

Mechanisms of Forming Library Skills in Preparatory School Groups

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ABSTRACT

This article describes the pedagogical and psychological characteristics of the development of reading skills in students of the preparatory group for the school.

In the Presidential Decree "On approving the concept of development of the preschool education system of the Republic of Uzbekistan until 2030", it is stated that "to fill preschool educational institutions with modern teaching and methodical materials and fiction literature; creating conditions for the all-round intellectual, moral, aesthetic and physical development of preschool children; "Introduction of advanced pedagogical and information and communication technologies to the preschool education system" defines the issues related to the target development of reading skills among the students of the preschool group.

Although there was a lot of talk about the importance of methods of instilling interest in books from a young age, starting with the preschool education system, which is considered the first stage of socio-cultural education, in practice this issue is not sufficiently observed, reading due attention was not paid to the fact that cultural education is an important part of general pedagogical education. To date, the formation of reading skills cannot be achieved by forcing students to read books or by requiring them to recite the content, such an approach to reading only distances them from fiction, from feeling the appeal of true works of art. it became clear that he could deprive.

Therefore, in recent years, various reforms have been implemented in our republic, starting with the preschool education system, to improve spiritual education by creating a culture of reading. In particular, the basic programs "First Step", and "Bolajon" were developed under the

state requirements for preschool education, the creation of special literature based on these programs or the "Creation of a small library in preschool educational institutions, organization of its activities and effective use of children's literature "Instructions for use" can be evaluated as a clear example of modernization of industry activities based on the requirements of the time.

It is desirable to first identify their needs and interests and then to encourage them to read while developing their reading skills in preschool educational institutions. For example, choosing a book taking into account the interest of some children in birds, some in animal life, or others in technological innovations, studying works of art according to their genre and educational value, children's age, individual, and even gender characteristics, etc. Determining the effective forms and tools of ngra education can give the intended result.

"In developed foreign countries," wrote Khudoiberdi Tokhtabayev, a well-known children's writer, "reading has risen to the level of a science." "Reading teaches not only to promote books, but also to read books, to choose a book to read, to digest, that is, to understand oneself with the help of books."

Reading does not mean the work that falls into one's hands, but also reading selectively and reading what one has read at the level of need, interest, taste, and thinking. Therefore, the initial work in this regard should divide the age development into periods, determine the characteristics of the child's mental development in the first stages of ontogenesis, what are the concepts of need, interest, and motivation that are part of the internal regulation, determine their importance in the child's life, and pay attention to the pedagogical aspects of the issue.

In psychology, the formation of a preschool child as a person is divided into three stages.

The first stage includes 3-4 years. This period is spent with the strengthening of emotional self-control in the child.

The second stage corresponds to the period up to 4-5 years. In this, the qualities of moral self-control begin to form in the child.

The third stage covers 6-7 years. The development of entrepreneurship, self-awareness, and personality traits in a child is a characteristic feature of this period. it is clear to come.

The changes and difficulties that occur during the preschool period require the child's perception, way of thinking, and memory, as well as the ability to manage their behavior. The development of the child's personality means that he gradually understands the environment and feels his place. Therefore, under the influence of changes in behavior, the child performs certain actions. The influence of close people makes the child inclined to imitate them, imitate their habits, and express their thoughts about people and things. During this period, the rapid development of speech is in harmony with the child's need to consolidate what he knows, to hear the stories, songs, or poems he knows over and over again. Not getting bored with such repetitions is a special characteristic of children of this period.

As Z.Ibrahimova rightly noted, "Children educated in kindergartens, before going to school, act rationally, observe their surroundings independently, look at the work of adults, can speak and think fluently, have gained some knowledge and skills. will be In the child's reaching such a level, in particular, in his physical, mental and moral maturity, in understanding the duty to the people and the Motherland, in being able to feel beauty, in disgust of ugly things, in hatred of evil and evil, the artistic works that are taught to them in kindergarten and in the family are very important. plays a big role."

Indeed, one of the important factors influencing the formation of a child's personality is the examples of fiction. During this period, the actions, words, and behavior of the characters in the

fairy tales or stories told by their loved ones, their relationships with others, and adventure stories take on a completely new image in the child's imagination. As a result of following important points in the plot or positive qualities in the character of the characters, good qualities begin to sprout in the child, childish dreams (to become a wizard, fly into space, travel to the underground kingdom) are awakened, purposeful behavior (big- helping children, caring for animals, etc.) will begin to be realized. On the contrary, in the example of the destinies of the heroes, whose deeds are evil, ending in destruction, the initial immunity to harmful habits such as crookedness, injustice, and lying begins to form.

Children's reading skills are psychological, such as perceiving the content of a work of art, imagining the events in the plot line, and keeping it in memory; Physiological characteristics related to the development of speech organs, as well as national values and traditions are also unique. In particular, processes related to understanding the content of the text, understanding the essence of images, and the perception of the work play an important role in the emergence of aesthetic pleasure. It should be noted separately that the term "fairy tale age" used by Western researchers in recent years is unique in that it focuses on the question of the age at which a child can perceive fairy tales. In our opinion, when studying fairy tales, it is important to keep in mind aspects such as the size of the text of the work, the simple, understandable language, the fact that a few words are loaded with a lot of meaning, the national color in it, the people's lifestyle and level of thinking, aspirations, and dreams. affects the child's mental development at one age.

Children of middle and older age groups of preschool educational organizations look with great interest at fairy tales that glorify ideas such as hard work, honesty, kindness, and generosity. The main feature of fairy tales suitable for children of this age is anthropomorphism, i.e. animals "speak" like humans. Anthropomorphism (from Greek - man, form) or personification refers to the depiction of non-human beings or abstract objects as human-like or possessing human characteristics. For example, in anthropomorphic works and visions, natural phenomena such as wind and rain, and abstract concepts such as God or homeland think and talk like people.

Tales of this form and content are very favorite for children and they always listen to them with interest and wonder. Tales about animals create different attitudes toward the situation and evoke pleasant or unpleasant feelings toward the characters. For example, characters such as a wolf, who is always involved in disappointments, or a cunning fox, a lazy dragonfly, or a lazy grasshopper, are not very popular with children. They mostly like the images of strong and loyal animals like lions, tigers, horses, dogs, and innocent animals like cows, goats, roosters, and ant. During this period, children begin to have questions about the actions of fairy-tale characters such as the wolf who always eats food, the fox who does not tire of tricks for his benefit, and the proud rabbit who pretends to be a hero. there is reason to say that it is the result of changes in his thinking.

Adults and children in preparatory groups, while listening to a fairy tale or story, try to determine who is good and what is bad. they try to evaluate in their way. For example, when Emerald in the fairy tale "Emerald and Precious" gets lost and is alone in the forest: "The dark forest scared Emerald" or "The flowers are very good. Expressing thoughts like "They lighted the way for Zumrad" is the first appearance of children's intelligence, sharp eyes, and independent thinking.

Such aspects make them feel the joy and happiness of the characters or feel pity and sympathy for the difficult situations that befell them. If the desire to have opportunities (flying

carpet, secret chest, magic mirror) similar to the heroes (brave, fearless, resourceful, intelligent) first appears in the child based on dreams, then later through logical thinking and imagination, it opens a wide path for future practical activities. As E. Melnikova rightly noted, "In the process of work and activity, imagination appeared and developed. Before doing anything, a person tries to understand what needs to be done, how it is done, and what it looks like. It interacts with the nerve fibers in the human brain and helps him to work. Imagination is a separation from reality. A person sometimes imagines things that have not yet been seen. It does not yet exist, it does not exist, but it is the source of imagination in objective reality in the external world.

So, the need and interest in original works of art lie at the core of activities aimed at educating a deep worldview, rich imagination, high taste, and beautiful morality.

In conclusion, as it is required to show independence and creativity skills from the first day of studying at school, in the example of life in artistic works, the child begins to understand the essence of opposite concepts such as goodness and evil and believes in heroes. serves as an important tool for his education. So, this forms the conclusion that the role of fiction literature is determined in the education of high spirituality, intellectual potential, and aesthetic taste in children.

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