

PRACTICAL CONDITION OF THE PROBLEM OF INTRODUCING PRESCHOOL CHILDREN TO LITERARY WORKS

Khujamberdieva Shakhnoza Kupaysinovna

PhD in pedagogical sciences, Associate professor of the
Department of Preschool Education Methodology
Namangan State University
UZBEKISTAN
sh.hujamberdiyeva0505@mail.ru

ABSTRACT

Several reforms are being carried out to further improve in our country the preschool education system, strengthen the material and technical base, expand the network of preschool educational institutions, provide qualified pedagogic personnel, fundamentally improve the level of preparation of children for school education, and implement modern educational programs and technologies in the educational process. For example, in the concept of development of the preschool education system of the Republic of Uzbekistan until 2030[1], special attention was paid to the formation of children's love for the Motherland, respect for the family, the national, historical, cultural values of their people, and a caring attitude towards the environment. the selection and examination of materials and literature in the procedure, the development and implementation of new teaching-methodical materials for alternative forms of preschool education were defined as one of the priority tasks. The article talks about the pedagogical and psychological importance of introducing preschool children to works of art and the practical analysis of the problem of introducing them to literary works.

Keywords: Preschool age, artwork, fairy tale, story, speech, educator, activities, activities.