

Especially of Labor Education Junior Schoolchildren

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Relevance of the studied problem is caused by contradictions between objective need of society for education of younger school students, equalizing of their starting opportunities and practice of primary education. Article is directed on identification and justification of pedagogical conditions at which the elementary school teacher will most effectively provide labor education of younger school students. The present stage of social and economic development makes high demands to the personality: the relation to work as to the major public debt, a conscientious attitude to work, the movement to work and to its results, take the initiative, active, creative approach to work, internal requirement to work in full measure of the intellectual and physical forces, the relation to work as to conscious need and the basic vital need of the person. The analysis of pedagogical research allows claiming that children of younger school age have some idea about labor standards of behavior, sufficient ability to estimate this or that labor act, but the sustainable demand and habit to observe these norms and rules in real life are not developed, their labor behavior often has a situational character. All process of children education at elementary school can and has to be organized so that they learn to understand benefit and demand of work for themselves and for people around. To treat work with love, to see pleasure in it - a necessary condition to develop the creativity and talents of the personality. Materials of article can be useful for elementary school teachers, additional education teachers, organizers of educational work, etc.

Keywords: labor education, incentive motives of activity; interest of children to work, relation of children to work, labor behavior, initiative of children, diligence education

INTRODUCTION

Essential feature of work of younger school age children distinguishing it from work of adults is absence of the significant material result which has a material value for society and coming to the sphere of the products exchange.

Products of child labor have value only for the child or group of children. In this regard, work of younger school age children is considered in Pedagogics not as the activity giving material benefits but as means of all-round development and education of children. Work of the child in the simplest primary form appears already at preschool age (Katashev & Nugumanova, 2011; Bichurina, 2014; Khuziakhmetov, Shafikova & Kapranova, 2015; Gromova & Alimbekov, 2015;

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Mokeyeva, Zakirova & Masalimova, 2015). Growth of life experience creates at this age the opportunity for his participation in elementary household work. Its separate types have already done by the preschool child, closely intertwining with game. In pedagogical literature the studied problems found reflection in fundamental researches of N. K. Krupskaya (1959), A.S. Makarenko (1964), V.A. Sukhomlinsky (1974), I.F. Kharlamov (1999), etc. in which the essence of the basic concepts of the theory of labor education is identified, ways of further development of the principles, contents, forms, methods of labor education are specified. Such scientists as O.U.Elkina (2011), A.M. Kalimullin & V.F. Gabdulchakov (2014) and others were engaged in features of professional orientation in junior school. They consider the formation of love and a conscious attitude to work at pupils, understanding of his role in life of people and society, development of interest in professions, by means of the pupil's inclusiveness in practical activities, as the main content of professional orientation in 1-4 classes.

Existing research shows that by the end of preschool age in the conditions of the correct education rather steady initial labor skills necessary for further labor training at school are formed in the child. Direct interests as one of the leading motives of activity develop. The child starts realizing the labor duties, he has first rudiments of obligation and responsibility. Entering school creates the new social situation for development for the child which is the important factor causing the process of formation of the positive relation to work. The new social situation of development of the younger school student is defined by absolutely new in comparison with preschool age position which he takes by in society and in school collective. This new position is connected with the changing nature of his activity. The child for the first time joins the systematic socially significant activity, and his place among people depends on the level of implementation of this activity.

MATERIALS AND METHODS

If retrace the changes of ideas of estimates about work of children from 3 to 7 years old, we can come to a conclusion that at preschool age the first estimates, on the basis of which a division of all acts into good and bad takes place, start being acquired.

6-7 year-old children are psychologically prepared for new understanding of sense of norms and rules of work for the common good and for their daily implementation (Fonarev & Teplyuk, 1983).

Researches show that at the seventh year of life children not only acquire quite large volume of ideas about adults work, but also learn to build relationships with adults according to these ideas, they can already give some examples from public labor behavior and from behavior of other people in which positive relation to work exists or doesn't exist (Faraponova, 2008).

Assimilation of knowledge and ideas about work of younger school students essentially changes from the 1st till the 4th grade. Knowledge and ideas about work by the end of younger school age are considerably enriched; they become more conscious and versatile. If 1st -2nd grade pupils have ideas and judgments based on their own experience and on concrete instructions and explanations of the teacher and parents (which children do not always thinking of their public contents), then from the third grade pupils, besides own labor behavior (the last, of course, is enriched by instructions of adults (they are perceived more consciously), try to analyze experience of other people. The relation to work is also formed. 8-9 year-old children make positive labor actions most often in pursuance of instructions of adults, in particular, teachers, parents; 4th grade pupils in much bigger degree can make labor acts for the common good with their own initiative, without instructions from others.

Moral ideas and estimates of children from the 3 to 11 years old are also interesting. The 7-10-year-old child has a gap between moral judgments (theory) and actions (practice). In the level of conscious thinking the child supposes that instructions of adults are inviolable and indestructible, but in the real behavior he often unconsciously breaks them. With 11-12-year-old children this situation gradually changes – they pay more attention to circumstances, motives on the basis of which this or that moral and labor act appears (Gulamov, 1991).

But such contradiction between consciousness (how it is necessary to act) and the correct behavior (how I act) was specified by many scientists and practitioners. One of the reasons of disturbance of knowledge and behavior unity of younger school students is ignorance or insufficiently full and exact knowledge of standards of public usefulness of work for all people of surrounding society; limited practical experience, absence of understanding by children to follow ethical standards in the behavior; disturbance of requirements unity of the child's work at school and in a family. Process of assimilation of labor standards of behavior is in direct dependence on character (the contents, forms, methods) of educational work in children's collective.

There are also other reasons of possible divergence of consciousness and behavior of the child. Existence of variability in behavior, in practice of the child therefore he gains experience of negative behavior at work – the child has no skills and habits of positive behavior at work that is a significant obstacle for improvement of labor acts for the common good. And only by exercising, studying and accustoming the child to positive labor acts it is possible to eliminate the reasons of a gap between consciousness and behavior, and at the same time to promote their unity (Gordin, 1997).

In general interest to work at children of younger school age is big (Ivashchenko, 1997).

It is shown by willing acceptance of a task of the adult in the numerous questions connected with the forthcoming work, with the mark which was received by children during the work and after its termination. Children weren't indifferent, they expressed desire to work, however, observation showed that 62% of children, even in the presence of a great interest to labor process, don't finish the work. They quickly start distracting, switching to other activity and sometimes don't react to the admonition to end the work. During making collective tasks children actively communicate, they are interested how their coevals do the work; however, mutual help is still rare. Children don't offer the help, not all of them notice difficulties of the companion, don't give practical help (only 11 people from 78 could offer the help to the companion).

In the course of observation we didn't receive the data about whether children of younger school age are capable to show the initiative, in what form it is expressed. Therefore we organized special pedagogical situations which demanded an initiative of children. It was the task connected with cleaning a class from litter, care of houseplants, cleaning the remains of material after manual training. By the organization of these situations we sought to find out, whether the 7-8 year-old child can offer himself the help (having worked himself – to help the companion), whether he shows interest to work (questions, practical activities, whether he joins the labor process by the teacher's example, by the companion's example (imitation) or chooses other activity). The analysis of observation of situations shows that behavior of children is different. Some children immediately join the work organized by the teacher, others stay playing, some show interest, but don't join the work. There are children who show to others what is necessary to clean or make standing themselves apart.

We lead the quantitative data characterizing behavior of children in pedagogical situations.

Table 1. The table characterizing interest of children in work

Time	Classes	All children	Behavior of children in situations				
			Independently offer help	Show interest, but don't offer help	Work by an example of companions, the teacher	Don't respond	refusal
September -October	1 experimental	25	5	3	6	10	11
	2 control	26	6	4	5	8	2

The results received by the organization of pedagogical situations showed that children work voluntarily, by own initiative a little. Only 16% of children see that is necessary to make, can offer at the right time help to others, make something for them, feel the need in it. Nearly a half of children of experimental and control grades decided to go to play, but not to work together with the teacher.

The analysis of children's behavior during the individual tasks shows that acceptance of tasks is carried out differently. It is visible already on external behavior of children, how they leave companions, game, and occupation, how quickly they come to the teacher, on readiness to listen attentively to the teacher. All this mainly characterizes attitude of the child to make the task. We found out that younger school students differently define ways to perform the given work. Some, without expecting additional instructions, reminders, try to perform independently the task, almost don't distract while making the task. From 75 younger school students we can distinguish only 19 which carried out the charged work independently almost without derivation. In work of most of other children independence in making the task wasn't observed though many of them coped with the charged work after further explanations or with the insignificant help of the teacher.

The relation of children to work is found also in whether they showed diligence, accuracy, speed or not. We had to observe that some children didn't show special diligence, didn't care about the received result. There were not cases of remake of work for better result though children already noticed that the task is made poorly. From 40 cases of labor work done by children 29 cases showed poor performance of work. We talked to children after making tasks by them: "How did you work, did you make everything correctly?" From them only 6 people adequately estimated substandard work ("I made not everything", "I poured a little", "I forgot to wipe", etc.).

For clarification of the relation of children to work within four weeks systematically observed the behavior of children during making the labor tasks by them. The teacher specially suggested children to make 4 tasks – two individually and two together with the companion. The last allowed specifying relationships between children in work. The analysis of observation showed that all tasks were accepted as obligation, thus we observed the benevolent relation of children to teacher's instructions, display of sense of duty, attention to that the teacher said. However cases of obviously negative relation of the child to the work given by the teacher were observed though there were not cases of refusal. The child reluctantly responded to the teacher's request, hurried to take off his hand quicker. All his behavior, a pose, an emotional state (readiness wasn't felt) expressed the negative relation to the task.

We observed the facts of the voluntary seek for work. So, some children at own will with pleasure suggested the teacher their help (to feed fishes, to bring manuals, to glue books, etc.). The voluntary seek for work was observed in case when children saw in the forthcoming work something new, unusual for themselves (for example, the interesting tool, material, etc.), opportunity to combine work with game.

Our observation of younger school students' work showed that the characteristic of the relation of children to work can consist of:

- ideas of children about diligence as moral quality of the personality;
- motivation of work;
- the characteristic to result of activity (the critical relation, ability to protect products and materials of work).

Observation showed that younger school students have ideas and knowledge about diligence as moral quality of the personality, and they can correctly estimate that or this labor action. Children strictly criticize the companion who throws garbage, forgets about duty. They know that it is necessary to keep class clean, not to forget to water flowers, etc. They often inform the teacher – who, where and how broke an order, spoiled something, didn't do something.

Younger school students can estimate positive acts which express moral and labor qualities: independence, integrity, initiative. During the estimates they based on public requirement, on the labor standards of behavior approved in society, acquired by them through education and practical labor relationship between people. So, for example, after showing the picture with the girl washing the dishes, children positively estimated her behavior and told that this girl was hardworking, she could wash the dishes, she was accurate. And on the question: "Why she does it?" children, besides the said above, answered that she helped mother or grandmother. When children were given a task to express in the drawing "diligence", they perfectly coped with it. So, for example, children drew the boy who himself was making the bed, was going to the shop, was reading to kids, was setting the table, etc.

There are a lot of such examples. But between knowledge and estimation of all this in real acts of children the considerable difference was observed. During our observation of the first grade children's behavior we noticed that very active boys Rasheed D., Kamal Z., Rustam B. constantly evaded duties in class: ran away to the corridor during a break, shouted there, ran, huffed other children, and didn't remember about the duties. In this regard we made such experiment: in the specified classes told to children that saw that time during a break that some boy with the duty bandage on a sleeve frolicked, ran, shouted, without having prepared a class for a lesson, having forgotten about the duties, and asked to give pupils an estimation to such behavior, to tell what they would do if they saw all that. During analysis we tried to ask more these three boys. All three boys criticized the boy, negatively estimated his behavior, made worse his fault by reason of that all class suffered because of him. On a question about what they would do if saw all this, answered: "Would tell the boy: Did you forget that you were the person on duty", "Would tell the boy that it was wrong to behave so", "Would tell the boy, that the teacher would punish him".

In the first class there was a part of children which had no correct idea about diligence. On a question: "Are you hardworking, children?" they answered – "No, we don't obey, we run, we shout during a break".

Finding out the motives inducing children to labor by the direct offer to work most often motives of obedience and personal success were met. If purpose was prompted by labor actions of the teacher, then motives of interest, external attraction of work, desire to imitate adults came out on top. Motives of inclusion of children into work by setting a goal by adults can be presented in the following list. When determining sequence of an arrangement of motives in the list the frequency of inclusion into work because of the influence of these or those motives was considered.

Inductive motives of activity:

- obedience and personal success,
- desire to imitate,

- attraction of work,
- awareness of need,
- socially useful motives of work.

Due to the list, socially useful motives of inclusion into work before doing the experimental work took the last place at younger school students. Therefore in further skilled and pedagogical work introduction of socially useful motives from the teacher was necessary that demanded the verbal formulation (an assignment, a request, an offer to work together, etc.).

In labor education of younger school students, the unity of requirements to work of the child in school and in a family is important. We needed to find out the relation of children to work in home conditions. We found out that children perfectly realize the bad acts because of which parents become angry about them. So, for example, in major answers (questions were set at parent's meeting in the first grade) parents among other things complained that children sometimes didn't obey them when they asked to clean the toys, to clean their place. And then we gave to the first grade pupils the following task: "Mother wanted to let Yuldash play outside. But Yuldash annoyed the mother very much, and she didn't let him go outside. How do you think, Yuldash annoyed his mother?" Almost in all answers of children among other possible ones such fault appeared: "Probably, mother asked to clean the things and to sort everything in the place, but he didn't obey her at once". When we asked to characterize behavior of the boy in case of his disobedience, children told: "It is bad not to obey mother, mother should be helped at once as soon as she tells, to clean everything".

Our observation confirmed that ideas and knowledge about the work and the level of estimation of own labor behavior of younger school students considerably advance contents of their own behavior. It is difficult for younger school students to realize labor knowledge and ideas, they can't be guided by them and include them into the content of own behavior.

To identify the content of the first grade pupils labor behavior in home conditions we asked parents to answer three following questions:

1. How did your child please you this week? (What kind of work did he do and how did he help at home, in what kind of work was he engaged?)
2. How did your child upset you this week?
3. Is your child hardworking?

Answers to the first questions show, that not all 7-8 year-old children demonstrate such qualities as independence, care of younger sisters and brothers, keeping the cleanliness and accuracy. Such acts as the voluntary help to parents at home are not fixed at part of children that is confirmed by the answers to the second question. Parents mostly specify that the children don't keep the cleanliness and accuracy, quarrel with kids.

While due to the first question 13,2% of parents note that children are obedient, then in the second question 40,3% of parents reluctantly realize that children are not always obedient, they are obstinate and naughty. Answers to the third question obviously show that parents partially estimate diligence of the children and the majority (51,2%) considers that their child is hardworking though answers to the first and the second questions don't confirm that.

The positive estimation of labor behavior of children makes 39,8% of 304 answers to all three questions. A negative estimation and indication of unstable labor behavior make 27,9%. It is remarkable that in answers to the first question most of parents consider that successful study of children is the most important; parents are pleased most of all by success in study, only after that they can be interested in their labor acts.

Table 2. Parents estimations of children's labor behavior

Answers to the question: "How did your child please you this week?"	Answers in %	Answers to the question: "How did your child upset you?"	Answers in %	Answers to the question: "Is your child hardworking?"	Answers in %
1. Helps with homework	20,8	-		He is always hardworking	442,7
2. Cares of the little sister and the brother	7,0	Is rude, quarrels with the brother and the sister	12,9	Helps on mood	113,6
3. Likes purity, keep clean his place	4,8	Doesn't tidy up, doesn't clean his place	12,4	Works on force	19,8
4. Washes up, tidies up the bed, toys	11,3	Doesn't wash up, doesn't make the bed, put away toys Disobedient, stubborn	10,4 229,9	Works for encouragement -	114,3

RESULTS AND DISCUSSIONS

Observation of the labor behavior of younger school students revealed one deserving attention and unforeseen fact in educational work: the child, as a rule, makes positive labor acts in an unfamiliar situation in the presence of strangers, not with parents, relatives and in a habitual situation. The same action, for example, behavior of the child at an entrance to school, in different situations appears differently. At the meeting with the principal, the teacher, strangers, he thoroughly wipe shoes, quietly enters, and in the classroom lay out the things without noise. At home with grandmother, mother or father or at school, when there is no the duty teacher, the child can not follow the rules of labor behavior. We consider such duality of behavior of the child as different acts because they have different motives. In our opinion, the content of these motives is not that the child makes active the behavior proceeding the public interests and that he rejects subjective positions and turns to objective, but that he has need to establish his own prestige of society; it is very important for him that others knew and saw that he is good, hardworking, independent, skillful. He has already won love and prestige of his family and therefore in relationships with them there is no sense to show diligence. Even more such behavior loses the sense in relation to sisters and brothers who cannot make him to be hardworking and who cannot help with establishment of public prestige.

So children of younger school age have certain ideas about labor standards of behavior, sufficient ability to estimate this or that labor act, but the steady need and habits to follow these norms and rules in real life aren't developed, their labor behavior has often situational character.

Materials of the carried-out work allowed determining some levels of the relation to work of younger school age children on the basis of the found parameters: existence of knowledge and ideas, motivation of work, attitude towards results of work. We on probation determined the revealed levels at a further statement as neutral, unstable, positive.

The III level – the positive relation to work – is noted by independent setting a goal. Labor actions are connected with socially useful motives: motives of need to work, desire to help another, desire to feel yourself as the member of the united working team. The aspiration to achieve an ultimate goal appears as one of motives of work. Participation in work has systematic character. Process of work gives to children pleasure. The concept about labor standards of behavior corresponds to their real behavior. With readiness help adults, companions. See the result of

collective work and realize themselves as participants of collective work. Labor skills are good.

The II level – the unstable relation. The labor goal before the child is set by the adult. Accepts the goal without special attention or doesn't accept at all. Labor motives are connected most often with external attraction of the labor moment, with desire to merit the adult's praise, works owing to obedience. Works inertly, not at full capacity. Skills and ability to work are weak. The begun work finishes rarely. Participation in work is incidental. The result of work doesn't interest. Ability to long labor effort is shown only in the presence of motive of interest. Occasionally, being fond of work interesting to itself, works at full capacity. Ability practically estimate result of work, an initiative is absent. Possesses the correct ideas about labor standards of behavior. The desire to help adults, to companions isn't observed.

The I level – the neutral relation. The labor goal is set by the adult. The direct offer to work is accepted occasionally and is connected with motive of interest, game motives. The aspiration to reach result isn't observed. Labor efforts are superficial, inexact. Labor process is incidental, has short duration. The result of work, estimation of him by adults, companions, is indifferent. Because of any difficulty work stops. Children have no knowledge and ideas about labor standards of behavior. Ability to work together, desire to help adults, companions are not formed.

CONCLUSION

Thus, experimental work showed that:

- most of children of an experimental class has idea about labor standards of behavior, but aren't guided by them in the practical activities;
- the relation of children to work is various that is shown in their behavior at different stages of labor process, in their attitudes towards it;
- the system of pedagogical influence on the child for the purpose of educating at him the positive relation to work has to rely on the level of formation of this quality.

According to these data it is necessary to build the methods of work considering a gap between the ideas, knowledge about labor standards of behavior with estimation of this or that positive or negative act, on the one hand, and their manifestation in a real life situation on the other hand.

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