

EDUCATIONAL ACTIVITY TO INTRODUCE 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

In this article, it is necessary to create sufficient and favorable conditions in preschool educational organizations to arouse interest in books, the speech of a child who has heard a lot of fairy tales and stories during the preschool age should be fluent, his thinking clear, and the world of imagination is unlimited, and for this, a great responsibility is required from the educator, the relatively large volume of educators' children it is thought that it helps them to create a playful "imaginary world" based on the plots of literary works, introduces children to a group of works, and directs the work based on them to children's search for various imaginative solutions to open-ended universal cognitive problems.

Keywords: Reading, children's library, works of art, fairy tales, stories, poems, artistic images, children's literature.

INTRODUCTION

In the years of independence, a solid system of creating educational literature for educational institutions and delivering it to students was created in our country, and textbooks and study guides are published in the seven languages taught in Uzbekistan. The material and technical base of information-resource and information-library centres has been updated, and modern electronic library systems are operating. Reading has an important place in the comprehensive, physical, spiritual and mental development of children of preschool age. It is necessary to create sufficient and favourable conditions for arousing interest in books in preschool educational organizations. For this, it is advisable to organize small libraries.

LITERATURE REVIEW

The replacement of materials in this small library is carried out once every 2-2.5 weeks, on the eve of holidays, popular dates and events, when children's interest begins to wane, if interest is lost in the book, you can replace it without waiting for the specified time. It is also indicated that the small library should be filled with folk tales, poems, and stories about nature and seasons. In addition, examples of Uzbek children's literature and international children's literature that are suitable and characteristic of our national mentality in the fiction literature centres established in each age group will further strengthen children's love for books. It is appropriate for the teacher to tell the children different stories, fairy tales and stories orally, and read them from books or give them samples written on CDs.

METHODOLOGY

The teacher also teaches children how to save books. Although the child does not know how to read, the emotional feeling and intuition increase their attention to the design of books, that is, in colourful, beautiful and attractive, children are sure that there is information that is meant for them.

A child who has heard a lot of fairy tales and stories in the preschool years will have fluent speech, clear thinking, and an unlimited world of imagination. The conducted experiments show that there is a significant difference in the level of development of fluent speech and opportunities for independent thinking between children who went to the next stage of education from preschool educational organizations and children who went from families, and this condition affects the child's good grades in elementary school.

In today's era of rapid development, it is not enough to tell fairy tales and stories. The reason for this is that computer games, cartoons on television, and moving toys with characters from fairy tales make it difficult for a child to be interested in mythical giants, flying carpets, and witches. In order to solve this problem, it is necessary to create fairy tales, poems, riddles, and fast-talks, full of events and content adapted to the dreams and imaginations of modern children in a way that does not harm the work of familiarizing with folk oral creativity. The created works should serve as a force affecting 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, hearing and understanding have a strong effect on the child's health, it causes the elimination of various psychological defects in the child, and the activity of the child's brain is activated.

RESULTS

We recommend that educators of preschool educational organizations use the following work methods to increase the child's interest in books:

- the educator should develop a schedule for instilling in the child the concepts of love for the Motherland, respect for parents, friendship, manners and hard work through fairy tales, proverbs, and narratives given in books;
- discussions about each work, organization of stage performances, and in relation to any problematic situations during training, teaching to rely on the book with suggestions such as "let's take a look at our book, what's written in it?";
- organization of activities such as reading evenings with children, communication, roundtable discussions, "Book holiday", "Book grandpa's visit", "Meeting with the storyteller mom", "My father, mother and I tell a story" in preschool educational organizations;
- to allow the child to weave the final part of the old tales.

DISCUSSION

Therefore, when working with parents, the educator should pay more attention to the practice of their opinions and opinions, that is, what books they buy from parents for their children, what fairy tales or stories they know and in what way they tell their children, it is necessary to know which proverbs, riddles, fast-talks and for what purpose they are used, to think, analyze and give them methodical advice. The educator of the preschool educational organization recommends various works to parents for reading in the family circle according to the age and individual characteristics of the child showing the methods and ways of introducing the child to fiction. Parents pay attention to the possibility of organizing family theatres, involving the child in play activities and drawing, and developing his interest in literature. Guides parents to choose art and cartoon films aimed at developing the child's delicate taste. Together with parents, it organizes contests, literature quizzes, theatre performances, and meetings with writers and poets aimed at children's active knowledge of literary heritage.

In addition to these, it would be appropriate to establish cooperation with children's writers in preschool educational organizations. Because the educator sees and understands the world of

the child's heart as a practitioner. He is the best understander and connoisseur of his needs and interests. If the educator thinks about these things in simple language with the writer, the writer polishes these thoughts and ideas, expresses the words and sayings and events that affect the child skillfully, makes a new turn in literature, and the best children his work is born. Good and new works serve to develop the child's spirituality and increase his love for books. A child's interaction with fiction allows him to realize his aesthetic, cognitive, social and speech development potential. However, at the same time, the aesthetic characteristics of the activity should not be violated, and the children's capabilities should not be limited to schematism and imitation. For this purpose, the teacher should use the following methods:

- Focusing children's attention on the artistic value of a particular literary work - the expressiveness of the poems, the unexpected development of the plot in the story;

- It is necessary to create an emotionally enriched performance environment for the child to perform a literary work or a work created by him (retelling a story in a group, expressive reading individually and reading in dialogue with adults). However, the work of art can not only be told in words, but some of its bright aspects can be staged as a result of joint actions of children and educators, it can be treated musically, and can be shown with actions, pictures, and constructive models;

- The educator should create conditions for children to weave their own fairy tales in the spirit of well-known traditional folk tales (about animals and magicians) and non-traditional (about children, natural phenomena, objects) modern fairy tales; it is necessary to encourage children to create stories about interesting events that happened in their lives.

CONCLUSIONS

Using children's imaginations about the unique structure and typical characters of literary works, the educator should organize creative games of the "What if" category based on these elements. In such games, typical characters and plot elements are freely added, resulting in unusual and unexpected combinations.

Also important are games with individual words and sounds that give an unexpected and opposite direction to the image. The educator encourages playful and funny situations based on children's games with rhyme, word creation, continuation and weaving of poems, and inventing similes and comparisons. For example, inventing new expressive names that reflect the character of heroes of literary works, or new names for objects and events that are depicted figuratively in the work.

The teacher should help children to create a playful "fantasy world" based on the plots of relatively large literary works. For example, when introducing a large-scale literary work (an author's fairy tale), he can introduce the "imaginary world" of this fairy tale to the group and "live" in it together with the children for several days (walks, games).

It is effective to use a thematic grouping of works to develop aesthetic perception and creativity. It teaches children the variability of the image depicted in different works and its development within one work; it allows them to change the contexts when considering exactly the same subject areas, to demonstrate the interdependence of different forms of figurative expressions (word, movement, sound, image).

Also, the educator introduces a group of works to the children and directs the work on the basis of them to the children's search for various figurative solutions to open-ended universal cognitive problems (problems of living and dead, good and evil, beauty and ugliness). Obviously, during the search, the problems themselves are not formed in a generalized form,

but only various literary images and plots, as well as the situations created by the children themselves, are discussed together.

Such processes are especially important in training to 6-7-year-old children. During this period, the educator develops the child's emotional relationship to fiction, educates reading literacy and culture, and educates the child in the national spirit, constantly using examples of folk oral creativity: seasonal songs ("Doirani chaling, jon momo...", "Laylak qor-a, laylak qor...(a song about winter)", "Boychechagim boylandi..."(a song about spring)); riddle games ("I found a whip on the road..."), saying-play songs ("Hold on, don't hold on...", "Kamar, Kamar's whip..."), on the basis of organizing fun games, should gain interest in folk art and national melody.

Also, to cultivate a sense of respect for folk proverbs, to understand the deep meanings expressed in them, to teach them to think and answer riddles, to regularly introduce them to dates, and fast-talk sayings, to teach the child's birth through poetic works. to strengthen the feeling of love for the motherland, to continue to form feelings of pride and pride in their hearts, to encourage the child to think creatively, to expand his imagination about the world around him, to weave fairy tales, stories, poems, riddles develop the passion; should stimulate interest in rhymes and puns, improve the ability to stage and perform a work of art in roles.

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Abdurakhmonov Botirjon Department of Geography, Namangan state University, Uychi street 160136, Uzbekistan Telephone: 998-231-7612 E-mail: Botu76@mail.ru

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