

Content and means of labor education of Russian schoolchildren

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Annotation. The purpose, objectives, functions, the content of labor education are considered, the possibilities of labor education in family in the process of schooling and labor training are determined, the content and forms of labor activity, the requirements for the organization of socially useful and productive pupils' labour activity are characterized.

Key words: labor, labour education of pupils in Russia, labour activity, socially useful and productive labor activity.

Labour education occupies a special place in the Russian educational system. It is an important component of the educative system of any educational institution, one of the principal means of children socialization, affecting the mental, moral, economic, physical, aesthetic education of the younger generation. Complex of pedagogical problems is solved in labor activity of children and adolescents.

Considerable experience of labor education of children and adolescents is gained in Russian educational institutions. The solution to this problem is accompanied by a large number of researches. Outstanding pedagogue K.D. Ushinsky paid special attention to the importance of labour, a powerful force of its impact on the child's development and education, "Education should develop habit and love of labour in a person, it should give him the opportunity to look for labour in his life," [6, p.18].

A.S. Makrenko [3] V.A. Sukhomlinsky [5], S.T. Shatsky [8] made a significant contribution to the development of labor education problems. Many of their ideas and labour education means were time-tested and, despite seriously changes in the socio-economic life of the country, scientific and methodical developments of these scientists successfully help to organize labour activity of children in various educational institutions today.

Labour education in Russian schools is concerned with the purposeful formation of person's relationship to labour as a vital necessity, a condition of successful vital activity and achievement of personal plans and goals, means of obtaining satisfaction from the process and the result of labour activity. Labour education is aimed at achieving two main and interconnected goals: successful socialization of the growing person as the subject of labour and development of his personality and individuality. You can concretize these goals by the following objectives:

- children perception of the vital importance of labor activity;
- formation of belief that labour is the foundation of personal and social well-being of a person;
- upbringing of need for labour, development of labour motivation;
- formation of labour culture, labour knowledge, skills, abilities to work efficiently;
- development of ability to overcome the labor effort and work stress;
- formation of readiness for self-employment, the ability to labour successfully;
- formation of moral and ethical attitude to labour and working people;
- development of individual interests and abilities of children;
- formation of self-determination in employment and occupation.

Labour education performs a number of **functions** in the social and professional development of the child, the main ones are: orientation, challenging, propaedeutic, correctional, integrative and the function of preserving and strengthening the health of pupils.

The orientation function of labour education aimed to the formation of the child's self-determination in various spheres of life, including the construction of personal-professional and vocational education plans. This function is developed in rendering of help to a child in his self-determination and the implementation of his individual features.

It is important to include the child as a subject in his own orientation process, to help him to understand and to treat responsibly to their future based on an assessment of all information, to bring him to the process of designing his life and professional career. One of the main mechanisms for the implementation of orientation function is to construct a variable part of labour (technological) training program, out-of-class and socially useful work, taking into account the interests and abilities of children through the development and realization of child individual educational development programs [].

Propaedeutic function of labor education is related to the identification and assistance of resolution of personal development and children socialization problems, clearly manifested and effectively solved in the course of labour creative activity. At the organizational level implementation of propaedeutic function lays in development and realization of labor education means, preventing the development of negative processes and tendencies that weaken their impact on the child's personality. The basis for identifying and overcoming the difficulties of labor socialization is development of reflection processes by means of pedagogical, psychological, medical and social support.

Implementation of **rehabilitation function** of labour education associated with the formation of children's confidence in their own abilities under conditions of the successful resolution of labor problems. Creating a situation of success by supporting efforts to overcome labour activities problems, objectively confirming its results, favours increment of self-esteem and self-confidence, overcoming inferiority complex inherent in a large number of children. Formation of self-confidence and self-reliance is an important factor in the process of self-organization of teenagers' life and professional self-determination.

Correction function of labour education is related to the rehabilitation function and is aimed at identifying and overcoming problems and developing the strengths of the individual in the process of labour problems solving. Implementation of corrective function involves the creation of conditions for the diagnosis of difficulties in labour activities and search of overcoming ways on the basis of self-organization, the efficient use and development of their own potential.

Stimulating function of labour education points to the exceptional importance of child's success in self-realization in labour activities and origin of intestine necessity in the future labour success. Ensuring of positive feedback in the course of labor training and education creates conditions for the identification and development of preferred activity, determining the need for appropriate special training.

Labour activity of children is an important way to maintain and strengthen their health: physical (due to success in work, acquisition of confidence), physical (motor skills development, physical strength consolidation, etc.), moral (being busy in useful creative work). Useful creative children labour, providing child's self-realization, their achievements, promotes the formation of a healthy way of life, allows to find work in accordance with their interests and needs, which is the foundation of a healthy lifestyle.

Integrative function of labour education determines its backbone role in the structure of educational activity, contents and forms of educational work. Labour training requires cooperation and joint efforts of different disciplines, taking the part of backbone factor in general education

structure, its development in-out-of-class work, the basis for interaction with the system of additional and vocational education. Thus, the development of labour training and education complex determines the necessity of educational system development in terms of integration of its individual components.

On the other hand, integrating function of labour education related to the solution of problems of resource support of children's labour activity by combining features of various educational institutions and other social institutions. Implementation of this function plays an important role in expanding children's educational and vital space necessary for their successful socialization and labour adaptation, which is possible with the coordination of efforts and cooperation of educational institutions of additional education and vocational training, factories and public organizations.

There are different **approaches to the definition of labour contents**. *Traditionally, labour is divided into mental and physical*. In reality, in practice they are closely interrelated and combined in any activity, but their relationship is different. K.D. Ushinsky paid special attention to mental labour, stressing that "no one mentor should not forget that its main responsibility is to accustom pupils to intellectual labour and this duty is more important than the transfer of the subject ... on the one hand, open to pupil the opportunity to find a useful labour"[6, p.25].

Nevertheless, there is mostly physical labor, consuming physical effort, sometimes performing monotonous work. It is very important to children not to perceive simple self-service labour in the field, on the farm, on school grounds as making only physical efforts. Teachers need to find in such daily labour elements of study, experimentation and fascinate their students with it. For example, on a farm where we have the most hard, monotonous work, elder children research work is conducted "The influence of different fodder additives on animals' life processes" and so on. Then obviously physical labour acquires the features of intellectual labour, which is extremely important for intellectual child's development and self-improvement. "The simpler, more monotonous physical labour, the more important for it not to be final goal, but to be means to achieve the final goal - the creative design", - stressed V.A. Sukhomlinsky [5, p.211].

As children get older the mental component of labour should be developed. The more complex technological processes underlying the labour are, the more opportunities for discovery and development of the individual abilities and inclinations we have. Basics of labor education school lays the family, and later engaged in labor training and education in preschool, general and additional education.

Labour (technological) training of pupils is an ongoing process that involves several steps:

- acquaintance with elementary skills of labour (self-service) and technology in pre-school education;
- introduction to technologies in elementary school;
- technology foundation on the first stage of primary school (5-7th grades);
- pre profile preparation on the final stage of primary school (8-9th grades);
- profile training in high school (10-11th grades).

Education on the stage of technology acquaintance and introduction includes a number of sections: material handling, work with natural materials, decorative and applied arts, design activity of children. Information technology and children's inclusion in additional educational activities in conjunction with socially useful labour play an important role.

The content of labour (technological) training in primary school is differentiated for boys and girls, urban and rural schools, and includes a number of general and specialized education sections.

An important condition for the success of labor studies are interdisciplinary communications with the fundamentals of science and acquired knowledge application in solving practical problems.

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It should be noted that disciplines of subject training should not only provide a link with the fundamentals of science, but also contribute directly to the pupils' activity. Ensuring of ethical orientation and social significance in choice and realization of labour objects plays an important role.

Children's labour culture in the ability to plan and organize work, use tools and supplies, control and do the job with the required accuracy, expend resources effectively, ensure technological processes are educated during the lessons in educational workshops and offices, in circle work and experimental plots.

Development of the system of extracurricular children's activities, extracurricular activities, additional education of pupils, cooperation with professional educational organizations and enterprises plays an important role in the labor training and education.

Problems of children's socialization require their initiation to the practice in various labour spheres. For this the content of labour training and education should provide transformative children's activity in the complex system of labour subjects: nature, technology, sign system, the artistic image, human.

Following types of *labour subjects* are included in the content of children labour activity more often: self-service, socially useful work and productivity labour. Self-service is seen as an integral part of socially useful work.

Socially useful work is purposeful, systematic, deliberate, voluntary labor activity which has a distinct social significance. In the process of systematic socially useful work such moral qualities as responsibility, respect for the public property, discipline, creativity and self-dependence are formed. The main distinguishing feature of socially useful work is that you can see how each participant takes care of surrounding people and environment. The main directions of socially useful work are self-service, work for the needs of children's institutions, schools, environmental protection, work on landscaping, collecting of raw materials, active part in productive labour.

The simplest and most accessible type of socially useful work is *domestic and school self-service*. If children are accustomed to service themselves, to help family, it is much easier for school teacher to organize self-service labour. A.S. Makarenko paid much attention to children's labour in the family. He emphasized that family will develop as a friendly group, if each member will participate in common labour. Just domestic labour brings up respect for the work of others, taking care of younger and weaker members of the family in children.

The most common types of service (domestic) child labour: tidying up clothes and shoes, cleaning and life organization in placements, repairing of clothing and equipment, maintenance of cleanliness in living and training rooms, taking care of plants in the living rooms, corridors, public areas; maintenance work in classrooms and workshops; cooking and cleaning up after it; work to improve life in the places of leisure and accommodation; execution of orders related to economic needs; help family members in dealing with household and personal problems. An important condition for the success of this work is its regularity, which provides the involvement of all children in all possible labour activities based on a clear division of responsibilities, taking into account the interests and capabilities of pupils. The main requirement for the organization of children labour is independence in labour duties and assignments; but it is necessary to show how to do this or that work, to use the exercises, personal example, to work together with adults, to help and support children in practical problems solving. Participation in self-service labour should provide many-sided children's preparing for independent practice and at the same time show individual interests and abilities in practical activity.

School self-service is an extension of domestic self-service and is directed to group service and self-service: cleaning, repairing of visual aids, library books, classroom and school duty. In the process of self-service a sense of community is brought up, sanitary and labour skills are formed.

Children begin to feel themselves as masters of their establishment, class, as organizers of their joint life.

One of the tasks for teachers is to teach children to do without help of other people. In the younger age child should be taught elementary forms of self-service: clean up after a bed, wash, comb, dress neatly and keep clean their workplace, toys, personal things. In primary school children can do more complex types of self-service: they can sew on buttons, darn stockings and socks, wash handkerchiefs, collars, iron. Middle aged children and older should fully take care of themselves. Gradually pupils are included in the various types of domestic labour, which is necessary at home: always keep things in order, take care of flowers, etc.

Self-service includes continual pupils' care about creating comfortable and pleasant environment at home, school, in the courtyard. Repair of houses, educational equipment, production of visual aids and equipment, construction of sports towns, different types of socially useful labour, which is necessary for their establishment- all of this is related to the self-service.

Continual participation in self-service brings up in children care of making lives of all members of the team more comfortable and enjoyable. Attention and respect for comrades, for their work are brought up, and its benefits are obvious for all.

Social relations are formed in pupils in the process of self-service labour, as its results are necessary for all the staff. Most types of self-service require collective work, in which there are relations of mutual responsibility for the success of fiduciary work, reciprocal exactingness and mutual aid, strong pupils help weak pupils and take on more serious and complex types of work. Repeatedly realization of the same duties forms necessary labour skills and conscientious attitude to the assigned work in children.

Many kinds self-service labour may be closely related to the educational work in workshops and learning (for example, equipment making, visual aids, making and repair of sports equipment, installation of radio in establishments, etc.). Connection of self-service and learning is enhanced through the use of home appliances: vacuum cleaners, floor polishers, electro brushes, mechanical saws. Children are introduced to the principles of their work in physics lessons, apply them in practice, repair in workshops.

Self-service helps children to prepare for independent life. Those who are actively involved in self-service labour, capture the profession more successfully in the future. They have the habit of the labour force, maintaining their workplace, significant labour knowledge and skills are formed. Besides, the system of domestic service is closely related to the different areas of practice and can serve as a basis for the formation and development of a wide range of professional interests.

Socially useful labour includes: making and repair equipment; making of boxes for seedlings; making and repair of aids, appliances, tables, demonstration equipment; participating in equipping of classrooms and living space; making of works for public libraries ("book hospitals", binding of books and magazines); design offices, museums and other places; repair of furniture (chairs, tables), participating in room repair; work in the garden, etc.

An important place is occupied by *work on the improvement of environmental protection*: the protection of green spaces, care for them; protection and planting of forest shelterbelt plantings; making and installation of bird feeders; assistance in the improvement of courtyards, streets, squares and parks, children's play- and sportgrounds; growing seedlings of flowers; planting of flowers, trees and bushes, etc. Pupils are involved in *raw materials collecting*: paper, medicinal raw materials, fruits and berries.

Particular attention is paid by teachers to *labour associated with caring for others*, which is very important. It forms a humanistic quality, and evaluation of this labour gives to young people joy and causes the desire to do good to people. It includes help in organization of leisure and

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labour of younger children; help veteran of labour, pensioners, elderly people; toy making, organizing of circles for younger children, preparation of holidays for them; preparation of gifts for friends, children from the orphanage, the younger children, guests, relatives.

Unfortunately, adults often make something instead of their children, instead of patiently teaching them basic skills of labour activity. Besides, children's teaching of self-service skills in Russian schools is complicated due to the adoption of a number of documents which make it difficult to attract the children to various types of labour in educational establishments. As a result of it a tradition of pupils' duty is lost; previously it provided participation of children in classrooms' cleaning. To solve this problem in Russian schools training and game forms of organization are used, which favour the removal of some restrictions on the involvement of children in socially useful labour. It is facilitated by the concluding of a public contract with parents, in which conditions of children's involvement in socially useful labour are co-ordinated.

Labour activity in academic, social, domestic sphere may be associated with the creation of material and intellectual goods, which find practical application in children's life and their social environment. In this context, labour activity takes on the character of the fruitful, **productive labour**, which plays an important role in the formation of personal traits, social and professional development of the child. Children's labour can be called productive when the product of socially useful labour becomes a commodity - in the form of material value or service. Pupils of all ages can take an active part in productive labour. Content and objects of productive labour may be associated with making of manageable for them external orders from enterprises and organizations.

Teachers strive to observe the requirements for content and organization of children's socially useful productive labour:

- to carry out the connection of socially useful productive labour with other kinds of practical activities for children;
- to provide continuity of children's socially useful productive labour with educational content in school or in vocational education;
- to choose the objects of productive labour according to the content (program) of labour (technology) training;
- to provide accordance of the content of socially useful productive labour and capabilities of children and the material base of education;
- to use socially useful productive labour for socio-professional self-determination;
- to carry out a comprehensive organization of socially useful productive labour in the system of teaching, extra-curricular, out-of-class activities of children and additional education;
- to connect productive labour with the main branches of economic activity of the social environment;
- to foresee individual and collective forms of work, opportunities for professional labour division;
- to organize socially useful productive labour on the basis of a system of industrial relations in a real production;
- to provide applied focus and creative nature of socially useful productive labour.

According to its educational influence socially useful productive labour is the most significant type of labour. Urban pupils can participate in work of industrial enterprises, housing construction, improving of the city, especially new areas. Children in rural establishments are involved in various kinds of agricultural works, reclamation and forest plantations. Types of children's productive labour are extremely diverse. Its choice is determined by the basic of economic objectives, features of society, challenges and real school opportunities.

Inclusion of children in the labour collectives of industrial and agricultural enterprises, their business communication with the workers and professionals, direct participation in production, concrete material of child labour, its social importance and positive assessment of adults - all of this has an effect on formation of adolescents' individuality.

The content of labour is realized through different **forms**. We will note the most common ones.

Among all forms of labour we should mention such as the *order (task)*, which is chosen by the child or it is entrusted to him by the work team. This form is effective if the child understands main point of assigned work and he is prepared for its making. It is important in a team to develop a system of orders: permanent and temporary, individual and group. In this case, orders are a kind of job from the team. Depending in what measure child's abilities are taken into account in distribution of orders, how he understands their social meaning, what importance surrounding people attach to his public duties, attitude to work is formed: the creative, performing or formal.

The most common individual orders are self-service tasks in their establishment. Here labour of each pupil is in sight, everyone is working for themselves and others. Orders for the children have their own specifics in content, complexity, duration and the organization of their implementation. The nature and content of assignments are determined by the age of the child: their content becomes more complicated, volume increases, organizational function is more evident. So, for younger children specific instructions are given for short periods. Middle-aged pupils can have orders for longer periods and they include elementary organizational functions.

In cases when orders satisfy children's necessity in creative activities, when they are responsible for the work, which has social meaning, when they are able to fulfill it, then it really helps to educate important qualities, prepares for creative labour. It's good when orders meet the children's interests and wishes, but it is also important to give them the opportunity to test their strength in making of different orders.

The most common forms of socially useful labour organizations are labour groups and children's brigade. Depending on the type of activities they may be permanent or temporary, even-aged or uneven-aged: groups for working in school experimental plot and self-service groups for collecting secondary raw materials, medicinal herbs, mushrooms, wild fruits and seeds; society sections for nature protection ("green patrols", "blue patrols"), brigades for enterprises' order fulfillment.

Brigade (team leader) form of children's labour is based on formation of groups of 3-5 pupils. Various options for organizing the labour group interaction are possible. The first option involves the frontal fulfillment of their duties by members of the team; they are solving one-type tasks. This arrangement is most common in labour collectives, whose members have close capabilities and interests. Another variant of the organization of labour cooperation in the team is based on the division of tasks and responsibilities in the process of making overall work; it creates conditions for the realization of abilities of all workforce members and helps to achieve the best results.

One of the common forms of group activity are the clubs, creative associations of interest, technical, chemical, biological and clubs of housekeeping and artistic handicrafts, which form a variety of labour skills, positive motivation to work, strong-willed efforts in appealing to the child's activity. They deepen knowledge, form children's cognitive interests and help to solve problems of labour education. Club, studio and sectional work of children is reflected in the improvement of their living environment, and implemented in solving everyday pupils' problems. In this regard, programs of technical clubs, art and craft clubs, sections of information tools and technologies, as well as the activities of artistic and sports associations are closely connected with the solution of school children's vital problems. This approach to labour children's activity on the

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organization of its own modern way of life, not only teaches them to carry out labour duties in the future, but also contributes to their general and special training in various fields of labour activity.

Participation in various clubs enables pupils to identify their aptitudes and abilities in a variety of activities, it serves to satisfy their interests, arms them with skills and labour experience. Work in a club improves skills, develops creativity, provides some of the children the opportunity to bring their skills to the level of art. At first the results of children's work in a club are personal in nature: they are preparing gifts to friends or useful things for themselves. The very process of labour and its results give pleasure to children. The educational impact of labour increases immeasurably when clubs are given the public nature, club members make different things for younger children, their friends, school, family and others.

A common form of organization of socially useful and productive labour is children's work in camps of labour and rest (CLR), it is realized in the system of labour activity teams and brigades in real production. Involving children in productive labour process favours their inclusion in the complex mechanism of productive relations, gain experience in working together with experts, formation of personal responsibility for the overall operating results. Pedagogical requirements to the organization of socially useful productive labour of pupils in CLR are: grouping in labour collectives; normalized labour task; instruction and management of labour process; registration and assessment of labour results.

The main thing in CLR life is children's labour. Children grow vegetables, make hay, take care of animals, acquire skills of collective work, get a good social hardening. Unfortunately, massive experience of such camps holding is lost today. There are less willing adults and children oriented in summer labour. Only a few schools have a framework for the organization of CLR, rural schools have the most widespread experience in it.

Many children go to summer camps, where opportunity of familiarizing children with new types of labour is expanded. We have experience of health camps, where great importance is given to the organization of children's labour. In some of them labour activity is organized in the form of plot-role-playing games, with using of competitive elements that especially attracts children and stimulate their activity, encourage to overcome difficulties and to be strong-willed to achieve the goals.

It is necessary to ensure the unity of labour and creativity of pupils. Labour becomes creative if its content and forms are determined in a joint search of children and adults. Each establishment in this case creates its own effective system of labour. With all this going on today the statement of K.D. Ushinsky that "... education should vigilantly take care of, on the one hand, to open pupil the opportunity to find a rewarding labour in the world, and on the other - to make him a tireless labour thirst" is confirmed [6 , p.26].

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