

ALTERSBEZOGENE MERKMALE UND FÄHIGKEITEN DES LEHRERS, KÜNSTLERISCHE WERKE BEI VORSCHULKINDERN EINZUFÜHREN

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Zusammenfassung: In diesem Artikel wird ausgeführt, dass die Fiktion eines der wichtigsten Mittel zur allseitigen Persönlichkeitsentwicklung des Vorschulkindes ist, der Inhalt eines Kunstwerks die Weltanschauung des Kindes erweitert, die Interessenbildung für ein Kunstwerk Bei Vorschulkindern spielt die Bücherecke eine große Rolle bei der Erziehung zu einem achtsamen Umgang mit Büchern, und die Rolle und Fähigkeiten der Erzieherin in diesem Prozess werden diskutiert.

Stichworte: Belletristik, Altersmerkmale, Bücherecke, Literaturoauswahl, Märchen, Gedichte, Naturbücher, Lesen, Geschichtenerzählen, inhaltliche Gespräche.

AGE-RELATED CHARACTERISTICS AND TEACHER'S SKILLS OF INTRODUCING ARTISTIC WORKS TO PRESCHOOL CHILDREN

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Abstract: In this article, it is stated that fiction is one of the most important means of all-round development of a preschool child's personality, the content of a work of art expands a child's worldview, the formation of interest in a work of art in preschool children, the book corner plays a major role in educating a careful attitude to books, and the role and skills of the educator in this process are discussed.

Keywords: fiction, age characteristics, book corner, selection of literature, fairy tales, poems, nature books, reading, storytelling, conversations on the content.

INTRODUCTION

Preschool education is the initial part of continuous education. It ensures that the child becomes a healthy and developed person, awakens his passion for learning and prepares him for systematic education. Today, in the process of educating children of preschool age, educators are faced with the task of acquiring a new professional and personal quality.

Therefore, educators are required to approach children in the process of education, taking into account their different age characteristics. At the same time, the educator should be aware of literary news, know good publishers specializing in children's literature, use a creative approach and intuition of the educator.

And fiction is one of the most important means of comprehensive development of the preschool child's personality. The content of the work of art expands the child's worldview, takes it beyond the scope of personal observations, reveals social reality for him: it tells about the work and life of people, great deeds and feats, events in the

world of children's games. The artistic word creates the true beauty of the language, gives emotional color to the work, sharpens feelings and thoughts, affects, excites, and educates.

LITERATURE ANALYSIS:

It is known that fiction reveals and explains the life of society and nature, the world of human feelings and relationships. Books and book reading have a special place in "raising the spirituality of the young generation, further developing our national literature and art, educating young people in the spirit of respect for our national values"[1]. At the same time, it is necessary to note that the book "should be able to interest, amuse, surprise, excite children" [2].

One of the most important didactic effects of children's literature (artistic works intended for children) is that it serves to form an aesthetic worldview (aesthetic consciousness, feelings, taste, ideal, intuition, imagination, thinking and vision) in children. is determined by The formation and development of an aesthetic outlook helps children to develop emotionally. The most important aspect of emotional development is that children do not become indifferent or indifferent to the people around them, to existence, to nature.

According to the well-known pedagogue V. A. Sukhomlinsky, "reading a book is like a path that helps a smart, thoughtful educator to find a way to a child's heart" [3]. Walking on the trail is not always easy. Therefore, it is advisable to organize this process slowly but consistently. According to psychologists, there are two important periods in children's mental, moral, physical and aesthetic development. These are:

- a) the period from 2 to 5 years;
- b) 5 years and later.

Interest is a positive or negative personal attitude of a person to the environment. According to researchers[4], interest is an emotional-cognitive relationship between the subject and the object, which is positive. can be both negative. A. V. Petrovsky considers interest to be a cognitive-motivational state of knowing related to a single need [5].

Pedagogical scientist G. I. Shukina [6] also confirms the opinion that interest is a person's attitude to the environment. Psychologist S. L. Rubinstein [7] notes that "interest arouses the desire to get to know objects."

RESEARCH METHODOLOGY.

The article discusses the age-related features of introducing preschool children to works of art and the role and skills of the educator in these processes. In particular, each age stage and its characteristics are described. The amount of time that is effective in engaging preschool children to get acquainted with works of art is important, and the duration of reading works of art to them is taken into account. Attention is also paid to the essence of the selected works. Therefore, it was determined what works of art should be read at each age level.

ANALYSIS AND RESULTS.

When reading a work of art, the teacher should pay close attention to the age-specific characteristics of the children. If the work is read taking into account the age characteristics of the child, then the child will be able to visualize and imagine the figures of the characters.

Each age stage has its own characteristics. Therefore, it is necessary to take into account the age characteristics of children in the upbringing of moral qualities in preschool children. The approach, taking into account the child's age and individual characteristics, allows the child to have a complete picture of our world.

The book corner plays a big role in the formation of interest in works of art in children of preschool age, in educating them to treat books with care.

When designing a book corner, each educator can show individual taste and creativity. But the main condition is convenience and appropriateness, the book corner should be comfortable and attractive, the child's free time should be directed to communication with the book, the selection of literature and pedagogical work organized in the book corner should meet the requirements, the age characteristics and needs of children should be taken into account. should be taken.

A book corner is organized in each group in order to develop children's interest in fiction, to educate them to treat books carefully It should be a place created in terms of

In small groups, the book corner is enriched with individual pictures, a thematic album, small text books and large color picture books suitable for children's age. The teacher teaches children to communicate independently with the book, examines the pictures with them, reads the text, and talks about the rules of its use.

From the beginning of the year, in the middle group, a book corner is organized with the participation of children, and it is filled with new fairy tales, poems, nature books. The teacher directs children's attention to books, pictures, plot, sequence of events. Conversations about books are held, literary works read to children at home are discussed.

Children develop stable skills of careful treatment of books.

Due to the diversity of genres and topics in senior and preparatory school groups, the content of the book corner becomes more versatile. Taking into account the changes that have occurred in the literary development of children, the list of fiction literature is expanded by different authors, different topics and different genres, as well as children's magazines.

Introducing children to works of art - reading, telling stories, talking about the content, looking at pictures - develops an emotional reaction to the actions and characters of the work of art.

Emotional perception of a work of art by children - in order to strengthen the content of the work, children retell the content of the work, perform characters based on the staging of the work, these forms of working on the work allow to determine how children understand the essence of the work of art.

When choosing a book, you should pay attention to the following qualities:

1. The book should be rich in pictures, beauty, humor and fantasy;
2. The book should be suitable for the child's age and ability;

3. The child likes the book;
4. The presence of emotional influence in the book;
5. The book must be well written;

Encourage children to describe the pictures in the work of art, the behavior of the characters, name familiar things, show them at the request of the teacher, teach them to ask questions: "Who (what) is this?", "What is he doing?" Invite children to retell the content of simple plot pictures, repeat the actions of the characters ("Show how the birds swallow grain, how the child drinks water").

Preparation for independent activities - staging plots from a work of art, theatrical games, dramatization of fairy tales, characters, creative games using the plots of the work - the method of turning children into heroes of the work helps not only to develop empathy, but also to understand the moral lessons of the work, not only the heroes of the work, but also develops the ability to evaluate the actions of people around. Works of art help children of different ages to determine what is good and what is bad, to distinguish between good and bad. From works of art, children learn about moral principles and cultural values of society. They expand their worldview, develop speech, fantasy and imagination. Works of art develop moral qualities, kindness, generosity, hard work, and honesty in children. It is important to teach a preschooler to communicate and communicate with others

Each age stage of the preschool period sets its own speech development tasks. Due to the fact that the level of acceptance of artistic works increases with age, they gradually become more complex. Children develop the ability to listen to poetry. Based on this, adults need to know the young capabilities of children.

Taking into account the age characteristics of children, it is necessary to familiarize them with children's fiction at every age.

The basis of acceptance of works of art by children of the first age is an emotional response to them, learning different tones, reacting to them, recognizing characters of literary works at the level of opportunity and caring about them. For children of this age, poetry in a small form, i.e. folklore and author's poetry, is of great importance. Children are especially interested in works with children, animals as main characters, playful and domestic situations. Together with adults, the child enthusiastically organizes games based on the plots of rhymes and poems, he listens to and imitates the rhythmic repetitions of folklore. The child takes the events described in literary works very seriously. He is ready to listen to a piece he likes several times. He happily recognizes his characters in illustrations and toys, carefully follows the usual sequence of plot actions, always waiting for the happy ending of the work. There are not many works of art for children. Therefore, they should be repeated many times, enter the child's daily life and develop the basic principles of feeling the artistic work in him. The range of works to be read to children of the first age is mainly made up of works of Uzbek folklore. They are best suited to the needs of early-age children because they incorporate words, sounds, music, and movement. Children will get acquainted with folk tales about animals: "Turnip", "Bogursok", "Uycha", "Chipor hen" and others.

Duties of kindergarten and parents:

- To open the world of word art to the child, to cultivate interest and love for the book, to listen and understand it, to express an emotional reaction to fictional events, to care about the characters and to educate the feeling of "helping them", that is, to develop children artistically, to make them formation as young learners;

- Formation of the ability to listen to a story and read together with peers;

- Teach children to perform game actions corresponding to the text of the poem;

- Educating children to show emotional reaction to the melody and musicality of folk works, poems, songs;

- Helping children to recognize the characters of literary works when they are read and told many times;

- Encouraging the child to repeat some words and expressions from poems and fairy tales;

To teach to look at illustrations, to recognize the characters of literary works from them and to answer simple questions about the content of the illustration (Who is this? Where are the ears of the rabbit? What is he doing? Where is the mouse? etc.).

- To teach children to follow the development of actions in short poems, fairy tales presented first on a visual basis (pictures, toys, actions), and then without a demonstration;

- The child should be encouraged to independently use books specially printed for children of the first age (colorful, with large pictures, hard cover and washable).

The implementation of these tasks is inextricably linked with the education of the ability and skill of aesthetic perception of literary works in children, and the development of artistic and speech activity in them.

The correct selection of literary works based on the following pedagogical principles will help children to open the world of "oral art": Literature should meet the goals of educating children (intellectual, aesthetic, moral), otherwise it loses its pedagogical value. The book is called to reveal the ideas of virtue, justice, courage to preschool children in clear images, to form the right attitude to people, to oneself, to one's actions;

- the age of the children should be taken into account. The specificity of age should be expressed in the concreteness, impressionability, and weakness of thinking, taking into account the characteristics of the child's psyche;

- the book should be interesting;

- the position of the author should be clearly expressed in the book;

- books should differ in their compositional lightness, that is, they should have one story line. An artistic image or a system of images should reveal one idea, and all the actions of the characters should be subordinated to the transmission of this idea.

Thus, in the endless stream of moral choices between good and bad, goodness and evil, truth and lies, love and hate, desire and duty, we strive to educate the growing generation with spiritual and moral qualities. These qualities help children to live a beautiful and decent life.

CONCLUSIONS.

In conclusion, it should be noted that using fiction as a means of studying behavior, the educator should pay special attention to the selection of works and conversations about works of art to form human feelings and moral ideas. should give

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