

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

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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.

INTRODUCTION

According to the Law of the Republic of Uzbekistan "On Preschool Education and Training,"[2] preschool education and training is a type of continuous education aimed at providing education and training to children, developing them intellectually, spiritually and morally, ethically, aesthetically and physically, as well as preparing children for general secondary education. Today, being recognized as an expert in this field poses new tasks. In particular, the State Standard of Preschool Education and Training[3] indicates the issue of organizing the preschool education system based on modern requirements and introducing effective forms and methods of educating preschool children based on national, universal and spiritual values.

Based on the state requirements for the development of elementary and preschool children of the Republic of Uzbekistan, the "Ilk Qadam (the first step)" state curriculum [4], fiction literature for children aged 3-7 years plays an incomparable role in the physical, mental and spiritual development of the young generation. In the "First Step" state curriculum approved by the Ministry of Pre-school Education, a significant place is reserved for artistic works written according to children's age, interest, and thinking range. Literary works are included in the "Speech, communication, reading and writing skills" field in the "First Step" state curriculum. Because literature is one of the important tools for developing children's vocabulary, speech, and thinking abilities, and preparing them for literacy. It is known that

fiction is one of the special types of art. The main task of art is to influence the human psyche and educate it in the spirit of goodness, goodness, and beauty by exciting the soul.

LITERATURE REVIEW

The research uses methods of analysis, pedagogical observation, interview, modelling, design, diagnosis, pedagogical experience-testing, data integration, comparison, expert assessment, generalization and statistical processing.

In Uzbekistan, several scientists have conducted studies on the pedagogical and psychological importance of using literary examples in the comprehensive education of the young generation, the formation of spirituality, morality, national pride, culture, and the peculiarities of the upbringing of a child's personality in the family and educational institutions. In particular, in the textbooks and training manuals created by pedagogues F. Kadirova, D. Babaeva and Q. Shodieva [5], the pedagogical possibilities of developing children's speech are covered by examples of literature. D. Mahmudova's [6.2] research paper talks about the pedagogical mechanisms, and social, pedagogical and psychological importance of preparing preschool children for reading through fairy tales.

In the research of M. Turakulova [7.5], there is talk about the specific features of the formation of book reading culture in preschool educational organizations by introducing children to artistic works.

G.A. Berdalieva [8.10] researched the basics of teaching children to think independently through literature speech training classes and developed guidelines and recommendations for teaching children to think independently in speech training classes.

The research work of D. Abdurahimova [9.15] is related to the improvement of the system of using examples of folk art in the spiritual and moral education of preschool children, in which the role of folk art genres in children's education is justified pedagogically and psychologically.

The research work of Z.F.Azizova [10.18] is discussed the issue of the formation of moral and aesthetic qualities in children of preschool age using staging artistic works, that is, puppet theatre and the moral-aesthetic development of preschool children is an important problem of the theory of preschool education, the emergence of the puppet theatre, its historical roots and educational significance, the theoretical and practical situation of the formation of moral-aesthetic qualities in pupils using the puppet theatre are described.

Research aimed at the development of preschool children's speech based on literary works was conducted by M.V.Lazareva, S.D.Sajina, E.I.Tikheeva, A.A.Leontev, E.N.Vodovozova, A.Flerina, O. It was carried out by I. Soloveva, A. N. Gvozdev and others.

METHODOLOGY

Literature serves as a powerful and effective tool for the intellectual, moral and aesthetic education of children, it has a great impact on the development and enrichment of children's speech.

In poetic images, the literature reveals and explains the life of society and nature, the world of human feelings and relationships. These patterns vary in their effectiveness:

- in the stories, children learn the clarity and clarity of words;
- improve the musicality and melodiousness of Uzbek speech in poems;

- folk tales demonstrate the clarity and expressiveness of the language before them and show how rich the speech in the native language is with humour, lively and figurative comparisons, and expressions.

RESULTS

After children learn to care about the heroes of the works of art, they begin to notice the mood of their loved ones and the people around them. Humane feelings begin to awaken in them - the ability to share in someone's pain, do good, and resist injustice. This is the foundation on which principles, honesty, and true citizenship are nurtured. Emotions come before knowledge; he who has not felt the truth has not understood and recognized it.

A trip to the world of fairy tales develops children's imagination, and their visual world, fantasy. Based on the best literary examples, children brought up in the spirit of humanity show their justice by protecting the oppressed and the weak and punishing the bad in their stories and fairy tales. And of course, children should get their aesthetic and especially moral ideas from adults' (parents, pedagogues) advice on works read, not from answers to prepared questions, but from works of art. Too much exhortation on the work read will do great, and often irreparable harm: A work that is "scattered" with small questions loses all its attractiveness in the eyes of children, and as a result, children also lose interest in it. Therefore, it is necessary to fully rely on the educational possibilities of the artistic text.

Today, children are introduced to works of art in "Speech Development", "Fiction" and "Teaching Literacy" in preschool education organizations according to the "First Step" state curriculum. We can see the weekly, monthly and yearly schedule of these activities in this table. (See Table 1.)

Table 1. Yearly schedule of these activities

Estimated number of sessions in groups from 3 to 4 years old							
№	Name of classes	During the academic year			During the recovery period		
		during the week	during the month	during the academic year	during the week	during the month	During the recovery period
1.	Literature	0,5	2	18	games-quizzes	2	1
2.	Speech development	1	4	36	1	4	12
Total:		1,5	6	54	1	6	13
The approximate number of sessions held in groups of 4 to 5 years							
№	Name of classes	During the academic year			During the recovery period		
		during the week	during the month	during the academic year	during the week	during the week	during the month
1.	Speech development	2	8	72	1	4	12
2.	Literature	1	4	36	quizzes	1	3
Total:		3	12	108	1	5	15
The approximate number of sessions held in groups of 5 to 6 years old							
№	Name of classes	During the academic year			During the recovery period		
		during the week	during the month	during the academic year	during the week	during the week	during the month

1.	Speech development	2	8	72	1	4	12
2.	Literature	1	4	36	quizzes	1	3
Total:		3	12	108	1	5	15
The approximate number of classes held in groups from 6 to 7 years old							
№	Name of classes	During the academic year			During the recovery period		
		during the week	during the month	during the academic year	during the week	during the week	during the month
1.	Speech development	1	4	36	1	4	12
2.	Teaching literacy	1	4	36	games	1	3
3.	Literature	1	4	36	quizzes	1	3
Total:		3	12	108	1	6	17

As stated in the "First Step" state curriculum, the main goal of literature classes is to instil in the hearts of children a desire for fiction books and to increase their reading literacy and reading culture. Educators should, of course, pay attention to many factors that serve to increase the effectiveness of fiction classes.

DISCUSSION

In particular, it is necessary to carefully study the text of the literary work selected for the training, look for ways to convey it to the hearts and minds of children, and pay attention to the following:

- reading a work of art and determining the primary purpose embedded in it;
- analyzing the behaviour and dialogue of the heroes of the work;
- to pay attention to the relations between the heroes of the work, the causes and consequences of conflicts;
- means of artistic representation (images of heroes, depiction of nature, animation, simile);
- identifying the differences in the genre of the work (tale, story, poem);
- create logical questions based on the events of the work of art;
- teaching to think independently;
- formation of independent, free-thinking skills in children;
- increasing the child's interests and positive attitudes towards fiction;
- teaching children to be creative;
- to strengthen the use of proverbs, wise words and riddles that serve to reveal the idea of the work and the expression of independent opinion;
- to continue the story or the adventure of heroes to express the independent opinion of children;
- tell a story or a tale using a few words;
- tell an independent fairy tale, story or poem, create fast talks and riddles;
- continue to think creatively and independently about the work (staging fairy tales and stories with the participation of children, putting on a puppet theatre, organizing a trip to the theatre, reinforcing the subject in work, visual activities, and music classes);
- organizing exhibitions of new books and pictures on the bookshelf;
- creating audio and video CDs with recorded voices based on the works and stories (personal reflections, poems, pictorial dialogues) heard by children in the literature centre, authoring independent books.

In the "Literature" section, Uzbek and world folk tales, literary tales, and stories are recommended for reading and telling stories to children of all groups. Children are invited to

the literature centre in small groups, where a collection of colourful books, colourful magazines, and audio and video tapes with images of various works (fairy tales, stories) are collected.

In literature classes organized in all groups, in particular, the beginning of the course, the central part, the conclusion (consolidating) part, interest, creativity, and activity should be the main criteria. This increases the child's interest in learning and knowledge. It is important in expanding the range of thinking and imagination of a child, increasing logical thinking, intellectual competence, and spiritual and moral education.

It is necessary to choose from literature and folklore that children are very impressed by stories and fairy tales in which brave, conscientious heroes who overcome any difficulties with intelligence or courage, patience or hard work take part, such stories and fairy tales force children to be extremely sympathetic to positive characters, to be intolerant of evil, injustice, and jealousy. Each age stage of the preschool period sets its speech development tasks. Literary works gradually become more complex as they age and the level of acceptance increases. Children develop the ability to listen to poetry. Therefore, adults must know the young capabilities of children.

In the state curriculum, taking into account the age characteristics of children, the norms of introducing them to children's fiction at each age stage are given. When an educator introduces children to works of art, he should develop the following skills in them:

- Listening and understanding works of art;
- Evaluating the behaviour of the characters of the work;
- Describing moral qualities and defects in people;
- Answering questions about the content of a literary work.

CONCLUSIONS

In today's era of rapid development, it is not enough to introduce children to works of art. This is because computer games, cartoons on TV, and moving toys with characters from fairy tales make it difficult for a child to be interested in mythical giants, flying carpets, and sly old ladies. To solve this problem, it is necessary to create fairy tales, poems, riddles and riddles rich in content adapted to the dreams and imaginations of today's children in a way that does not harm the work of introducing them to artistic works. The created works should serve as a force influencing the development of the child's world.

While listening to the created works, the child learns to understand himself and his identity, to appreciate the environment, and nature, to be kind to people, to be loyal to his Motherland, to glorify the Motherland, and to be proud of it. In addition, we believe that hearing and understanding strongly impact the child's health, guarantee the achievement of the intended goals, and their application in practical activities will be effective.

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