



INTRODUCTION OF FICTION TO PRESCHOOLERS

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ABSTRACT

The article discusses the importance of introducing fiction to preschool children and the emotional development and formation of personal qualities in children as a result of the influence of the word.

KEY WORDS: *preschool education, fiction books, literature, development, mental abilities*

It is an important pedagogical task of every educator to acquaint the younger generation with books and lead them to the world of fiction. Through fiction, children understand national and universal values, without which it is impossible to realize the spiritual life of society and the individual.

Each age group in preschool sets its own speech development tasks. As we get older, the level of acceptance of literary works also increases, and they gradually become more complex. Children develop the ability to listen to poetry. Therefore, adults need to be aware of children's age opportunities. Taking into account the age characteristics of children, we will consider the issues of introducing them to children's fiction at each age.

The basis for young preschoolers' acceptance of works of art is an emotional response to them, the ability to perceive different tones, to react to them, to recognize and care for the heroes of literary works as much as possible. For children of this age, small-scale poetry, i.e. folklore and authorial poetry, is important. Children are especially interested in works in which the protagonists are children, animals, playful and everyday situations.

Together with adults, the child enthusiastically organizes games based on the plots of proverbs and countless poems, he listens to and imitates sound imitations and rhythmic repetitions in the direction of folklore. The child takes the events described in literary works very seriously. He is also ready to listen to his favorite fairy tale several times. He happily recognizes his

protagonists in illustrations and toys, carefully observing the usual sequence of plot movements each time, waiting for the happy ending of the tale. The number of works of art for children is small. Therefore, they need to be repeated many times, to enter the child's daily life and to develop in him the basic principles of feeling the work of art. The range of works that can be read to young children is mainly folklore. They are best suited to the needs of early childhood children because they include words, tone, music and movement. Children will learn about folk tales about animals: "Turnip", "Snail", "House", "Gray chicken" and others. It is important to consider the following factors when introducing young children to fiction:

1. To open the child to the world of word art, interest and love for the book, listening to and understanding it, emotional response to imaginary events, care for the heroes and a sense of "helping them", ie artistic development of children, their future to form as a reader;
2. Develop the skills of listening to a story and knowing it together with peers;
3. Teach children to perform play activities that match the text of a number poem;
4. To inculcate in children an emotional response to the melody and music of folk works, poems, songs;
5. Help children identify their protagonists as they read and narrate literary works over and over again;



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

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

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

9. Encourage the child to use books that are specially published for young children (colorful, large picture, hardcover and washable) independently.

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

What should be the content and conditions of pedagogical work with young children?

The most important condition for pedagogical work with children is that the educator is emotionally involved in the process of reading or narrating a work of art as a spectator or participant in the same events. The same work should be repeated many times: the educator reads the story "Turnip" from a picture book, then tells it without a book, shows it with toys, brings to the group illustrations by another artist comes, reads and tells stories with the children.

Adults should include the word art in the child's daily life on a regular basis (Sleep, my honey), adding the child's name to a folk song that is appropriate to a particular game or situation (Allayo-alla, let my daughter Gulnor sleep, alla, etc.). The educator (adult) should look at the illustrations in familiar and unfamiliar books with the children, identify the heroes of familiar works, illustrations and toys, say the name of the hero and his actions, as well as tell some expressive parts of the literary text ("I escaped from my grandfather, I ran away from my grandmother...")

It is especially important to review and read books in small groups of 4-5 children, as well as to create appropriate conditions for each child to freely use the books selected and stored in the group. Children should not be asked to immediately explain the meaning of all

unfamiliar words, especially figurative descriptions or the meaning of a story in their own words.

The level of mastery of the child is characterized by the fact that the child actively responds to the offer to listen to a book, participate in the game. She asks adults to read poems and fairy tales. Listens carefully to questions about the content of the work and answers them. Performs text-based game actions. Knows the content of the works he listens to, recognizes the familiar episodes of the work in the illustrations and their protagonists. Expresses a bright attitude to the book, laughs, rejoices, cries, takes an active part in singing songs, counting, reciting poems. In order to form the above-mentioned knowledge, speech skills, and attitude towards a work of art in children of the first age, it is necessary to know and apply the method of introducing them to works of art.

Starting with a small group, children need to be taught to distinguish genres. The educator must say the name of the genre: "I'll tell you a story," "I'll tell you a fairy tale, I'll read you a poem."

In re-reading, children learn the content of the poem, feel the rhyme and rhythm, memorize certain words and phrases, and thus enrich their speech. At this age, it is important to cultivate the sound culture of speech: when reading poetry, children need to be taught to pronounce each word slowly and clearly. Children have a habit of emphasizing rhyming words, so the educator must make logical accents correctly and get the children to recite the poem correctly.

After reading fairy tales and poems, the content of which is clear and close to each child, children can be reminded of such situations in their personal lives. In answering these questions, children construct their thoughts from only a few simple sentences, but this is now a preparation for the development of fluent speech in the future.

Young children should not be asked too many questions, usually two or three questions to determine how they understood the work, what words they remembered, and how well the content relates to the child's personal experience. Throughout the year, children should re-read rhythmic lines from stories, poems, some fairy tales or fairy tales that are familiar to children so that the poetic images are well mastered and not forgotten. Memorizing poems and fairy tales has a great impact on the



development of vocabulary. Therefore, it is important to make sure that the words that children hear during the lesson are included in their active vocabulary. To do this, these words must be repeated often in the correct form, otherwise the little one will perceive the new words simply as a combination of sounds and will not understand their meaning.

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