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CHARACTERISTICS OF FORMING MOTIVES OF LABOUR ACTIVITIES IN AN INCOMPLETE FAMILY

Abstract: This article concerns how well or badly children are cared in an incomplete family and what should be done to motivate children to be more active even in incomplete families, besides compares the striking differences between nuclear and incomplete families in terms of upbringing of a child.

Key words: incomplete family, nuclear family, motivation, self-determination, motive, inspiration, child-centered activity, single-parent family, upbringing.

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Introduction

Versatile development of a person is a complex and multifaceted process. All educational institutions, families, communities and labor unions have their own impacts on it. Especially, the role of the family in the formation of the individual is immeasurable. It plays an important and leading role in the maturity of the younger generation.

The basis of human character, labor relations, moral, ideological and cultural worldview are formed and matured in the family.

Among the educational tasks of the family, the personal characteristics of the parents, the reputation, the way of life of the family, its traditions, emotional and moral organization, leisure and others are the main leading ones.

As an addition to these, N.V.Grebennikov added material and spiritual living conditions of the family, its structure and number of members, the level of family development, the nature of relationships between members, the experience of older generation in the family, education, and so on. He emphasized the importance of the availability and effective use of leisure time, the effective use of media and culture, the pedagogical culture of parents, the professional experience of parents, and others.

Such educational possibilities of the family have been studied to some extent, but at present the

incomplete family and its educational opportunities remain a problem.

According to sociologists, the number of incomplete families is increasing year by year. According to data collected by Russian and foreign researchers, the family of an inferior family and its upbringing functions are different. According to V. Ya.Titarensko, the single-parent family is represented as a family that delivers pedagogically cared-for children. These problems are most evident in family activities, including the training of young people.

Studies show that those who come from nuclear families have a high demand for the content of work and its creative nature. They take an active part in creativity, labor organization and community work. Those who have been raised from an incomplete family are viewed as an opportunity to work independently and independently.

Incomplete families, including lonely families, often complain that boys or girls are mistreated, rudeness in relationships is immoral, and ultimately “street children.”

Experience shows that raising a child in an incomplete family is often the responsibility of a woman.

Not all mothers succeed in providing for the economic and family support of their children.

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Occasionally, there are cases of child neglect. As a result, children are left uncontrolled. In recent years, the decisions taken by the state provide families with material and moral care. However, research has shown that not all schools and out-of-school institutions, even rationally organized children's homes, can be substituted for parental responsibilities. The absence of one parent has a significant impact on child rearing. Each person with his or her own personality brings a lot of emotions, ideas, interests and knowledge to the family. Nobody and nothing can replace him.

Labor is a prerequisite for human existence. Family and family members play an invaluable role in educating children from an early age to a conscious attitude to work, high motivation and a spirit of readiness for work. Purpose, motivation, and activity are the main criteria for a child's personality.

Identifying, inspiring, and pedagogically analyzing motivation for work and attitude to family education is particularly valuable. As we know, motivation is the driving force that drives people to act, and they are the driving force behind their activities and give them personal meaning. It can have many motivations at one time. Motivation reflects a person's interests, needs, wishes, wishes, aspirations and more.

The motivation behind work is the motivation for the individual to work.

Motivation problem in psychology has been studied extensively by A.N. Leontev, S.L. Rubinstein, P.M. Jacobson, A.G. Aseev, V. I. Kovalev and others. Much of the research on motivation issues focuses on learning the motivation of reading activities. The motives of work are poorly understood today. In particular, the influence of family and parents on the formation of these motivations remains an almost unexplored issue.

The goals that determine a person's work are often outside the labor process. These goals can be the desire to meet a person's vital needs, and the desire to secure a sustainable future for themselves and their loved ones.

At the same time, the motives of labor activity can be social. While serving in a particular field, a person realizes that his work brings home little benefits. Labor provides an opportunity to interact with and help other people.

There is also a system of motivations directly related to the labor process. These motives are different, and the inability to stay idle is a feeling of satisfaction, a sense of creativity, and a sense of accomplishment during and after the labor.

Any human activity is associated with a specific association. Relationships within the association also have a positive or negative effect on the motivation of work. Sometimes the influence of the association can be secondary, and in some cases, leading. The motivations for future work are gradually forming within the various activities of the child. In preschool

and child-centered activities, motivational motives are distinguished by the process rather than the result of actions. Leading learning at a young age is a prerequisite for the emergence of motivation for learning that has important cognitive functions. Our research shows that younger students respond positively to family work. In this case, the desire to help family members of workplace motivation, the sense of duty to family members is driven by interest in the end result and more.

The attitude of children of an incomplete family to work is significantly different, due to the separation of knowledge and professional interest and the beginning of the process of professional self-determination. Students want to participate in socially useful activities outside of school but are a little hesitant. There are cases of panic and unbelief.

When analyzing the motivations of their work, we have found that there is a set of motivations, interests, imitation, material support, self-discipline, the satisfaction of society, and the satisfaction of having something new to work. . In the years of adolescence, socially motivated factors are evolving. For example, rural youth have been tested for 2.5 times more productive than urban youth. Consequently, the most important task of parents from low-income families is to cultivate a productive attitude towards hard work in children of all ages.

In establishing a productive relationship, it is very important to determine whether labor is vital. Its positive significance is its purposefulness, its social value, and the reason why a child does something.

Many students have a conscious desire to facilitate adult work. They show affection for their mother and relatives.

Observations show that in some poor families, parents or children encourage children to work with money or other things. As a result, the child becomes a solely responsible person.

We interviewed children from single-parent families. We also received information on child labor in underprivileged families based on questionnaires.

"Do you do your homework independently or need help?", "What kind of hometasks do you do well?", "What type of labour do you like?", "What can you do to help yourself?" and other questions were given in the poll.

We divided the students into several groups based on the survey data and interview results.

Pupils of the first group consider it their duty to participate in housework.

Students of the second group do their homework, expressing sympathy for their mothers and wanting to lighten their weight.

The students of the third group consider themselves as equal members of the family association.

The fourth group includes students, who have a habit of doing housework.

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Fifth-grade students are forced to work.

As mentioned earlier, the limited educational opportunities of an incomplete family are evident in the development of socially motivated motivations. Often, they are left with children, parents, grandparents, or grandparents. A father or mother who is responsible for the child's education does not pay enough attention to the child's education.

Some single fathers do not teach their children to work physically with the idea that single mothers or daughters do not have a father or mother and that their hearts are not hurt. They try to do everything for themselves, even to do their homework. As a result, a child's conscious attitude to work and the formation of positive motivations slows down or stops.

It is necessary to teach children from the earliest times that labor is the basic need and that labor is a prerequisite for the growth of social property and natural wealth.

Dialogue with adults and friends is also the motivation for work. These motivations are evident to many adolescents. Due to the anatomical and physiological changes in the body of adolescents, a new sense of "self-realization" arises. He strives to imitate the way in which adults talk about their work responsibilities. The main need is to prove that you are an equal member of the family. Adolescents take an active part in their work together with their friends. Among the motivations of labor activity is a great interest in the work process itself and its final result. Children choose and interact with this tool to make the process interesting. For example, a teenager brought up in a single-parent family makes an item for her mother while her mother encourages her son to use it in the house and to encourage her son to become a real man.

Socially motivated motives are primarily socially encouraged motivations for material gain. This motivation plays a major role in the activities of students who have the kindness of loving their father

or mother, who is brought up in an unfamiliar family. Often such students decide to take part in certain labor activities in order to provide materially for the family. However, not all children from single-parent families can properly analyze the family environment. Most of the students in the classroom who violate discipline are children who are out of parental control. Akram, for example, is a fourth-grader. The father has abandoned his family, and constantly fights with his classmates for trivial reasons. He is indifferent to public duties. One day, he was given a small role in the script for the celebration. He agreed and took part in the preparations. It disappeared at the time of decisiveness, that is, when it had to be displayed. In a classroom sociometric study he claimed, "I don't want anyone." Nobody chose him as well.

Among the motivations that motivate the learner are those who have more egotistical behavior, or the motivation to perform a particular type of work because of their fear of punishment.

An example of this is the activity of children raised by stepfathers and stepchildren.

Salimakhon is unable to spend her free time with his comrades when the lessons are over and he comes home and does her step-mother's duties. Her brothers wash their clothes, feed them, sleep and play. Sometimes it is not possible to prepare a lesson. As a result, they are not actively involved in the life of the association, and it is often difficult to communicate with people. Labor based on fear of punishment also loses its educational value.

In conclusion, if the upbringing in an incomplete family is tailored to the child's individual characteristics, then voluntary family support, parenting with an interest in the labor process, such as adult reward, fear of punishment, motifs are formed.

The motivation for what motivates a child's parenting skills or personality traits depends on his or her own mental characteristics.

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