

Integration of Labor Education and Training

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ABSTRACT

In this article, the integrity of labor education and upbringing, attitude to work, Satisfactory conditions, Factors to improve the efficiency of integrated educational activities.

KEYWORDS: *technology, attitude to work, education and upbringing, Integration.*

Attitude to work represents a person's desire (or lack thereof) to manifest his physical and spiritual forces to the maximum extent, to use his knowledge and experience to achieve certain quantitative and qualitative results.

In the course of work, people enter into social relations and interact with each other. The most important relations are the relations of a person to a person and a person to work, which are the main characteristics of work. If a person's interaction with the means of production forms professional abilities and skills, and the attitude towards work and each other creates certain social characteristics. Professional skills and abilities, together with the physical capabilities of employees, form the main driving force of production. However, the result of work depends not only on the level of development of professional skills and physical capabilities, but also on the attitude of a person to work. This relationship can be positive or negative. It can have a great impact on the industrial relations system. Its essence is to realize the employee's opportunities to work under the influence of the employee's necessary needs and formed interest. Attitude to work expresses a person's desire to manifest his physical and spiritual forces to the maximum extent, to use his knowledge, experience, and abilities to achieve certain quantitative and qualitative results. This attitude is manifested in labor treatment, justification and assessment of its causes. Attitude to work expresses a person's desire to manifest his physical and spiritual forces to the maximum extent, to use his knowledge, experience, and abilities to achieve certain quantitative and qualitative results. This attitude is manifested in labor treatment, justification and assessment of its causes. Attitude to work expresses a person's desire to manifest his physical and spiritual forces to the maximum extent, to use his knowledge, experience, and abilities to achieve certain quantitative and qualitative results. This attitude is manifested in labor treatment, justification and assessment of its causes.

Attitude to labor is a complex social phenomenon, consisting of three elements: causes and directions of labor behavior; real or actual employment; consists of verbal assessment of employees' work performance.

The first (reason) element is related to the reasons and guidelines for work that the employee is based on (follows) in his work. They are exponents of labor behavior, labor behavior and actions, and together form the core of reasons.

The second element consists of the labor activity of employees, such forms of treatment, such as the level of fulfillment of production standards; quality of work being performed; discipline; initiative; participation in technical creativity; multi-machine service; acquisition of advanced work methods; it is manifested in saving raw materials and materials, fuel, electricity, etc.

The third (evaluative) element consists of subjective experiences of employees. It reflects their inner state in relation to the work they do. Any activity will be inaccurate and incomplete as the subject of work evaluates himself. It is important to justify the reason in the formation of the attitude to work, which makes certain labor treatment a condition. Justification of the reason is expressed in the labor reasons and guidelines that the employee follows in his employment. The employee evaluates the work in the process of labor exchange. Evaluation of work is an internal state of the employee, which is created by his work activity, satisfaction with the surrounding situation (working conditions, payment to him, normalization of work, etc.). It refers to the compatibility between the employee's requirements for work, his reasons and directions,

To study the purpose of attitude to work is to determine the mechanism of its formation and management. In this work, the most important aspects are the study of the factors that form the attitude to work, and the determination of the impact on the employee's production performance. In the process of work to the treatment of the employee, many factors affect the formation of his attitude to work. They increase or decrease labor expenditure, encourage laborers to use their knowledge and experience, mental and physical capabilities rationally.

Evaluating the work of employees

Job satisfaction is a balanced state of the employee's demands on the content, character and conditions of work, a subjective assessment of the possibilities of fulfilling these demands. The attitude of a person or a group of people to evaluate their labor activity and its various aspects is the creation of general and private satisfaction of the employee's habituation to this enterprise, work team, where the first means general satisfaction, and the second refers to various aspects of work and the production situation. shows satisfaction with its elements.

There are a number of sufficiently clear factors of job satisfaction that reflect its role, function, consequences in the socio-economic life of a person, as well as its importance in the organization and management of work.

1. As a result of the study of people's attitude to comfort and social conditions in life, socio-economic system, it was found that work and career are very important for them, along with personal life, health, full-fledged rest. So, creating job satisfaction is first of all creating social satisfaction, persons, is the most important indicator of quality of life of groups, population, nation.

2. Job satisfaction has a functional-production significance. It affects the quantity and quality of work results, urgent and accurate execution of tasks, specific aspects of other people's attitude to work. Attitude to work can be based on the employee's independent assessment of his work qualities and indicators. At the same time, self-satisfaction and dissatisfaction can have a positive or negative effect on work, depending on specific circumstances.
3. The employer's concern that people are satisfied with their work determines some important types of management behavior and labor relations in general. The employer often distrusts the production-economic efficiency of any measures to humanize labor, and considers it unwise to allocate funds for them. Funds for these purposes are often spent at the expense of trade unions, legal authorities or the public (employees). This happens due to a lack of understanding of the importance and significance of such an indicator as "job dissatisfaction" for the production sector.
4. Job satisfaction is often the cause of employee dissatisfaction, and it is necessary to take appropriate actions to prevent it.
5. From the point of view of the employee, the characteristics and conditions of work are the most important factors of the leader's reputation.
6. Depending on the level of job satisfaction, the demands and demands of employees increase or decrease, including increasing the demand for work rewards (job satisfaction reduces the criticality of work compensation).
7. Job satisfaction is a universal criterion for explaining and interpreting various behaviors of some employees and work groups. It defines the style, method, and aspects of the administration's dealings with employees, that is, the behavior of satisfied and dissatisfied employees, their management is different.

Usually, job satisfaction is measured by the sum of various factors. Within the enterprise, labor organization, firm, etc., the following indicators can be distinguished:

Satisfactory conditions

1. Good relationship with work colleagues;
2. Ease of shift, non-standard working day;

The type of work is diverse; The work requires knowledge and intelligence; The safety equipment is good; The salary is high; The work does not require physical fatigue;

Work allows you to improve your skills;

The administration has a good attitude; the products produced by the Czech (enterprise) are important and popular; modern equipment; work is well organized; Sanitary and hygienic conditions, etc.

You are not satisfied conditions Sanitary and hygienic conditions are not satisfactory; They are not equally provided with work; Heavy physical work is done; The salary is low; The equipment is not good; The work does not allow to improve skills; The administration is indifferent; The same work is done; The shift is awkwardly organized;

Labor is not well organized; The product produced by the factory is not very expensive; The job doesn't require much

effort; Safety techniques are not good; Relations with colleagues at work are not good, etc.

There are several principles of relationships between general and specific levels of job satisfaction. When measuring job satisfaction, it is necessary to take them into account:

- the level of general satisfaction arises as a result of the amount of positive or negative factors slightly outweighing each other;
- one of the positive or negative factors is so significant that it determines the level of overall satisfaction;
- there is a relative balance between positive and negative factors, as a result of which the overall level of satisfaction remains uncertain.

Job satisfaction depends on many factors. They form or have a significant impact on the attitude of employees to their work performance. Among them: objective description of labor activity, subjective characteristics of perception and experience (claims and critical opinion of the employee), qualification and education, seniority of labor activity, stages of the labor cycle, awareness, material and spiritual labor causal bases (importance of work), administrative regime in the organization, support for positive evaluation and independent evaluation, level of expectation (presence or absence, conformity or mismatch with reality), official and public attitude to labor problems, public opinion, etc. are prominent.

All of these listed factors are controllable in practice, and there are real social technologies. They allow to regulate the creation of job satisfaction. Attitude to work and job satisfaction are similar indicators that allow determining the level of adaptation of the employee to working conditions in a broad sense.

The participants of labor-related legal relations constantly operate on the basis of the norms of labor law. All social relations that are the subject of labor law are regulated by the norms of labor legislation, which are always reflected in labor-related legal relations. Each category of the legal relationship related to labor has its own legal character in terms of content, which is the result of the influence of the normative legal documents of the state. The main types of social relations generally recognized and regulated by the norms of labor law are as follows:

Labor relations of employees form the essence and main core of labor law. Their difference from other relations is that these relations appear as legal relations that arise as a result of the use of the employee's labor in production, because legal norms are applied to him during the work process. As a result, the employee has certain rights and obligations in the field of work.

Features of labor legal relations

Labor-related legal relations are a voluntary relationship between the employee and the employer, according to which the employee undertakes to perform his work duties in the enterprise according to a specific specialty, qualification, and position, subject to the internal labor procedure, and the employer undertakes to pay wages based on the conditions specified in labor laws and other normative documents, the collective agreement and the labor contract, and to create appropriate working conditions according to the current legislation.

As subjects of labor-related legal relations, on the one hand, the employee and on the other hand, the employer are considered, and they must have legal capacity and legal capacity. Only then will legal relations regarding labor be realized. In legal documents, the term "employee" means citizens of the Republic of Uzbekistan who have reached a certain age and have concluded an employment contract with the employer, foreign citizens and stateless persons (Article 14 of the Labor Code). On the other hand, enterprises, institutions and organizations, as well as persons who have reached the age of 18, can be the subjects of labor-related legal relations in the cases provided for by legislation (Article 15 of the Labor Code).

Labor-related legal relations differ from similar labor-related relations in the field of civil law in the following aspects:

- firstly, the subject of labor-related legal relations is always included in the labor team of the enterprise, this situation is not observed in civil legal relations; - secondly, the subject of labor-related legal relations directly represents the social labor process itself, and the work performed by the employee in it is his specific refers to the task. On the contrary, the subject of civil legal relations is the result of work that has been turned into property; - thirdly, the employee performs the task of labor subordinated to the internal labor structure of the enterprise and is responsible for violating discipline; - fourthly, according to the current labor legislation, the employee organization of labor and its protection is entrusted to the employer. In civil legal relations, the citizen himself organizes and protects his work.

Labor-related legal relations have a certain content, which is reflected in the rights and obligations and legal status of the subjects of this relation. This status consists of a set of rights and obligations and guarantees, which determine the legal status of the employee. According to the Constitution, the employee's free choice of work, performance of the work related to the agreed labor duties and his protection against violations of the law constitute the main part of the employee's legal status. According to Article 170 of the Civil Code, an employee must perform his duties honestly and conscientiously. At the same time, it is not allowed to change the work duties of the employee, which correspond to the specific specialty, qualification position, in cases where there are no legal grounds. because the conditions of work can be changed only according to the law. The work duties specified in the employee's employment contract are important as one of its main conditions.

The formation, change and annulment of labor-related legal relations directly depends on the legal facts stipulated in the labor legislation. Legal facts are the basis of their creation, change and cancellation. First of all, legal relations related to labor are realized due to the labor contract.

Labor-related legal relations can be changed as a result of changes in the labor contract, in the cases provided for by law. According to the law, the employment contract is changed based on the agreement of the parties. According to Article 92 of the Labor Code, it is allowed to transfer an employee to another permanent job, that is, to assign him a job related to another specialty, qualification, position only with his consent. Temporary transfer to another job without the employee's consent is allowed only due to the necessity of production or its standing idle (Article 95 of the Labor Code). In addition, the terms of the employment contract

may be temporarily transferred to another job by the agreement of the parties (Article 93 of the Labor Code) or at the initiative of the employee (Article 94 of the Labor Code). Labor-related legal relations end with the termination of the employment contract in accordance with the law (Articles 97, 98, 99, 100, 106 of the Labor Code).

The powers of the labor team, the rights of the trade union are determined by the labor legislation, as well as by the collective agreement and agreements, the charter of the enterprise. How these subjects participate in labor legal relations depends on their level and what specific rights they have been given to resolve issues. For example, the right to make a decision on the need to conclude a collective agreement is given to the general meeting of the trade union, another representative body authorized by the employees or directly to the labor team (Article 35 of the Labor Code).

The right to conclude, approve and sign this contract is given to the trade union or other representative bodies of employees (Articles 36, 40 of the Labor Code). The task of checking its implementation belongs to the authority of the labor team, along with other bodies (Article 46 of the Labor Code).

According to Article 174 of the Labor Code, the rules of the internal labor procedure in the enterprise are approved in agreement with the trade union or other representative bodies of employees.

According to Article 31 of the Civil Code, on the one hand, the relevant bodies of the trade union as the representatives of employees, on the one hand, as the subjects of some legal relations related to the organization and management related to the conclusion of collective agreements, on the other hand, employers' associations, and sometimes on the third side, executive authorities are involved.

In Article 54 of the Civil Code, the collective agreement is valid for 3 years. After that, this agreement will lose its validity. most importantly, this fact is the basis for the termination of legal relations related to organizational management.

Legal relations on labor protection and monitoring of compliance with labor legislation.

It is known that labor protection consists of various activities aimed at maintaining the safety, health and working ability of a person in the work process. The main goal of the legal provisions in this regard is aimed at protecting the health of citizens and their work. Therefore, it is important to study legal relations related to labor protection in all enterprises, as well as control of compliance with labor legislation.

As subjects of this legal relationship, on the one hand, there are special state inspectorates specializing in monitoring the state of labor protection and compliance with labor legislation, as well as trade union inspectorates performing the same task.

On the other hand, employers and some officials who are required to ensure labor protection, fulfill relevant requirements in enterprises, and comply with labor legislation are also subjects of legal relations. The content of such legal relations is quite broad, and they represent the task of control over the observance of labor protection rules and labor legislation by relevant bodies.

The rights and obligations of these bodies are defined in the Law of the Republic of Uzbekistan "On Labor Protection"

dated May 6, 1993, in the Articles of Chapter 13 of the Labor Code, as well as in other regulatory legal documents.

These bodies include the Labor Technical Inspection of the trade union and the State Labor Law Inspection under the Ministry of Labor and Social Protection of the Population, which operate in accordance with the approved regulations. For example, the Regulation on the State Labor Law Inspection of the Ministry of Labor and Social Protection of the Population was approved by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 372 of July 29, 1993.

According to the Regulations of the State Labor Law Inspection of the Ministry of Labor and Social Protection of the Population, the State Labor Law Inspection and its local divisions, ministries, agencies, hokims, as well as departmental subordinates, regardless of the form of ownership and management, all corporations, concerns, associations, enterprises, organizations and institutions and owners are determined to exercise state control over compliance with the laws on labor and employment of the population.

State Labor Law Inspectorate orders and other regulatory documents of ministries, state committees, offices, corporations, concerns, associations, associations, enterprises, organizations and institutions that contradict the laws on labor and providing employment to the population. has the right to submit a proposal to the Ministry of Labor and Social Protection of the Republic of Uzbekistan to suspend its validity and, in necessary cases, cancel it in accordance with the established procedure.

In addition, in this regulation, the State Labor Law Inspectorate can obtain information during the inspection process, demand their elimination in cases of violations of the law on labor and providing employment to the population, issue instructions that must be followed by authorized officials, it is indicated that officials guilty of violation have the right to impose a fine in the amount specified by the current laws.

Factors of increasing the effectiveness of integrated educational activities

Technology education consists of a process of mental and physical actions performed by students under the guidance of a teacher, the final result of which is their working tools aimed at developing personal qualities and mindsets that allow them to consciously choose a profession and get used to labor activities for the welfare of society and the individual, to acquire knowledge about tools and processes, as well as the practical skills and qualifications necessary to perform production work in a certain field is a subject. The purpose of teaching technology in general secondary school is to introduce students to the types and processes of mental and physical work. Introducing information about professions. Formation of initial labor skills and qualifications. Formation of interest in work and diligence. Valuing work and professions, to teach to understand their importance. It is necessary to create an organic link for elementary school technology education. These are educational and developmental goals. The educational goal is to train students in labor processes, manual labor, and provide them with information about professions, so that they become well-rounded individuals. is to create a foundation for their professional preparation.

In modern conditions, insufficient attention is paid to their integration in the teaching of subjects. Even subjects such as physics and electrical engineering, chemistry and material science in secondary special vocational education curricula are taught without ensuring systematic interdependence. Actions aimed at eliminating the problem are limited to the coordination of the teaching of these subjects in the relevant curricula, or the partial harmonization of the content of the subjects. In order to fundamentally solve it, it is required to develop the necessary conditions, form, content and means of the integration of educational subjects that ensure the high quality level of knowledge acquired by students. Modern didactics is about the integration of academic subjects offers approaches, but the generally accepted content, form and means of this process have not yet been created. Most pedagogic scientists work from the perspective of integration of fundamental sciences in the study of integration processes in education.

This situation is explained by the fact that the integration was first implemented in the fundamental sectors and then spread to the field of pedagogy. The goal of learning a subject is not to acquaint the student with objective innovation in science, but to form knowledge that has subjective innovation in it. Therefore, the integration of academic subjects differs from these processes in science. In this sense, integration can be considered as a form of ensuring their interdependence aimed at correcting the shortcomings of the educational system, which was historically divided into academic subjects due to the differentiation of subjects. The didactic nature of the integration of academic subjects is determined by the need to develop the order and rules of pedagogical activities that allow to determine the conceptual structure and methods of forming new knowledge in various academic subjects. In a narrow sense, the integration of academic subjects is an organic continuation of the mutual synthesis of scientific fields and scientific knowledge. The main goal of the integration of educational subjects is the synthesis of subjective new knowledge, and the main task of integration processes is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge. How does the synthesis of subjective new knowledge take place in the integrated study of academic subjects? - a question may arise. In didactics, various forms of integration are proposed, such as combining learning materials from different subjects into one course. However, pedagogical experiences show that such forms are not effective enough. We are supporters of the preservation of the system of teaching in the education system, divided into subjects that have historically been part of it. Academic subjects should be relatively independent, since each of them has its own language, apparatus of concepts, represents a separate field of science with methodology, methodology, research subject and concept. At the same time, opportunities related to studying them in relation to each other should be realized. Such an opportunity is provided on the basis of an interdisciplinary approach. It can be considered both as a form of integration of academic subjects and as a method of synthesizing subjective new knowledge. We consider the interdisciplinary approach as the most optimal direction for the science of pedagogy in the integration of general education and special subjects. We rely on the conceptual idea that the result of the integration of educational subjects is the assimilation of subjective new knowledge that cannot be formed when the subjects are

taught without interconnection. The process of interdisciplinary synthesis of new knowledge in science is very slow, sometimes it spans several decades. In the educational process, the teacher has to "bring" the student to subjective new knowledge based on previously acquired knowledge of various subjects in one or more exercises, or even in a few minutes. The inversion of knowledge includes the following processes: a change in the description of knowledge when it is transferred from one discipline to another in order to activate the student's mental activity; turning scientific knowledge into educational tasks that are intrinsically interrelated; determining the levels of acquisition of interdisciplinary knowledge and skills that ensure that the student's creative abilities are also part of the professional direction. The possibilities of integration of general education, general technical and special category subjects are embodied in their content, therefore, it expresses knowledge about the environment, which is unique in its nature. Eliminating the disparity in the teaching of academic subjects in scientific research on pedagogy form aimed at doing, special attention is paid to the development of the system of methods and tools, the methodology of the teaching and upbringing process, which is their basis. Millions of students study in schools in our country. Studying is a work of its own. It is clear that this work can be more or less effective depending on whether more or less effort is spent to achieve the same result.

Students should be taught to prepare a written or oral plan before starting each task. Both in social production and in personal work, orderliness and economy depend on the existence and perfection of the plan: The plan is the basis of success in work.

The plan is a program for action. Components of the plan: Determining the purpose of the work.

What do you need for work?

Work procedure, work process, time, place. Finally, it is necessary to clearly imagine the work itself: how it starts, how it goes, and what comes after. For most lessons in school, a desk or a desk is enough. Now the following requirements are placed instead of a desk: 1. There should be nothing superfluous in the workplace. Otherwise, it will take a lot of time to find what you need.

It is necessary to ensure cleanliness in the workplace. The cleaner the workplace, the easier and more enjoyable it is to work.

In the workplace, an order should be provided in accordance with the work performed. Everything that we need should be kept on one side (preferably on the left), and things that are done and used should be kept on the right side. Frequently used items should be kept close. To keep order on the table, it is appropriate to use a pen, pencil, button, clip, eraser and a

special pencil holder. It should not be forgotten that order and neatness in the classroom depend on order and neatness in every workplace. This kind of work process encourages students to be organized, neat, and self-confident to control, teaches to work with interest. The head of the class can make different plans: for the future, that is, prospective (annual, several years) and temporary (monthly, weekly, daily). What are the main sources of a good plan? must be? The main source is the decrees and decisions of our government, as well as the official guidelines and documents of the public education system. Another important source of the plan is the analysis of achievements and shortcomings of the educational activities of the previous school year. The plan should meet the following requirements: 1. Inculcating the ideas of independence into the plan. 2. The forms and directions of the plan should be diverse and promising. The plan should be continuous and consistent.

Clarity of the plan. All educational tasks should be focused on the implementation of the main goal set before the school - to educate students in a comprehensive manner, on the basis of the "For a Healthy Generation" program, to be mentally and physically fit, to prepare them for life and active participation in the construction of an independent state. needed. The plan of educational work of the head of the class is a mandatory pedagogical document. The head of the class is personally responsible for its implementation. In the "Regulations on Class Leaders" it is stated: "The work of the class leader should be carried out according to the plan." A prospective work plan can be drawn up for one or several years depending on the experience gained by the class team and according to the tasks of the class leader. In the regulation, "The annual work plan of the class is drawn up. It is confirmed by the deputy director for educational affairs. It is better that the form of expression of the plan is very simple: the name of the work, the deadline, the person in charge. The plan should be short and to the point.

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