



THE IMPORTANCE OF INTRODUCING FICTION TO PRESCHOOL CHILDREN

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ABSTRACT

This article is dedicated to the issue of the actuality of introducing fictional books, reading activities in the kindergartens. Because under the influence of the artistic word, the child comes to certain conclusions. Every work of art is a part of life, it invites the child from a limited sphere of his life to a new, as yet inexperienced upbringing. Literature is able to transform the social norms of behavior inherent in children into internal regulators of behaviors that are firmly rooted in the heart.

KEY WORDS: *pedagogue, preschool, reading skills, folklore, fairy tales, riddles*

Fiction is a complex and multifaceted form of art that is an effective means of shaping a person's high spirituality. Fiction is a spiritual principle recognized by man, a factor of kindness, love, compassion. Fiction engages preschoolers in life situations and human interactions, telling them what they are happy about and what they are upset about, what they like and dislike, what they value and what they refuse, what worries, sympathizes and dislikes them. Through it the emotions struggle, the personal qualities of the mind and soul develop, enriching itself with the spiritual experience of humanity concentrated in literature.

The great Russian pedagogue K. D. Ushinsky wrote: "The life of every generation remains both in language and in literature." [1] The centuries-old observations and thoughts of the people, the fruits of their dreams, hopes and wisdom are embodied in various genres of literature. The work of art reveals to the child the life of society and nature, the world of human feelings and relationships. They develop the child's thinking and imagination, enrich his emotions.

When children reach the age of three, when they are formed as individuals, their vocabulary is very diverse. Children try to communicate easily with both adults and peers. Children change from a passive listener to an active participant, care about the heroes of literary works, express their thoughts and attitudes. Fiction is a form of knowing the truth around us through stories, fairy tales, and poems, encouraging us to think, feel, and understand. Art word helps children to clarify and consolidate knowledge, gradually enriching them with new concepts and ideas.

Artistic speech enriches emotional life, forms moral principles. When children listen to a fairy tale, they themselves become participants in these events, empathize with the positive hero, and live the lives of the heroes as if condemning evil. Children, of course, love the vivid images of works of art, the poetic images of nature, the musicality and melody of



poetry, the expressiveness of language. They feel the beauty of the artistic word well, and easily and quickly memorize fairy tales, folk songs, poems.

The works of art reveal to children the world of human emotions, in person, arousing interest in the inner world of the protagonist. Children learn to empathize with their heroes through works of art and begin to notice the mood of their loved ones and those around them. They begin to evoke human emotions, the ability to show care and affection, a sense of protest against injustice, humanity, and an ethical direction, a passionate sense of humor, an art that incorporates the imagery of language. The word helps children understand the beauty of speech in their mother tongue and at the same time serves to shape its aesthetic taste.

According to K.D. Ushinsky, fiction plays an important role in the development of the ability to speak, that is, the ability to express their thoughts. For this, it is important that the accuracy of teaching is based on clear images (natural phenomena, pictures) received by the child [1].

Reading books is the task of a masterful, skillful, intelligent, thoughtful teacher, through which the teacher finds his way into the heart of the child. Childhood is a time when all impressions are especially bright and meaningful. A book read over the years leaves such a strong impression that it will remain in the memory for a lifetime.

Education done with artistic words leads to great changes in the emotional sphere of the child, which helps him to react to various events in life, restores his subjective world. According to B.M. Teplov, the artistic word covers various aspects of the human psyche: imagination, emotion, will, develops his consciousness and self-awareness, it shapes his worldview [2].

When reading books, the child sees a certain image, a specific situation in front of him, experiences the described events, and the stronger the experience, the richer his feelings and ideas about the truth.

The book develops dreams, creative imagination, emotional and cognitive activity, active attitude to life, love of art, images that reflect life to the world, enrich it with knowledge, expand children's life experience and push it beyond its boundaries. Personal observation surrounds the world, ideas about the native national language, its beauty, expressiveness, diversity. The book teaches the first lessons of patriotism in figurative, emotional form, teaches to be a citizen, develops aesthetic perception, aesthetic ideas and feelings, cultivates aesthetic taste, which is reflected in the assessment of children's literature and real-life events for the child.

From an early age, a preschooler listens as much as an adult wants to read, easily remembers short poems and fairy tales, lives with book heroes, sympathizes with some and judges others like children. Books, various art didactic games under the influence of manuals, lessons with adults, children's artistic and speech activities, ie the perception of works of art, their performance, as well as the connection with the primary forms measures will appear. By the age of 5-6, children will have the ability to listen carefully to literary works, the ability to express their attitude to the content, the characters. Children develop poetic comprehension, that is, the ability to perceive figurative and expressive means in fairy tales, stories, poems, and the ability to explain their needs for a particular genre.



It is necessary to create certain conditions for the realization of the educational potential of the book. In the family, first of all, the child should have an emotional environment of interest in activities, a desire to read to him, talk about what he reads, develop the ability to accept stories, fairy tales and poems as art.

The moral development of children is especially successful if they understand the idea of the work of art and are able to encourage the actions of the heroes. Therefore, when talking to children about the books they are reading, it is important that preschoolers tell them as fully as possible about the main character and his qualities. Along the way, the role of adults is especially important when the child is still only a listener and spectator of the book. The choice of fiction appropriate to their age, the development of the child's ability to comprehensively understand the emotional and figurative, to teach the author to understand and feel the melody, beauty, poetry of artistic images, to respond to emotions.

The book arouses the child's interest, enriching it if its content is revealed in vivid, visible images, rather than in an abstract, speculative way; the dynamic depiction of events, characters, and actions of the protagonists enhances his imagination. The entertainment and sense of humor described in fiction is one of the main requirements for children's literature. L. N. Tolstoy wrote: "... Never, in any way, do you force the reader to understand the world through boredom." [1] Children's literature is a companion for the child only if it gives vivid images, is a source of joy for the child, helps him to understand the life around him, natural phenomena and the relationships between people.

Basically, we introduce preschool children to different genres of folklore while introducing them to fiction. Folklore is considered to have an emotional and educational effect on a child, depending on its characteristics.

Uzbek folklore plays an important role in the intellectual and moral development of children. With its surprising richness of colors, descriptions, vivid characterization, lyrical additions, repetitions, dialogues, rhythmic tone of language, it develops the image of fairy-tale thinking, the effectiveness of speech. In particular, fairy tales cover the child with their content, excite the imagination, and at the same time expand his life experience, give him an idea of the need to fight morality, justice, evil. It defines the ideological content of fairy tales, the character of their plots, images, story details and language. Every fairy tale has an element of reality. It is this feature that hides the richest educational opportunities in the fairy tale itself. The tale teaches a moral lesson in compassion, devotion, love for all beings. Introducing himself to fairy-tale heroes, the child learns the ideas of humanity and heroism.

Fairy tales strengthen the child's love for the Motherland, introduce children to their nature, customs and lifestyle. "People's lives are seen in fairy tales," wrote V.G. Belinsky. They make people's perceptions of reality.

They reveal people's perceptions of reality in all its emotional diversity. The tale is characterized by familiar, sharp, intense colors: "dark night", "white light", "red sun", "blue sea", "white swans". Children are captivated by the tension, the unexpected, the danger, the change, the different forms of the plot, the struggle between good and evil that goes through the tale. The child rejoices in the reward of a happy ending, victory, justice, honesty, fearless heroism, endurance, diligence.



Highly appreciating the educational role of fairy tales, K.D. Ushinsky called them "the first brilliant attempts of folk pedagogy", the people who created them - the great teacher [1].

At the same time, the educational and developmental role of riddles and proverbs in kindergartens has long been known. In figurative poetic form, they reflect various phenomena of nature and the surrounding reality, help the child to look at the simplest things differently, to teach observation, to stimulate thought, to poetically comprehend the colorful images of the world:

"The sisters are standing in the field: yellow eyes, white eyelashes"

(Chamomile);

"Red, juicy, fragrant, low, grows close to the ground."

(Strawberries).

The images are amazing with their originality. The similarities and differences between the objects based on the puzzles make you think about the peculiarities of the real world. Depending on their age, children are offered puzzles on a variety of topics - about animals:

"Here the needles coming out from under the bench they look at me, they want milk" (Hedgehog);

about birds: "He sleeps during the day, flies at night, and frightens passers-by" (Owl);

about insects: "The housewife flies on the lawn, strokes the flower - she shares it with honey." (Bee);

about plants, flowers, trees: "Turned to the sun - golden base" (sunflower);

The figurative means of riddles are personifications characterized by metaphor, concreteness, clarity. Also, folk proverbs embody morality, endurance of generations, correctly define life events, always give them an emotional assessment, introduce the child to human wisdom.

Folklore creates a child's emotional environment, develops figurative thinking, creative imagination and enriches speech.

Stories about nature help to cultivate a sense of humanity, a love of the environment. The mysteries of nature, its laws are taught to children by V. Bianchi ("Forest Houses", "Whose nose is better?", "Whose feet are these?"), M. Prishvina ("Golden Meadow", "Conversation about Trees"). It is classified through the works of E. Charushin ("Hedgehog", "Bear"), G. Skrebitsky ("Four Artists"), I. Sokolov-Mikitov ("From Spring to Spring") and others.

Acquaintance with poetry is of great importance in the aesthetic upbringing of children. Poems develop the child's imagination, evoke in him a sense of beauty, cultivate a sense of love for nature. The child perceives poetry, feels their rhythm, notices the peculiarity of the construction of rhymes, verses. Poetic works not only enrich children with knowledge, but also nurture, as K.D. Ushinsky rightly points out, "the ability for the beauties of language." [1]



V.G. Belinsky, in the upbringing of the child, attached great importance to poetry, and rightly distinguished the peculiarity of its perception. "Poetry is first received by the heart and only then transmitted to the head," that is, he stressed the importance of the emotional awareness of reality. Poetic images help children to see beauty in reality, to find a poetic beginning in it.

It should be noted that 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 our future owners is a process of national importance. That is why our country pays great attention to this process, in particular, to the preschool education system. After all, young people are our future, the more knowledge and education we give them, the more prosperous our future, our country will be peaceful and serene, otherwise it will be difficult to teach a student in the future. It will not only affect the development of a particular child, but also has a negative impact on the spiritual and moral potential of society as a whole. One of the main sources of knowledge and education for children is books. The educator makes extensive use of the press and books, which are the main sources for educating children. The book has everything the little ones think is recognized as a means of responding to everything.

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