

The Methodology of Forming Interest in Preschool Children's Introduction to Literary Works

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Abstract:

This study explores the methodology of fostering interest in literary works among preschool children, highlighting the significance of early literary engagement in their holistic development. Recognising the global emphasis on quality education, the research underscores the need for effective pedagogical models that enhance children's artistic, aesthetic, and reading competencies. The introduction of literary works is framed as a vital component in nurturing children's moral and aesthetic sensibilities, which are essential for their socialisation and cognitive growth. The paper delves into the theoretical and methodological foundations of literary education, examining the pedagogical strategies necessary for cultivating a love for reading and enhancing literacy skills. Through a comprehensive analysis of existing literature and practical methodologies, this research aims to provide educators with innovative approaches to integrate literary works into preschool curricula, thereby enriching children's educational experiences and fostering lifelong learning.

Keywords: Preschool education, literary engagement, pedagogical methodologies reading literacy, child development, aesthetic education, socialisation, creative thinking.

Introduction.

In the world, special importance is being paid to effectively solving the problems of quality education for preschool children at the global level, raising them physically and spiritually, and improving the pedagogical mechanisms of forming artistic and aesthetic ideas from an early age. In particular, the development of effective pedagogical models for children's spiritual-ethical, artistic-aesthetic development from an early age, formation of interest in reading books, and improvement of reading literacy is becoming an important priority. As one of the main issues of the future

summit planned to be held by the United Nations in 2024, special attention is paid to the fact that the formation of life skills in children from an early age is a guarantee of sustainable development, which also calls for the need to develop new methodologies in the field of preschool education.

In the process of introducing children of pre-school age to literary literature in the world, improving the pedagogical foundations of spiritual and moral education, developing a methodical system for the formation of speech competencies in children from an early age, developing reading and native language literacy in children of pre-school educational organizations, teaching educators to artistically. Several scientific researches are being carried out on the design of innovative models of preparation for the organization of educational processes. In particular, as an important means of developing children's speech of preschool age, to ensure the integration of the use of fiction with information technology, to expand the didactic possibilities of forming an interest in reading books in children, to develop methodological principles and criteria for selecting the best examples of children's literature for the development of children's independent and creative thinking. is particularly relevant.

Special attention is paid to creating favourable conditions for the intellectual, moral, aesthetic and physical development of preschool children in Uzbekistan, increasing the scope of quality preschool education for children, and further expanding the possibilities of introducing innovative pedagogical and information technologies into the preschool education system. being directed. "Organizing the preparation and publication of a new generation of educational and educational-methodical literature, introducing digital educational resources, distance learning from home and technologies for raising parents' knowledge, scientific development in the field of the early development of preschool children conducting research, integrating advanced scientific developments and technologies into the activities of preschool education organizations" reflects the priorities of introducing advanced pedagogy and information and communication technologies into the preschool education system. This requires clarifying the psychological-pedagogical and methodical features of introducing children of preschool age to literary works, improving the methodical foundations of teaching children of senior preschool and preparatory groups to work with literary works.

Results.

Theoretical and methodological foundations of introducing preschool children to literary works.

As a result of the comprehensive reforms implemented in the continuous education system of our republic in recent years, as a result of the acceleration of the pace of social life, taking into account the socio-psychological characteristics of the learners, they are oriented towards the person based on the content of complex, multifaceted and internal competition. issues of preparation for the process of relations, education of people with high knowledge, physical and spiritual health, and creation of necessary conditions for effective functioning are gaining urgent importance. Today, in the theory and practice of preschool education, it is known that there is a contradiction between the introduction of preschool children to literary works, the development of a social procedure for educating their interest in books, and the insufficient organization of methodological support for this process. is happening Pedagogical needs of solving the problems of introducing children to literary works, the need to create a system aimed at forming the moral and aesthetic attitude of the preschool child to the surrounding world through this literature, and to properly enrich it with content, is felt.

In the research, it is detailed that literary works are one of the most important means of comprehensive development of preschool children's personality, formation of children's creative abilities, and oral speech skills. The content of the literary work expands the child's worldview and intelligence, takes him beyond the scope of personal observations, and reveals social reality for him:

the story of people's work and life, great deeds and bravery, and events in the world of children's games is justified. As the artistic word creates the true beauty of the language, it is with its help that the work is given an emotional colour, and the reader's feelings and thoughts are sharpened using these words.

It shows that it is possible to find solutions to this problem by effectively establishing the process of introducing children to literary works in educational organizations based on foreign experiences aimed at finding a solution to the selected problem and the study of pedagogical-psychological, methodical research.

According to the results of the analysis of the pedagogical-psychological and methodical literature aimed at finding a solution to the selected problem, it is possible to correctly understand the essence of the main concepts related to the topic and clearly define the direction of the research in the process of introduction to the literary works. For this reason, the content of such concepts as "artistic immortality", "literary works", "teaching literacy", "literacy", "literacy", "speech development, reading and writing skills" were clarified in the research.

In the study, the process of familiarization with literary works was interpreted as a pedagogical-psychological system as follows:

- The step-by-step system of the formation of the child's speech skills acquires integrity and is characterized by interrelated and related components;
- The process of introduction to literary works has the description of a pedagogical orientation and expresses several cause-and-effect relationships;
- The development of children's speech, communication, reading and writing skills is determined by the objective nature of pedagogical relations, educational goals, and the development of various creative environments.

Through literary works, wonderful examples of literary language quickly enter the minds of learners, in particular, in stories, children learn the conciseness and accuracy of language; and through poems, they feel the musicality and melodiousness of Uzbek speech, and through the clear plot and expressiveness of fairy tales, they get a close understanding of its meaning. In the framework of the research, it is possible to distinguish several pedagogical, psychological, methodological and physiological features by introducing preschool children to literary works (see Table 1).

Table 1. Pedagogical, psychological, methodical and physiological features of introducing artwork to preschool children

Pedagogical	psychological	methodical
<i>Acquisition of spiritual and moral qualities</i>	<i>Activation of cognitive processes</i>	<i>Acquiring scientific, artistic aesthetic knowledge</i>
<i>Communicative (speech essay)</i>	<i>Individuality The orientation of the person</i>	<i>Acquisition of reading and writing skills</i>
<i>Formation of aesthetic feelings</i>	<i>Mnemonic process Reflection</i>	<i>Formation of interest, aspiration and desire for reading</i>
<i>Cooperation of adults and children</i>	<i>Ensuring the manifestation of thought processes</i>	<i>Orientation to practical and creative research activities</i>
<i>Humanitarianism</i>	<i>Analysis, synthesis, and summarization of the content of the work</i>	<i>Independent thinking</i>
<i>A sense of family values</i>	<i>Manifestation of personal-emotional, volitional feelings</i>	<i>Acquiring practical knowledge (drawing, painting, appliqué, clay</i>
<i>Understanding universal and national values</i>		
<i>Interest in cognitive activity</i>		

		<i>work)</i> <i>Experience</i> <i>Level (Data Acquisition)</i> <i>Imitation of the heroes of</i> <i>the literary work</i>
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Introduction to literary works as a scientific-pedagogical system ensures socialization of children not only by forming their worldview, teaching them speech and literacy. Socialization of a child is a process of formation under the influence of human culture and communication, and this process through literary works has the following characteristics:

- The facts expressed in literary works and their influence play a leading role in the socialization of the child;
- By understanding the content of literary works introduced by adults, the relationship between the educator, parents and the child, their mutual emotional closeness becomes important in the development of the child and the formation of a person;
- To acquire scientific knowledge and cultural values, to acquire moral qualities, to achieve intellectual maturity through literary works;
- The desire to read books, and listen to fairy tales and stories is not only a characteristic of childhood but includes the formation of interest in reading books (literacy) in all periods of a person's life.

The literature analysis showed that it is necessary to pay attention to the concept of "literacy" in the research. V.A. Sukhomlinsky described that "Reading is a way to the child's heart by a skilful, intelligent, thoughtful educator." L.S. Vygotsky, A.V. Zaporozhes, and A.A. Leontiyev distinguished the characteristic features of understanding of the content and artistic form of the literary work by preschool children.

The researches of psychologists, pedagogues and linguists show that the problem of perception of literary works of different genres by preschool children is complex and multifaceted. Through fiction, a child's worldview, intellectual potential, and thinking skills are developed, but this happens on the condition that the child can react to them and perceive them artistically. In this sense, to fulfil the state requirements for the development of preschool children, defining certain functional meanings of literary works is becoming a socio-pedagogical necessity. The socio-pedagogical necessity of introducing literary works within the framework of research allows categorization of educational, artistic aesthetic, educational, socio-psychological and several other tasks.

The cognitive task is related to the evaluation of the value of a literary work due to the specific characteristics of artistic knowledge. Prediction occupies an intermediate position because it is conditioned not only by knowledge but also by the direction of the result. In turn, the task of evaluation becomes an inspiration for the child, because emotions play a special role in children's evaluation of the content of a literary work. A literary work can evoke certain emotions, to convey ideological and emotional content. The inspirational power of fiction evokes real experiences no less than those of life itself. The ability of fiction to act as a source of deep emotions is the basis of its competence task, through which literary works can fill everything necessary to satisfy human needs. The task of treatment is that fiction literature is a leading resource in preventing the child from mental stress and relieving fatigue. Poems and stories read by parents in the family and educators in pre-school education organizations make it possible to forget the stress and fatigue of preschool children and to feel the spiritual world of the characters in the presented art work. A

literary work can be a means of providing children with pleasure, relaxation and entertainment. This represents its entertainment function.

The uniqueness of fiction is that it gives children pleasure, activates all their highest abilities and powers, and encourages them to be creative. This is the creative task of fiction. However, creative activity includes the communication of a person with other people, the desire to create something for others. Here, the heuristic (creativity) function intersects with the communicative function. As a result of these tasks, children's fiction works as a means of communication between adults and the children's community.

In the course of the research, the following components were identified for the organization of the process of introducing preschool children to literary works:

1. structural component - the structure of the process of introducing preschool children to literary works reflects the structural foundations of the purposeful, methodological, meaningful, organizational and pedagogical components;
2. competence component - this component includes basic competencies (communicative, social, personal (creating the concept of "I") and knowledge) in the process of introducing literary works, as well as competencies related to speech, communication, reading and writing skills in the field of development (artistic it is based on the combination of (understands speech about a fragment of a work, listens to a speech, speaks and communicates about a work, shows interest in books and reading)).

In the process of research, the target component of the process of introducing preschool children to literary works is the social demand of society to study literary works in the course of general intellectual training, satisfaction with the studied literary works, and the implementation of activities related to their successful mastering. describes the purpose. In the methodological component, practical preparation of preschool children aimed at getting acquainted with literary works, principles and approaches in the use of speech, communication, reading and writing actions is defined. The content component represents the ability to convey the educational value of literary works, and the formation of speech and communication skills of students, which serves as a basis for the cognitive activity of fiction. The organizational-pedagogical component describes the forms, methods and tools of the process of introducing preschool children to their literary works.

Knowing as a basic competence is the great interest of children in learning through works; able to independently find and apply basic information about the content of the work; to understand the relationship between objects, events and situations based on the work, to perceive them as a whole; they acquire competences such as learning to preserve the environment through tales about nature and its creatures. Socio-emotional competence is the child's ability to express his ideas about the content of the work through his emotions, to understand the content of the work, to be able to express it following his life situations; to be able to distinguish the situation of the heroes of the work; they will have skills such as being able to communicate with adults and peers regarding the studied work.

Acquiring communicative competencies in children by introducing them to literary works, i.e. acquiring constructive methods and means of interaction with people around them in the form of events and images in the work; the ability to communicate and successfully solve the tasks is challenged, and the process of active speech development occurs. Works of art serve as a necessary tool for the child's cognitive and social development and knowledge of the world. Children develop oral and written communication skills in a content-rich and stimulating educational environment. Children listen and observe the teacher to understand the content of the work; listen to questions and tasks and answer them accordingly. They have a positive attitude towards activities involving speech, especially reading and writing. This competence also includes the ability to independently

use various means of communication and channels to receive information through literary works; strengthens the ability to search, analyze and select, organize, change and store the necessary information for use in education and development.

By introducing children to literary works, an environment is created for the development of social competence, i.e., the child's ability to work together with peers and adults, observing the established order and etiquette. According to the events in the works, children learn to respect others and follow the rules of behaviour. In problematic situations formed based on the works, they perform actions to solve them by their age and individual development characteristics. As children learn about the works, they recognize the cultural diversity of those around them.

It is known that personal competence ("I") is formed by demonstrating several characteristics that are formed in preschool children and improve throughout their lives. Children learn their place in life-based on familiar tales, stories, and narratives, and learn to care for their well-being as well as that of others. In the case of positive images, they develop independence and self-confidence and also realize their weaknesses and begin to work on their elimination.

Among the competencies in the field of development, children are interested in fiction in the competences in fields of speech, communication, reading and writing skills; understanding the dictionary meaning of words related to the content of a literary work, speaking and communicating independently about a piece of work, assumes the ability to use the knowledge and skills acquired in the process of studying works in various life situations.

Pedagogical basics of introducing preschool children to literary works.

As part of the research, literary works were chosen as a means of shaping children's spiritual and intellectual development. From this, it was concluded that it is appropriate to analyze the subject pedagogically, methodologically, as well as psychologically. Works of fiction are not only an important source of knowledge, but also a means of forming stable motivation and interest in preschool children. This type of literature has ideas about bringing children closer to everyday life, understanding the essence of things and processes, as well as correcting their relationship with real life, which allows you to form an inner passion for studying literary works. Taking into account the age characteristics of preschool children, when introducing them to children's fiction, the pedagogue should develop the ability to listen to literary tales, stories, poems, and small forms of poetic folklore of various genres and topics, to express an emotional reaction to their content, and to follow the development of the plot. Children's creative ability is developed by creating favourable conditions for word creativity, playful and humorous variations of poetic texts, and by enriching their play and imaging activities with artistic images.

An important task of preschool education is to prepare children for long-term literary education that begins at school. This requirement is also defined in the "Speech, Communication, Reading and Writing Competencies" provided by the "State Standard of Preschool Education and Training", which includes speech and language, reading skills, and hand fine motor skills of the fingers. A 3-4-year-old child talks about what he sees in a picture listens to a fragment and says the name of a work, continues or completes a familiar story and fairy tale told by adults, continues a story started by a 4-5-year-old child, learns nouns and verbs composes uncomplicated sentences with the help of 5-6 years old, composes a creative story with the help of adults, composes simple and complex grammatical sentences, can compose simple words, 6-7-year-old children independently compose a pictorial story based on a picture, of various genres narrates literary works expressively, engages in dialogue in group discussions, listens and participates.

Within the framework of the research, the coherence and continuity of introducing preschool children to literary works was ensured in the following 5 stages: familiarization, adaptive, perception of the artistic text, work on the literary work, and reflection. To systematically form

qualities in children according to the indicators presented in the implementation of these stages, each educator is required to pay attention to the organizational, methodical, and monitoring aspects of the process of familiarization with fiction.

Organizational work focuses on creating a reading environment at MTT. Providing a reading environment with children's literature, teaching reading in families, raising awareness of children's literature examples of educators, organizing literary and artistic centres in the organization (book corner, video library, audio-library, staging) implies.

In methodological work, it is assumed that the educator can choose the most interesting thoughts of children about the literary work, stories about their personal experiences, poems and fairy tales invented by children for the training process.

In the process of monitoring, the mastery of the literary work was evaluated and analyzed in the section of different groups. In this process, the indicators set in the field of development of "Speech, communication, reading and writing skills".

5-10 minutes are allocated for 2-3-year-old children to get acquainted with literary works, and at this age, it is mainly to pick up different tones when receiving literary works, to react to them, and to recognize and care about the characters of literary works at the level of opportunity. 10-15 minutes are allocated for 3-4-year-old children to get acquainted with literary works, the ability to choose literary fairy tales is formed in children, to know and love some literary heroes, to select a particular fairy tale for themselves and always ask them to read or tell them. appears. For 4-5-year-olds, 10-15 minutes are allotted for them to familiarize themselves with the literary works, it can be seen in their preference for certain actions and characters, and in summarizing their rich literary experience. It indicates the desire to read the book, the desire to independently and repeatedly review the illustrations, and the desire to listen to the book again and again. 15-20 minutes for 5-6-year-old children, 20-25 minutes for 6-7-year-old children. The distinctive features of 6-7-year-old children are manifested in their high creative potential and the desire for imitation and moderation. Fiction helps preschool children to develop humane feelings, sympathy, kindness, caring for children, parents and older members of the family.

Within the framework of the research, priority was given to the organization of modern approaches to introducing preschool children to literary works, to carry out the existing process in vertical and horizontal directions. The teacher arranges educational assignments and games related to fiction for the students. For example: acting out fairy-tale characters and attributes, drawing their picture or creating an application. In the horizontal direction, children study literary works in groups on the theme of day, week, or month. In the vertical direction, literary works are carried out based on the development of a systematic and consistent differentiation algorithm, starting from a small group to preparatory groups.

When recommending a literary work to children of preschool age, it is extremely important to show a picture from a book or to show a picture based on the content of this literary work, that is, the method of demonstration is extremely important. Through the methods of illustration and demonstration, they will get more complete information through this work and will understand its content faster.

Narrating a literary work is one of the most popular and proven methods. Usually educators use this method more. Some children's ability to remember is better judged by what they hear than by what they see. From this point of view, we can consider this method effective. Educators use different methods to reinforce the subject.

Questions and answers about literary works are also considered effective methods. In order to strengthen the presented work, the question-and-answer session with the children not only

determines the level of comprehensibility of the presented work but also strengthens the children's communication and thinking skills.

By introducing children of the first age to literary works, the following indicators were achieved: they enjoy communicating with adults about literary works, listen to them with interest; listen attentively to the works being told or read to them without distraction; recognizes familiar works, characters of fairy tales, stories and poems in illustrations and toys after repeated listening; shows the content of the work (poems, songs, fairy tales) with words, actions, gestures; tries to catch words and lines from familiar poems; is interested in looking at illustrations in children's books.

Methodological conditions for introducing preschool children to literary works.

The following conclusions can be drawn about the effectiveness and efficiency of the model created to improve the methodical foundations of the process of introducing children to fiction in preschool education organizations: the model includes the target component and principles of organizing the education and upbringing process in preschool education organizations and includes various genres innovative technologies and forms of education and training in the process of studying literary works: activities, morning and evening classes, joint independent and individual activities of children in the development centre, integration activities, imitation, holidays and events, aimed at organizing reading nights.

These approaches are also given a special place in the model of introducing children to fiction. Based on the concept of "approach" in pedagogy, it reflects the mutual activity of the teacher or the learner aimed at ensuring the results of the pedagogical activity aimed at a specific goal. The process of introducing preschool children to fiction can be organized based on the following didactic approaches: linguistic, cultural, anthropocentric, psycholinguistic, informative, active-practical, technological, axiological, communicative, problematic, and analytical approaches. Based on these approaches, contextual-integral productivity with age and pedagogical, gender principles has been clarified by directly taking into account the stability of the correlation of literary types and genres.

The acquaintance of children with fiction in preschool educational organizations has an integrative nature according to its content and organizational-pedagogical aspects. In this place, fiction serves as a powerful and effective tool for the intellectual, moral and aesthetic education of children, it develops children's speech, and a trip to the world of fairy tales develops children's imagination, world of fantasy, and fantasy. Children brought up in the spirit of humanity based on the best literary examples show their justice by achieving good deeds, protecting the oppressed and the weak, and punishing the bad ones in their stories and fairy tales.

In all children's works, the worldview, thinking, thoughts, dreams, and aesthetic attitude of the young generation are expressed. Although most of them are created by writers (adults), reality is interpreted and researched from the point of view of children, narrated and evaluated in children's language.

The tasks of the teacher's methodical activity are as follows:

1. Forming children's interest in books and noticing them in time.
2. Forming the ability to understand pictorial expressions and illustrations and verbal description.
3. To isolate the individual actions of the characters and prepare them for use in question-and-answer.

As part of the research, the methodical foundations of the process of introduction to fiction in preschool educational organizations were improved based on the organization of the "Childhood and Inspiration" authorship program. Several innovative technologies are reflected in this author's

program, among which the technology of introduction to fiction is the most effective technology implemented in all groups of preschool educational organizations.

The reader who realizes the value of the book will consciously understand that it has been prepared in the long process of hard work. Each of the presented literary works ensures that students enter the environment of literary education. Presentation of various children's literature by the educator enriches their worldview and forms areas of emotional, volitional and intellectual development.

One of the methods used in preschool education organizations to introduce fiction to children is dramatization. When the staging method was used, the children were able to love the play and learn its content. Especially during the research, during the process of role distribution, children chose the heroes the most. It was proposed to use the following type of work for educators. The children were given the following tasks:

1. Name the given paintings and categorize them according to the work.
2. Continuation of the episode related to the hero, which was started according to the previously mastered work.
3. Memorization of previously memorized and mastered poems (children who have achieved equal results say the verses of the poem in turn, whoever stops reciting the poem, the winning child gets the role of the hero is assigned to perform).

One of the widely used methods in children's literature introduction classes is listening and understanding. Effective and expressive works read by the teacher ensure that children listen and understand. Analyzing the listened work, understanding its meaning, memorizing it, and explaining it in one's own words are steps of working on the literary work.

Presentation of literary works using visual means - presentation method was also used. During the experimental work, the "Expressive Presentation" technology, which integrated both methods, was used. In this case, the roles in the expressive read-out work were distributed by choosing from closed pictures. Then, the role-playing tasks were explained to each child. During the training of literary and speech development, the goal of many methodological techniques should be to facilitate the process of listening and understanding the text, to help children remember the work.

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