

## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF FORMATION OF READING INTERESTS IN CHILDREN OF PRESCHOOL AGE

**Berdalievа Gulasal Abduqunduzovna**  
Doctor of Philosophy in Pedagogy (PhD)  
Syrdarya regional center for training  
and training of public education workers, **UZBEKISTAN**

### ABSTRACT

The article analyzes the problem of forming the reading interests of preschool children. The analysis of scientific domestic and foreign literature on the formation of reading interest in children of preschool age. The necessity of creating psychological and pedagogical conditions for the formation of motivation for reading interest in children in a preschool educational organization is substantiated.

**Keywords:** Reading interest, fiction, preschool children, psychological and pedagogical conditions, motivation.

### INTRODUCTION

One of the most important tasks of preschool education, according to the requirements of the state requirement of preschool education, is the artistic, aesthetic and speech development of children. The state requirement for pre-school education emphasizes the need for acquaintance with book culture, children's literature, listening comprehension of texts of various genres of children's literature. And also, it involves the development of the prerequisites of value-semantic perception and understanding of works of art (verbal, musical, visual), the perception of fiction and folklore.

The relevance of the problem at the socio-pedagogical level is due to the order of society. Despite the obvious importance and indispensability of reading, a decrease in interest in the process of reading and perceiving a book, in our time, is observed all over the world. Educators and psychologists associate these trends with globalization, the widespread availability of electronic audiovisual media, the development of television culture, social networks and the entertainment industry. It is believed that precisely these factors determine the crowding out of reading as a previously irreplaceable source of socially significant information, and a decrease in its cultural prestige.

### Analysis of recent research and publications

Here we must take into account that the modern child of preschool age already initially exists in an information-saturated environment, generated not only by print media, but also by various electronic devices.

A great contribution to the study of the problem of reading interest was made by such scientists as: Ya.A. Comenius, K.D. Ushinsky, L.N. Tolstoy, Kh.D. Alchevskaya, N.A. Rubakin, A.V. Zaporozhets, N.S. Karpinskaya, M.M. Konina, D.B. Elkonin. Studies of the main problems directly related to the reading interest of children were carried out by M.V. Sobolev, N.K. Krupskaya, G.I. Bogin, L.G. Zhabitskaya, V.A. Levin, M.M. Rubinstein et al. Scientists such

as: I.A. worked on the problem of perceiving a work of art by preschool children. Winter, N.N. Svetlovskaya, M.I. Okorokova, N.G. Morozova, O.I. Nikiforova, B.G. Umnov, E.L. Goncharova, T.I. Grisik, Z.A. Gritsenko, L.M. Gurovich, N.E. Dobrynina, O.S. Zhukova, I.N. Timofeeva et al.

Consider the definition of reading interest of preschool children in the works of scientists N.N. Svetlovskaya defines the reading interest of younger schoolchildren as a personality trait, which is determined by the presence of the reader's motives that encourage him to turn to books, and a system of knowledge, skills that enable him to realize his motives with the least expenditure of time and energy in accordance with social and personal need "[3, p. 185].

## RESULTS AND DISCUSSION

In modern pedagogical science, O. V. Chindilova described the optimal level of development of the reading culture of preschoolers: the child's culture of communication with the book (the presence of ideas about the book and its purpose, value attitude to the book, the formed ability to observe, study the book, choose the book of interest); the culture of perception of the read (emotional reaction to the read, the inclusion of imagination in the reading process, the aesthetic perception of the literary text, the ability to find value and cognitive meanings in the read); the presence of age consistent theoretical and literary knowledge [5, p. 85].

Analyzing the interpretations of the concepts of "reading interest" and "reading culture of preschoolers", we proceed directly to the notion of reading the notion of reading interest in preschool children. Summarizing the foregoing, we believe that the reading interest of preschool children should be understood as the presence of external and internal motives of the child that encourage him to turn to books, the steady interest of children in the process of listening, quasi-reading and emotionally-colored retelling of read, heard literary text.

In this regard, we believe that for the effective organization of work on the formation of reader interest in preschool children, we need to understand and create psychological and pedagogical conditions that will help this process, and thereby ensure a positive experiment. We suggested that the motivation of children to read by means of socially significant partnership will be significant in the formation of the reading interest of preschool children. Let us consider this condition in more detail. One of the functions of preschool educational organizations is considered to provide a basis for the embodiment of the comprehensive development of the child. It should be emphasized that educational institutions, taking into account their material, technical, economic, staffing, are not always ready to guarantee a high-quality process of socialization of a preschool child, and cannot provide sufficient motivation for children to learn new information from different angles and forms of activity. As a result of this, it is necessary for the kindergarten to involve other auxiliary, educational resources and the necessary reserves in the upbringing process. One of these reserves is considered an event of socially significant partnership. Having a clear idea of the nature, content and forms of motivating children to read by means of socially significant partnership requires an appeal to the definition of the concepts of "motivation" and "socially significant partnership".

Having studied various approaches to the study of the concepts of "motive" and "motivation" by domestic and foreign psychologists, we noted the most significant points that made it possible to conclude that all definitions of motivation can be reduced to two main groups:

1. The definition may be the concept of motivation given by OS. Vikhansky and A.I. Naumovs, as a set of internal and external driving forces that prompt a person to activity, set

the boundaries and forms of this activity and give it a focus focused on achieving certain goals [1, p. 287].

2. Also in psychology, motivation is seen as a process and a dynamic education. In the framework of this approach, the most accurate is the definition of M.Kh. Meskon, M. Albert and F. Hedouri: motivation is the process of motivating oneself and others to work to achieve personal goals and organization goals [4, p. 538].

At the same time, it is important to note that A.K. Markova (characterizing the attitude to the activity itself), external motives are called social and internal motives are cognitive (we will consider this classification in the future) [2, p. 45].

These motives, in the context of our study, deserve special attention, since they are an important basis for self-education, self-improvement of the child's personality and will be most suitable when creating psychological and pedagogical conditions for the formation of reading interest in preschool children. These motives express such needs as: a desire to acquire knowledge in order to be needed by society, a representation of the need to learn something new, a sense of responsibility. The arguments of the socially significant partnership are that the child wants not only to contact and interact with peers, but also tries to understand, explore the methods and forms of his own partnership and relations with the teacher, friends and other adults.

## CONCLUSIONS

In the process of interaction with social partners who work in the library sphere, artistic creation, printing, a child develops a motivation for learning a book. Forms of socially significant partnerships may include:

1. Educational excursions to the library and printing house, mass media.
2. Educational activities in the community of parents of pupils of preschool educational organizations on introducing the child to the book. Organization of cross-booking and exhibition of favorite books in kindergarten groups.
3. Research activities in the process of virtual excursions to the world museums of books and printing. Based on the foregoing, we come to the conclusion that it is necessary to introduce psychological and pedagogical conditions in the activities of a preschool educational organization to motivate the reading interests of preschool children by means of socially significant partnership.

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