



Modern Technologies for Introducing Preschool Children to Works of Literature

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ABSTRACT

This article modern technologies for introducing preschool children to works of literature and also gives recommendations on the development of children's speech through the leading methods of introducing them to literature

Keywords:

preschool education, literature, technologies, speech, acquaintance with a literary work, techniques and games.

Introduction.

It is desirable that the process of introducing children to fiction in preschool educational organizations should be optimized with the content of school education. Because by familiarizing children with fiction literature, the necessary speech reserve is formed for mastering the academic subjects taught at school. They will be ready to communicate with others. In addition, they learn to justify their opinion and convey it in an attractive way. To achieve the listed skills, fiction and speech training should be organized on the basis of interactive methods and interactive technologies. The pedagogue should understand the book's essence and its socio-cultural influence on the development of the child's personality in any training. It is known that the book introduces the child to the world of human feelings, joys and sorrows, relationships, motives, thoughts, actions, and characters. The most important thing is to look at a person, see and understand him, and teach him to cultivate humanity in himself. The book reveals human and spiritual values, serves as a powerful and effective tool for children's

intellectual, moral and aesthetic education, and greatly impacts the development and enrichment of the child's speech. In poetic images, fiction opens and explains to the child the life of society and nature, the world of human feelings and relationships. It enriches feelings, develops imagination and gives the child wonderful examples of the Uzbek literary language.

Results.

Love for books does not "come" to a child by itself. Active help of adults is needed: pedagogues, reading children and parents. The book does not provide ready-made instructions on how to teach a child to love art.

A characteristic feature of a preschool child is that he cannot read. In them, reading is replaced by hearing and seeing. At the same time, children express themselves in small forms of reading activities, such as listening, looking at pictures, thinking about what they hear, and experiencing what is happening in a literary text. A child who listens to literary works does not see the events depicted in front of his eyes in reality. Based on his experience, he

tells them with the help of his impressions. Acquaintance with fiction, understanding and distinguishing the idea of the work and the actions of the characters is a product of the educational and pedagogical process carried out in the preschool educational organization. The educator plays a decisive role in this. O'quv-pedagogik jarayonning samaradorligi mazkur badiiy asarlarni bola ongiga largely depends on

the skill of delivery. The achievement of the quality indicator in education is guaranteed only if the educator prepares in advance how this activity will be carried out.

As part of the research, the following steps were taken as a basis for ensuring the integrity and continuity of the process of introducing preschool children to literary works (Figure 1):

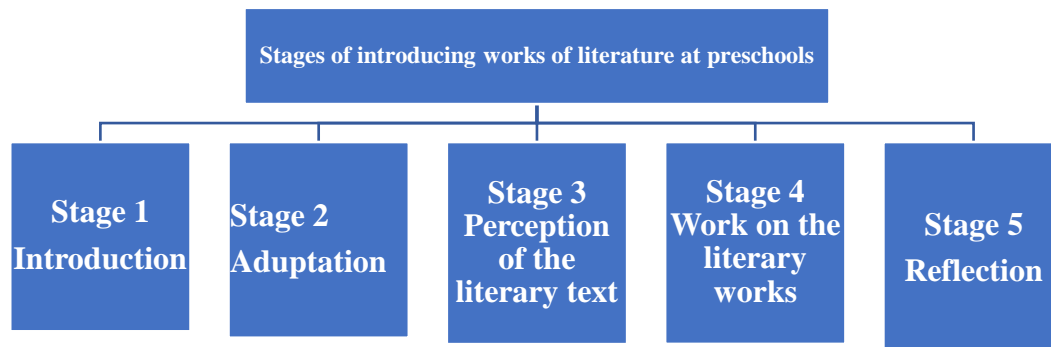


Figure 1: The process of introducing preschool children to literary works

The familiarization stage is considered to be the stage that is carried out directly in cooperation with the teacher, and his task is to introduce the studied work. In this, the expression of an literary work is delivered to children with the help of reading.

The adaptive stage is the adaptation of children to the process of introduction to the literary work . According to the analysis of psychological literature, adaptation (Latin adaptatio - to adapt, adjust) is a unique process that takes place in the life of nature or society, in the spiritual and spiritual world of the child, and means adaptation to any environment or conditions, to something new. The effective adaptation of the child to the process of familiarization with the literary work depends in many ways on the artistic and creative environment created in the group. Through the artistic and creative environment, they understand the content of the work and the mental and spiritual state of the characters in it faster. In this sense, it is appropriate for each educator to create an environment suitable for the age characteristics of each group in MTT.

Perception of the artistic text is the stage that characterizes the children's perception of

the main content and importance of the introduced literary work , the characteristics and situations of the heroes of the work.

Reflection stage - by understanding and realizing the content of the literary work , the child repeats its content, reflects it in his activities, compares it with the real events he encounters in everyday life, analyzes his actions and situations. Acknowledging, evaluating and controlling one's own character traits are also important features of this stage.

The child should have an emotional relationship with the characters, see the depicted events and experience them through the meaning acquired in pictorial expressions and capital letters. Only a book-loving child can easily understand the meaning of what he hears or sees. The child models any plot in his imagination, is happy or sad, creates a vivid image of the work he heard. As a result, he feels like a participant in the events. A book read in childhood leaves a stronger impression than a book read by adults. The task of adults is to reveal to the child the unusual things in the book, the pleasure that invites acquaintance. In addition, in order to attract a child to books, first of all, he should love literature, enjoy it as a

literary work, and be able to convey his feelings and experiences to children.

Children who sympathize with the heroes of the works of literature begin to feel the mood of the people around them. Human feelings begin to awaken in them. The ability to participate in socio-cultural relations, kindness, protest against injustice is included. Introduction to works of literature is organized not only by the educator, but also by the children's family members. Parents' interest in reading works of art, choosing and buying books for their children play a key role in arousing enthusiasm in children. The only principles of introducing a child to fiction at home and in kindergarten is to make the process natural for the child, a necessary part of his life. Fiction has a great influence on the intellectual, moral and aesthetic development of children, on the formation of their figurative and grammatically correct speech. It's no secret that in modern society, the problem of getting a child interested in reading requires more attention. It is known that today's children spend more time watching TV and computers. Interest in the traditional book is gradually fading all over the world. Printed publications are secondary, and devices for reading e-books are being prioritized. To read this or that work, you don't need to run to the library today - you can find the book on the Internet. Taking this into account, it is the task of educators and parents to direct children to choose the right source of information, as well as to increase the prestige of reading and the position of "reading person" among the younger generation.

What are the goals and objectives of the activity of introducing children to fiction in kindergarten? The answer to this question can be found in the state standard of preschool education and the "First Step" state curriculum based on it. In these documents, 2 directions of training are embodied:

"Development of speech" and "Fiction".

The development of speech involves the development of children's speech skills. "Fiction" aims to create a culture of reading on the basis of speaking skills. The training in the program is called "Development of fiction and speech". Through the training, children's

literature will be introduced, listening comprehension of texts, sound analytical-synthetic activities will be formed. In addition, in this activity, elementary ideas about the types of fiction and folklore are formed, and pedagogical processes such as encouraging sympathy for the heroes of works of art, implementing children's independent creative activities (visual, constructive-exemplary, musical, etc.).

Thus, introducing preschool children to book culture and children's literature in kindergarten in accordance with the state educational standard of preschool education is a means of developing children's speech, which enriches children's active vocabulary, prepares them for coherent dialogue and monologue, speech and speech expression skills are developed. Based on this, it is required that the educator should act as the most skilled pedagogue and motivator in the field of children's literature and speech development. An educator should have the ability to read children's literature at a pedagogically high level, able to interest children in books. It not only introduces children to the book, arouses their interest in the process of reading, encourages them to deeply understand the content of the work. The educator also acts as a consultant in the development of family reading. The most important task is to know and appropriately use the technology of working with artistic texts and pictures (illustrations) in preschool educational organizations. If the teacher uses the appropriate technology and enriches it according to the situation, the expected results are guaranteed to show children the value of books, to introduce the history of the creation of books, to present various children's literature, to teach them to distinguish speech styles and text genres, and to form a reading culture. .

As part of the research, the author program "Childhood and Inspiration" was developed, which serves to increase the effectiveness of introducing fiction to families and preschool educational organizations. Methodical recommendations were given to families regarding the use of the program. It was emphasized that it is necessary to introduce

children to literature in families from an early age.

During the research, seminars were organized for educators and parents.

The seminar for pedagogues-educators was mainly devoted to teaching how to organize classes based on interactive methods and modern technologies. Below is a summary of the activities conducted in pre-school educational organizations.

Topic: Me and our family. Me and my friends ("The First Step" has the same theme for all age groups).

Purpose: to explain the concept of family to children and teach them to name family members and distinguish them.

Duties:

The educational task is to teach children that the family is a small fortress and a part of society and to name people according to their social status.

An educational task is to explain to children the need to respect family members and to address them correctly.

The developmental task is to develop the pronunciation of sounds and connected speech in children, to teach them to address others and adults. Me and our family. Me and my friends ("The First Step" has the same theme for all age groups).

The course of training:

Step 1. The teacher shows the children a collage of pictures of families on the screen or on the board.

Step 2. The teacher asks the children a question.

1. What and who do you see in the picture?

2. How to name them in 1 word?

Explanation. If the children do not say the word family, the teacher brings them closer to the correct answer with guiding questions.

Step 3. The teacher gives information about the family. Close people live together in a family. They will have their own houses. This house is also called a fortress.

Step 4. The teacher invites each child to have a conversation, sharing the family pictures they brought from their families.

Explanation. The teacher explained to

the children that when they talk about the family, they speak with respect.

Step 5. A voluntary child is called to the board. Then the educator asks who talked to this child. Children who talk to the child on the board answer the teacher's questions.

Who is in this child's family picture?

Do you remember their names?

If you don't remember, contact him and ask.

Step 6. In this order, at least 3 children go to the board and answer a question about their family.

Step 7. Educator pastes pictures such as grandfather, grandmother, father, mother, brother, sister, brother on the board with their names.

Then:

- whoever has a grandfather in his picture, let him stand up;

- whoever has a grandmother in his picture, let him stand up (if he stood before, then he will say that this child is also in my picture and keep standing).

- whoever has dad in his picture, let him stand up;

- whoever has a mother in his picture, stand up;

- whoever has a brother in his picture, let him stand up;

- whoever has a sister in his picture, stand up;

- whoever has a brother in his picture, let him stand up;

-Whoever has a sister in his picture, stand up.

Shu tartibda xonadagi barcha bolalarning o'rnidan turishiga erishiladi. Joyida, ya'ni stol atrofida turgan holatida qo'llarni ushlab taklifi beriladi. Biz bir oilamiz, bir-birimizga yaxshi gapiramiz, yolg'on gapirmaymiz deya aytish taklifi beriladi.

Then it is studied whether children understand the idea that family means living in one house with close people.

Step 8. Question and answer about the pictures on the screen. Who is in the picture? Father, mother, grandmother ...

What are there? - puppy, butterfly, sun ...

Conversations based on story pictures are also a common way of introducing works of art. Children may have a number of difficulties in the process of conducting a conversation based on story pictures. Because children should be able to distinguish the main characteristics of the main character or objects in the picture, understand their interdependence and pay attention to the smallest elements in the picture. They should be able to think about the reasons for the occurrence of the situations in the picture, and to be able to meaningfully connect its sequence and completion when creating a story.

There are three stages when chatting based on a photo:

- Extracting individual parts of the content of the photo;
- To determine the interdependence between them;
- Combining the parts of the picture into a single content.

This is how the conversation is organized.

An example of the activity of creating a story based on a serial picture. Purpose: to develop connected speech in children, to teach them to describe the content of plot pictures in a coherent sequence.

Methods: visual, oral and practical.

Necessary equipment: envelope, serial plot pictures, ball.

Training progress.

Organizational part. Educator: Children! Today our institution received a letter. The letter we received is from Bilmasmoy. There are also pictures inside the envelope. Bilmasmoy wants to take part in the "Best Story" contest. He is asking us to help him create a story. Do you guys want to help Bilmasmoy? (Children's answers...)

The main part. Together with the children, the teacher places all the pictures on the magnetic board in an irregular form. Children look carefully at the pictures? What is the picture about? Which fairy tale does it remind you of? That's right, my children, this is the story of "The Proud Rabbit". What do you think? Did we place them correctly? ? (Children's answers.) Which picture should stand first. First, let's put the pictures in the

right order. (Pictures are placed sequentially by content).

Educator: Children! What did the proud rabbit brag to his friends about? He invites the children to tell the story in sequence, looking at the pictures. Then there will be a question and answer session. Why did the proud rabbit feel shy? What did the wolf do when he came? Children's answers are summarized

Conclusions.

Acquaintance of children with fiction in preschool education organizations is a process of socio-psychological, organizational and methodological nature. This process, by its essence, envisages the development of children's worldviews through the ideas presented in the works.

Based on the observation of the practice, we have witnessed that pedagogues carry out special introductions to literary work only in the classes of speech development and introduction to fiction. If in other types of training, for example, in the making-building training, attention is paid to telling the animal in which fairy tale he met and what he did in conversation therapy, inter-training integration and connection of the process with life is ensured.

"Let's learn logical thinking", "Smart Kid", "Grandfather's Tales", "Uzbek folk tales" and a number of other examples of fiction, which were introduced in order to educate children of preschool educational organizations from a cognitive, moral and aesthetic point of view, are animated, illustrated. being presented in electronic form creates a number of conveniences for teachers and students.

Works of literature help to form the correct attitude of the child to the environment, summarize the factors of real life and help to know life, the world of human feelings and relationships. It develops the child's thinking and imagination and enriches his feelings.

Methodical activities of the pedagogue, that is, the use of methods and tools that take into account the age and individual aspects of children, are important factors in the development of preschool children's positive attitude to literary works, artistic taste, and the ability to act imaginatively in the world of books.

It is recommended to effectively use oral, visual and practical methods in introducing children to works of art.

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