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SCIENTIFIC AND PRACTICAL METHODS OF INTERESTING PRESCHOOL CHILDREN IN FICTION

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Annotation: This article analyzes the issue of attracting preschool children to fiction from a scientific and pedagogical point of view. The role of fiction in the formation of children's speech, thinking, aesthetic taste and moral education is highlighted. In the research process, effective scientific and practical methods based on systematic, psychological-pedagogical and integrated approaches are analyzed. The article reveals the importance of expressive reading, conversation, staging and independent work with books in preschool educational organizations.

Аннотация: В данной статье анализируется вопрос интереса дошкольников к художественной литературе с научно-педагогической точки зрения. Освещается роль художественной литературы в формировании речи, мышления, эстетического вкуса и нравственного воспитания детей. В ходе исследования были проанализированы эффективные научные и практические методы на основе системного, психолого-педагогического и комплексного подходов. В статье раскрывается значение в дошкольных организациях методов выразительного чтения, беседы, постановки и самостоятельной работы с книгой.

KEYWORDS: preschool education, fiction, children's literature, speech development, pedagogical methods, upbringing, integration.

КЛЮЧЕВЫЕ СЛОВА: дошкольное образование, художественная литература, детская литература, развитие речи, педагогические методы, воспитание, интеграция.

Introduction

Today, one of the important tasks in the preschool education system is to comprehensively develop children and ensure their spiritual and moral education. In this process, fiction plays a special role as an important pedagogical tool. Through works of art, children form the first visions of good and evil, aesthetic taste, colloquial activity and creative thinking. Therefore, the use of scientifically based methods in the interest of children in fiction is considered an urgent issue. Also, effective methods of working with fiction, taking into account the age and psychological characteristics of preschool children, were studied. As a methodological basis, modern pedagogical approaches and national pedagogical heritage were used.

Methodology and Discussion

The scientific and pedagogical approach is carried out taking into account the psychological characteristics of a preschool child. For example, based on Lev Vygotsky's theory of zones and Bruner's learning models, it is scientifically proven that the process of increasing interest in fiction

is related to the development of a child's thinking, language acquisition, and fantasy. These theories indicate the child's learning range and provide the teacher with a suitable method of choice. Scientific methods of interest in fiction. Scientific methods are based on the selection and systematic organization of literary works in accordance with the age characteristics of children. The psychological and pedagogical approach serves to take into account the individual capabilities of children. Integrated methods increase the effectiveness of education by combining fiction with music, visual arts, and play activities. The effectiveness of practical methods. While expressive reading develops children's listening skills, the conversation method strengthens their ability to communicate.

The staging method, on the other hand, enhances children's creative activity and emotional perception. Independent work with books develops children's interest and respect for books. If we consider the educational value of fiction, fiction plays an important role in developing children's speech culture, increasing vocabulary, and forming the ability to think independently. In particular, through fairy tales and stories, children learn to perceive life situations. In this regard, Abdulla Avloni recognized fiction as an important factor in the education of the individual. The interest of preschool children in fiction is a continuous and purposeful pedagogical process.

The combination of scientific and practical methods serves for the development of speech activity, creativity and moral qualities in children. In the research process, effective scientific and practical methods were analyzed on the basis of systematic, psychological and pedagogical and integrated approaches. Through a systematic approach, the problem was studied in a broad context, in terms of its various components and their interrelationships. This approach allowed for a systematic analysis of all stages and elements of the educational process. The psychological and pedagogical approach focused on selecting and applying methods based on the developmental characteristics of children, their cognitive, thinking, language, and emotional needs. Thus, the psychological state of the students and pedagogical goals were harmonized, which served to increase the effectiveness of education. An integrated approach, on the other hand, has allowed for the creation of a more comprehensive and meaningful learning process by combining knowledge from different disciplines and beyond the boundaries of the field of science. Using this approach, theoretical knowledge was closely linked to practical activities, which increased children's interest in fiction.

Results

As a result, the methods selected based on these approaches were not only scientifically sound, but also found to be effective in pedagogical practice, leading to even higher results in the educational and upbringing processes of children. We can cite a number of scientific and practical arguments for the importance of reading, conversation, staging, and independent work with books in preschool educational institutions: First, the method of expressive reading plays an important role in the development of children's speech and listening skills. The research presented in the article suggests that expressive reading increases the richness of language in children, expanding their range of thinking and imagination, which strengthens the process of primary education. Secondly, the importance of the conversation method is that it develops children's oral communication skills and encourages the socialization process. The article states that open and dialogue-based forms of conversation allow children to express their thoughts and ensure effective communication with each other.

Third, staging techniques develop a child's creative thinking, expression of emotions, and teamwork skills.Fourth, independent work with books develops independent thinking and self-education skills in children. The article emphasizes that children's approach to learning is not

superficial, but deeper, through interest in books and independent study.ducation skills in children. The article emphasizes that children's approach to learning is not superficial, but deeper, through interest in books and independent study.

The results of the study show that through fiction, children develop not only rich speech, but also, as Abdulla Avloni emphasized, moral and aesthetic education. It also serves to enrich the methodology of preschool education and is recommended for widespread use in practice. It is scientifically substantiated that fiction is a fundamental tool in the development of speech and thinking of preschool children. Author L. Vygotsky's "zone of proximal development" and J. Based on Bruner's learning models, he linked literary education with the psychophysiological capabilities of the child. This shows the solid scientific foundation of the work.

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