova Z. Tarbiyaviy ishlarni tashkil etish metodikasi.T.:2006.
3. Mavlonova R., O`To`raeva, K. Xoliqberdiev. Pedagogika.-T.: "O`qituvchi", 2002.
4. Xolova, M. S., & Ochilov, Y. S. (2021). PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF HEALTHY THINKING IN STUDENTS. Academic research in educational sciences, 2(6), 54-57.
5. Saydulloyevich, O. Y., & Shavkatovna, K. M. (2021). Developing Healthy Thinking in Students as a Pedagogical Problem. European Journal of Life Safety and Stability (2660-9630), 12, 424-429.
6. Saydulloyevich, O. Y., & Raxmonovich, I. R. Factors of Orientation of Students to the Teaching Profession. JournalNX, 317-319.
7. Samiyev, A. S. (2020). THE LIFE AND BENIGNITY ACTIVITY OF ABU ABDULLAH MUHAMMAD IBN ISMAIL AL-BUKHARI. Theoretical & Applied Science, (5), 556-560.
8. Khurramova, D. B. (2021). IMPROVING FAMILY AND SCHOOL COOPERATION IN THE FORMATION OF NATIONAL IDENTITY IN



- STUDENTS. Academic research in educational sciences, 2(4), 623-626.
9. Saydulloyevich, O. Y., & Kizi, J. N. Z. (2022). METHODS OF DEVELOPING LABOR EDUCATION AT SCHOOL AND IN THE FAMILY. Web of Scientist: International Scientific Research Journal, 3(3), 57-60.
 10. Babanazarovich, N. H. (2020). Technology of organization of integrated lessons in teaching biology. European journal of research and reflection in educational sciences, 8(2).
 11. Babanazarovich, N. H. (2021). Using of Innovative Educational Technologies in the Improvement of Ecological Thinking by Pupils in the Field of Biology Sciences. International Journal of Innovative Analyses and Emerging Technology, 1(6), 84-88.
 12. Babanazarovich, N. H., & Rashidovna, S. S. (2021). METHODOLOGY OF THE DEVELOPMENT GEOGRAPHICAL CONCEPTS IN SCHOOL PUPILS. Web of Scientist: International Scientific Research Journal, 2(12), 341-348.
 13. Babanazarovich, N. K. THE FORMATION OF ECOLOGICAL THOUGHT OF PUPILS IN TEACHING OF BIOLOGY IN CONNECTION WITH NATURAL SCIENCES IN THE PROCESS OF THE LESSON.
 14. Narbutaev, H. B. (2021). IMPROVING THE KNOWLEDGE OF ECOLOGICAL CONTENT IN PUPILS IN INTERDISCIPLINE FOR TEACHING BIOLOGY. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(10), 12-16.
 15. Narbutaev, H. B. (2021). Natural inter subjects formation of ecological thinking in school pupils. Asian Journal of Multidimensional Research, 10(9), 419-426.
 16. Narbutaev, K. B. (2020). RAISING THE ECOLOGICAL CULTURE OF THE STUDENT IN TEACHING BIOLOGY IN CONNECTION WITH OTHER DISCIPLINES. Theoretical & Applied Science, (6), 714-717.
 17. Ruzikulovna, S. D. (2021). The importance of personal values of elementary school students in learning. ACADEMICIA: An International Multidisciplinary Research Journal, 11(10), 1711-1715.
 18. Shabbazova Dilfuza Ruzikulovna. (2021). PRIMARY EDUCATION TEACHER AND STUDENT TEACHING ACTIVITIES AND SYSTEM OF PERSONAL VALUES. European Scholar Journal, 2(7), 32-33. Retrieved from <https://scholarzest.com/index.php/esj/article/view/1056>
 19. Shabbazova Dilfuza Ruzikulovna. (2021). THE ROLE OF THE FAMILY IN THE FORMATION OF PERSONAL VALUE IN TEACHERS AND STUDENTS IN PRIMARY SCHOOL. European Journal of Research Development and Sustainability, 2(10), 52-54. Retrieved from <https://scholarzest.com/index.php/ejrd/article/view/1374>
 20. Zarnigor, B., & Ruzikulovna, S. D. (2019). Views Of The Great Thinkers Of The East About Education And Perfection Of Human. European Journal of Research and Reflection in Educational Sciences Vol, 7(12).
 21. Бабамуратова, З., & Шаббазова, Д. Р. (2019). ВЗГЛЯДЫ ВЕЛИКИХ МЫСЛИТЕЛЕЙ ВОСТОКА О ВОСПИТАНИИ И СОВЕРШЕНСТВЕ ЧЕЛОВЕКА. Редакционная коллегия: Главный редактор (учредитель) ИП Всяких Максим Владимирович, кандидат экономических наук, 19.
 22. Норбутаев, Х. Б. (2017). ФОРМИРОВАНИЯ ЭКОЛОГИЧЕСКОГО ЗНАНИЯ У ШКОЛЬНИКОВ ИЗУЧЕНИЕ УЧЕБНЫХ МАТЕРИАЛОВ ПО ФИЗИКИ. Апробация, (2), 95-96.
 23. Норбутаев, Х. Б. (2018). РАЗВИТИЕ ЭКОЛОГИЧЕСКОГО МЫШЛЕНИЯ У ШКОЛЬНИКОВ ПРИ ИЗУЧЕНИЕ УЧЕБНЫХ МАТЕРИАЛОВ ПО БИОЛОГИИ THE DEVELOPMENT OF ECOLOGICAL THOUGHTS OF PUPILS THROUGH LEARNING OF BIOLOGY. Журнал выпускается ежемесячно, публикует статьи по гуманитарным наукам. Подробнее на, 16.
 24. Норбутаев, Х. Б. (2018). ТЕХНОЛОГИИ РАЗВИВАЮЩЕГО ОБУЧЕНИЯ В СИСТЕМЕ ОБРАЗОВАНИЯ. Гуманитарный трактат, (29), 33-35.
 25. Норбўтаев, Х. Б. (2020). БИОЛОГИЯНИ ФАНЛАРАРО СИНФДАН ТАШҚАРИ МАШҒУЛОТЛАРДА ЎҚИТИШДА ЎҚУВЧИЛАР ЭКОЛОГИК ТАФАККУРИНИ РИВОЖЛАНТИРИШ МЕТОДИКАСИ. Современное образование (Узбекистан), (8 (93)), 74-79.
 26. Хуррамов, Ш., & Норбўтаев, Х. (2015). Биологияни фанлараро ўқитишда асинхрон (горизонтал) боғланиш. Современное образование (Узбекистан), (4), 50-55.
 27. Шаббазова Дилфуза Рузикуловна (2020). ИНДИВИДУАЛЬНЫЕ ФАКТОРЫ ФОРМИРОВАНИЯ "СООБРАЗИТЕЛЬНОСТИ" УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ. Евразийский Союз Ученых, (4-8 (73)), 46-49.



28. Шаббазова Дилфуза Рузикуловна (2020). Особенности развития творческой деятельности учащихся начальных классов. Вестник науки и образования, (10-2 (88)), 88-91.
29. Шаббазова, Д. Р. (2018). АНАЛИЗ ФАКТОРОВ ПСИХИЧЕСКОГО РАЗВИТИЯ. Научные горизонты, (11-1), 350-355.
30. Шаббазова, Д. Р. (2018). ВОСПИТАНИЕ ТРУДОВОЙ АКТИВНОСТИ ПРИУЧЕНИЕ К ТВОРЧЕСТВУ. Гуманитарный трактат, (25), 99-102.
31. Шаббазова, Д. Р. РАЗВИТИЕ ЭСТЕТИЧЕСКОГО ВОСПИТАНИЯ ЧЕРЕЗ ТВОРЧЕСКИЕ СПОСОБНОСТИ ЧЕЛОВЕКА. Редакционная коллегия: Главный редактор (учредитель) ИП Всяких Максим Владимирович, кандидат экономических наук, 91.