



# THE ROLE OF IMAGINATIVE LITERATURE IN THE COMPREHENSIVE DEVELOPMENT OF PRESCHOOL CHILDREN

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## ABSTRACT

*The main purpose of the article is to acquaint preschool children with imaginative literature today, to prevent the decline of interest in reading among children, to link the child to books, to help preschool education comply with federal state educational standards.*

**KEY WORDS:** *preschool education, preschoolers, imaginative literature, mental, moral, and aesthetic knowledge of children's.*

Preschool education is the first link in the education system, the first foundation for the formation of a harmoniously developed personality. Raising children who are the owners of our future is a process of national importance, because it involves all members of society. So our country pays great attention to this process, in particular, to the preschool education system. Because young people are our future, and the more knowledge and education we give them, the more prosperous our future will be and the more peaceful our country will be. Otherwise, it will be difficult to teach the student in the future, which will not only negatively affect the development of a particular child, but also the spiritual and moral potential of society as a whole. One of the main sources of knowledge and education for children is a book. The educator makes extensive use of the press and books, which are the main sources of education and upbringing of children. The book is recognized as a tool that has everything, a response to everything in the minds of the little ones. The purpose of children's books is to develop the emotions that nature has given them. The indirect effect of such books should be on the emotions of the children, not on their minds.

Imaginative literature serves as a powerful, effective tool for educating children mentally, morally, and aesthetically, and has a tremendous impact on the development and enrichment of children's speech. Books play an important role in the formation of artistic taste. It is important that books differ not only in age, subject and content, but also in the way they are told and decorated. Books

for toddlers, especially young children, attention is paid more on the effect of pictures than words. The child reinforces the content of the book in his memory by repeatedly "reading" the pictures in the book to his friends, adults and puppets. The bright, beautiful pictures in the book nurture children's artistic taste.

Imaginative literature is a powerful effective means of children's mental, moral, and aesthetic knowledge that has a major impact on speech development and enrichment. It enriches the emotions, evokes imagination, gives wonderful examples of children's wonderful language.

These patterns differ in their effect: in stories, children know the accuracy of the word; in poems, the rhythm of folk speech, the ease and expressive rhythm of language, the words of humor, living and figurative expressions are manifested in adolescents. Imaginative literature arouses interest in the inner world of man and the protagonist.

Imaginative literature has a great impact on a child's mental and aesthetic development. Its role in developing the speech of the preschool educator is great.

A literary work preserves content in artistic form. Perception of a work of art is only complete if the child is prepared for it. And for this it is necessary to draw attention not only to the content, but also to the language of fairy tales, stories, poems and other works of imaginative literature.

Gradually, children's inventive attitude to literary works, artistic taste is formed.



Preschoolers are able to understand the idea, meaning, and expressive language of a language that is aware of the wonderful meaning of language and expressions. The problem of identifying literary works of different genres by preschool children is complex and multifaceted. In events based on complex forms of aesthetic perception, the child goes a long way beyond simple passion. Researchers have focused on the specifics of understanding the content and artistic forms of content and works of art.

It is, first and foremost, a concept, a little life experience, directly related to reality. Therefore, only at a certain level of development and only at the perception of purpose, the formation of aesthetic perception and on this basis the development of children's artistic creativity. Speech culture is a multi-speech phenomenon, the main outcome of which is speaking in accordance with the norms of literary language; This concept includes all the elements that determine the clear, distinct, and emotional transmission of thoughts and feelings in the communication process. Accuracy of speech and communicative technical purpose are the main stages of mastering literary language.

Imaginative literature in preschool children continues to get acquainted. The educator focuses on children's attention not only to the literary work, but also on some features of language. After reading the work, it is important to correct questions related to the actions, relationships, and movements of the main heroes. The right question makes the child think, come to the right conclusions and simultaneously feel the note and artistic form of the work.

Literary works are taught with explanation of literary works in preschool children to express content. Bigs of older children can understand some features of the artistic form that represents the content of literature. They can differentiate the genres of literary works and the specifics of each genre.

It is important to read books that are caring for loved ones with artistic images, courage, pride, and people's heroic and amazing people through moral content and people's heroic and amazement. Reading these books will be accompanied by a conversation. Children learn to assess the actions of the signs, their causes. The teacher helps children understand attitude towards heroes, trying to understand the main goal. With proper formation of problems, the child wants to imitate the moral behavior of heroes. The conversation should be in character actions not about the behavior of the group's children. An artistic look has any moral affected.

In preschool education organizations, it is attached to the acquaintance of children with artistic works, in which they are affected by the love of books. Based on the state requirements and on the 5 important initiatives on the side of the head of state,

work is underway and is carried out effectively. The fourth initiative is aimed at raising the spirituality of young people, the organization of systematic work on the widespread promotion of the readings between them. Waking a love for the book from the future generation, the formation of independent views and widespread worldvaes creates a solid foundation in the becoming a wise to life ways, plays a key role in the formation of a perfect human being.

In the State Requirements for the Development of Early and Preschool Children, it is the requirements for the development of reading skills of preschool children that the child is interested in books and reading, and the expected results are as follows:

3-4 year olds have an understanding of books; asks adults to read a book; reads books appropriate for his age; identifies the relationship between pictures and words in a book; recognizes familiar fairy tale characters from pictures.

4-5 year olds react to the story they are listening to and ask adults questions; can tell the main points of a work he / she has listened to based on pictures; can say the name of a work of art after listening to it; memorizes poems appropriate for his age; uses the book carefully.

5-6 year old know the first sound of a word; read the book independently; distinguish sounds; rhym words; use the dialogic form of speech, ask questions; memorize and expressively read poems; know the authors of favorite imaginative literature, fairy tales and stories and their names; correctly use the tone of expression; find words related to letters.

6-7 year olds tell other children the content of the book they remember; use simple and complex sentences in speech; compose words from syllables using syllable cards; have an understanding of words, sounds, syllables, sentences; read forewords, book titles, captions, etc .; know the name of the genre of children's literature (fairy tale, poem, story); know the names of famous writers and poets.

All conditions are created in educational institutions for children to acquire these knowledge, skills and abilities in preschool age. The responsibilities of the preschool organization and the parents are:

1. To open the world of word art to the child, to cultivate interest and love for the book, to listen and understand it, to react emotionally to imaginary events, to care for the heroes and a sense of "helping them", that is, to develop children artistically;

2. To develop the ability to listen to a story and read it with peers;

3. To teach children to perform play actions corresponding to the text of a number poem;



4. To educate children to express their emotional attitude to the melody and music of folk songs, poems, songs;

5. To help children identify their characters when literary works are read and told over and over again;

6. To encourage the child to repeat certain words and phrases from poems and fairy tales;

7. To teach them to look at illustrations, to recognize the heroes of literary works from them, and to answer simple questions about the content of the illustration (Who is this? What is he doing? Where is the mouse? Etc.).

8. To teach children to observe the development of actions in fairy tales, first on a visual basis (pictures, toys, actions), and then on short poems, fairy tales, presented without an exhibition;

9. To encourage the child to use independently published books (colorful, large picture, hardcover and washable) specifically for first-year children.

The implementation of these tasks is inextricably linked with the development of children's ability and aesthetic perception of literary works, the development of their artistic and speech activity.

Each child has unique characteristics, and only his/her parents know all about his or her behavior, abilities and capabilities. Therefore, the role of educators and parents in choosing the right book and using it is great. In addition, the recommended books should be adapted to the child's age, psyche, ability to understand. It should be noted that in the organization of expressive reading for preschool children, a large place should be given to examples of folklore - fairy tales, stories. Such works attract young readers with their mysterious aspects and have a strong positive effect on the educator. Because the unique creations of the people are fascinating with the attractiveness and high artistry of their deeply popular language. After all, they reflect the dreams and hopes of the people, their heroism, their love for the patriotic book. Young readers often believe in speaking shyly in front of 4 strangers, so at this age, parents can gain knowledge about children if they are involved.

When a child is asked a variety of questions that bother him or her when the conversation begins, the child is frightened, so the questions should be concise and interesting, allowing the child to talk more about himself or herself. Imaginative literature is an effective means of educating children in a comprehensive way, which contributes greatly to the development and enrichment of their speech. Imaginative literature helps the child to understand society, natural life, human feelings and relationships through poetic images, enriches emotions. Imaginative literature helps preschoolers develop

feelings of humanity — feelings of compassion, kindness, and caring for the little ones, parents, and older family members. Children get an aesthetic and moral imagination from works of art. A number of reforms being carried out in our country today are aimed at further developing the educational process for the development of the next generation of people who are well-rounded, physically and spiritually healthy, broad-minded and have high human qualities. The role of the media and the press is invaluable in the revival of our history, national traditions, values, the growing sense of self-knowledge in young people, the strong need for diversity of information, the rapid development of society.

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