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Title: PEDAGOGICAL CONDITIONS FOR THE FORMATION OF POSITIVE BEHAVIOR MOTIVES IN PRESCHOOL CHILDREN THROUGH FEATURE LITERATURE

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF POSITIVE BEHAVIOR MOTIVES IN PRESCHOOL CHILDREN THROUGH FEATURE LITERATURE

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Abstract. This article provides information on how to introduce fiction to preschoolers, the use of works of art appropriate to their age, and thus the formation of positive behavioral motives in them.

Keywords. Artistic origins, artistic images, expressiveness, emotionality, membership, stylistics, humor, plot actions, characters, positive qualities and more.

I. Introduction.

The pre-school education system is the primary and basic link of continuing education is calculated. According to the scientific findings of experts and educators, a person receives 70% of all information and data he receives during his lifetime by the age of 5. This fact clearly shows the importance of kindergarten education in the development of our children into mature and harmoniously developed individuals. There is no need to go far to find additional evidence. Preschool to a pre-school educational institution with a child brought up in an educational institution comparing a child who has not attended, it is not difficult to see that there is a heavenly difference between their level of thinking. If we do not do the job carefully, it will be difficult to achieve quality changes in the entire education system, to ensure the continuity of education, said President Shavkat Mirziyoyev.

Expanding the network of preschools today, A state program on strengthening their material and technical base, construction of new kindergartens has been adopted and is being implemented. Given the experience of developed countries, great attention is paid to expanding the network of non-governmental educational institutions, including non-governmental kindergartens. This will help

create healthy competition in the system and increase the range of educational services. The issue of training specialists in the field of preschool education is special attention was paid. It is emphasized that those who implement all the decisions we make, who teach our children the basics of knowledge, the most important life concepts and skills, are highly qualified educators and coaches. An advanced pedagogical method that meets modern requirements in this field and development of methods, a new generation of teaching and learning literature creating and publishing is also a very important task.

The main task of the teacher is to interest preschool children, to arouse their interest in literary works, to cultivate a love of art, respect for books. The book provides an opportunity to guess, to "dream." It teaches to reflect new information, develops creativity, independent thinking skills. Fiction serves as a mental, moral and aesthetic tool ... It develops the child's thinking and imagination, enriches his emotions, gives excellent examples of the Uzbek literary language. The role of fiction in the development of a child's speech is of great importance.

We often say, "The book is the invention of the world." Indeed, as we read, we introduce children to the life around us, nature, people's work, their peers, their joys, and sometimes their failures. Art works for the child are a

powerful tool of all-round education and development: it helps to develop children's love for the Motherland, their nature, nurtures their love for their mother tongue, awakens the child's imagination and promotes various future dreams and goals. will be the impetus for its realization. Fiction takes the child from the first years of life, starting with lullabies, as well as with works of folklore, and then continues with the study of the works of many artists in school. By the early preschool age, children are already able to distinguish art genres, noticing influential tools. Unfortunately, in our information age, children's attitudes towards books have changed, and their interest in reading has begun to wane. Even during reading, a person develops, improves memory, attention, imagination, learns to think, analyze, compare, draw conclusions. The ability to understand a literary work (not only the content, but also the elements of artistic expression) does not arise spontaneously: it must develop from childhood. In this regard, it is very important to teach children to listen and understand the work of art Who introduces the preschool child to the world of books? This should be done by parents and kindergarten teachers. The teacher must be competent in the children's reading. After all, he not only solves the problem of introducing preschool children to the book, the formation of interest in the process of reading this blank biga, but also as a book promoter, family reading consultant, psychologist who monitors the perception and impact of fiction on the child also works. Preschoolers are listeners, adults are attracted to them.

Therefore, it is especially important that the teacher acquires expressive reading skills. After all, it is necessary to reveal the intention of a literary work, to arouse in the listener an emotional response to what he reads. O.S. Ushakova emphasizes that fiction reveals and explains to the child the life of society and nature, the world of human feelings and relationships. It develops the child's thinking and imagination, enriches his emotions, gives

excellent examples of the Uzbek literary language. Its educational, cognitive and aesthetic significance is incomparable, as the expansion of the child's knowledge of the world around him, which affects the child's personality, develops the ability to feel the shape and rhythm of the native language. Fiction shapes moral feelings and values, norms of moral behavior, fosters aesthetic perception. Kindergarten introduces preschool children to the best works for children and on this basis solves the interrelated tasks of moral, intellectual, aesthetic education.

Getting acquainted with art and its artistic images in preschool children, has a wide range of opportunities to engage in artistic activity. It's art holistic and emotional perception of images, simple perception of their content differs in maturity. For example, listen to bright and rhythmic marsh music as long as the child first and foremost accepts his high mood and his specific perceives the connection with the motion property. In the system of artistic abilities artistic as well as emotional response and sensory abilities thinking also decides. He compares the artistic images to each other, to them compares with relevant life events and to its first generalizations is coming. By the age of four, children have embraced the literary text emotionally and holistically without understanding it only in speech (retelling, memorizing) giving, answering questions), but also in subject and play situations. They distinguish between two or three characters or events, between them they make a special connection and thus embody the plot of the work.

Repeating the description often makes them more difficult. At this age, the perception of a literary text is a 'movement' that is close to children's practical and play activities. In other words, in order to fully interact with a work of art, the child must listen to it, look at pictures, hold a book in his hands, play with toys, play parts of the text into roles or "shout out" them should be used in certain life situations. Art at this age the acceptance, performance, and creativity of a work cannot be limited in

practice. By the age of five, the emotional-holistic acceptance of a work of art leads to this it turns out that the children are the ones who separate some of the images and elements of the plot begin to "play" with. At the moment, they are weaving it, some of it improve the plates, their own tales, including by them weaves isolated literary images, game plots based on works of art form. Children not only distinguish this or that literary image, but generalization of artistic types on the basis of a single emotional-content dominance they combine them without creating images.

Children begin to distinguish literary genres: fairy tales, stories, poems; they are some means of expression of the language, such as metaphors, comparisons, hyperbole able to see; expressing the mood of a poetic work through intonations can give; humor, lyrics, celebration. The traditional three of the narrative texts fragmentary structure (introduction, movement development, conclusion) and their stylistic about tools (traditional introduction formula, fairy tale, conclusion, repetition, etc.) sections begin to form. At the age of three or four, children are able to choose literary works: they are individual know and love literary heroes by dedicating a particular work to themselves receive and constantly ask to be read or told; themselves they often insult the poetic texts they like. To five young people and the preference for certain plot actions and characters becomes apparent. All of this is a much richer literary experience for a five-year-old generalizations.

Fiction is one of the most convincing, endearing ways to instill in preschool children a sense of humanity, compassion, kindness, and respect for the little ones, parents, and older members of the family. helps to form feelings such as caring. To care for and sympathize with the heroes in the reception and understanding of literary works by older children (5-7 years old); rebuilding the chain of events and diversifying within and between works establishing meaningful relationships; the ability to see and understand the obvious

motives in the behavior of the protagonists emerges. In short, once children learn to care for the heroes of fiction, they relatives and people around them begin to notice the mood. They have a sense of humanity - to share someone's pain, to do good, the ability to resist injustice begins to awaken.

This it is the foundation on which principles, honesty, and a true sense of citizenship are nurtured. Emotions come before knowledge; whoever has not felt the truth he did not understand or recognize it.

A child's outlook is mainly from pre-school age formed. After all, a large group of children had a passion for literature and nature to inculcate the concepts, to cultivate the boundless love for the motherland it is the duty of the educator and the parents. A child with these traits is his own the scale of observation, to society with the acquisition of certain practical skills will be ready in every way. It is in this respect that it is relevant is a socio-pedagogical problem

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