



TECHNOLOGY OF INTRODUCING CHILDREN TO FAIRY BOOKS

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ABOUT ARTICLE

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Abstract: In our country, the following social institutions are involved in child care education: the family, educational organizations in the state system, cultural organizations, mass media (press, radio, television, cinema), the external environment surroundings and their friends.

INTRODUCTION

Especially for children periodicals, storytelling, books for kids and teenagers play a very important role in their education and upbringing. This is an example of a person who nurtures a well educated. Books are one of the main sources of knowledge and education for children. The art of regular reading is introduced in educational institutions for reading books. The educator makes extensive use of the press and books, which are the main source of upbringing and education of children. The book is recognized as a universal guide for children. But it should be emphasized that no matter how interesting books or full of emotions, if it does not reach the heart of the reader, if it does not excite, such books will not have an educational effect. The purpose of children's books is to develop the feelings that nature has given them. The indirect effect of such books should not be on the minds of children, but on their emotions.

All books written for children deal with the theme of ethics and manners. Education in this field is considered a part of the general education system and is always carried out together with other educational fields. The importance of education in this direction is extremely important, especially in the modern period, when our Republic gained independence, new values are emerging, the ideology of national independence is being created. Because we set ourselves the goal of educating the rising

generation with pure, conscientious faith, honesty, discipline and honest manners. In this complex process, it is necessary to pay great attention to education through books.

Especially young children are very impressionable and emotional. At this age, written informations in books and advice given by adults are quickly accepted. They are quick to judge other people's morals, actions, and behaviors rather than their own. Taking this into account, the educator will read or explain the situation and conditions through activities such as conversation, vocal and expressive reading, storytelling, recitation, etc. By these actions, the educator mentions that such qualities are present in the children themselves. For example, educator reads the "proud rabbit" from Uzbek folk tales about the evil of boasting, which is common character in many children and tells them consequences of boasting. Or another tale "Fair and True" about the advantages of honesty and correctness. Talking about friendship and cunning, educator explained Gulkhani's fairy tales "Tortoise with Scorpion" and "Wolf with Fox" and told that the fox was tricked wolf into a trap and ran away.

This story is an example of people who becomes a friend to get wealth, someone out of fear, someone becomes a friend to get a position, and later they cheat anyway. Through these stories, children conclude that a true friend remains a friend in good and bad times. When working with readers of a large age group, an educator or reader and librarian pays more attention to works related to kindergarten life.

In the aesthetic education of children, the educator relies on the following principles:

The skill and style of the poet writer;

The content, meaning, power, artistic idea of the book;

Educator's training, knowledge of style and teaching;

It is only way when these three conditions are combined that success is achieved through cooperation. The educator attaches more importance to aesthetic education when working with works of art. Because in these literary works, the human spirit, character, activity, emotions, experiences, nature, events and phenomena happening in the world are all related to each other, and this affects the child. Fiction serves as a powerful and effective tool for intellectual, moral and aesthetic education of children, it has a great impact on the development and enrichment of children's speech.

Afterwards children learn to care about the heroes of the tale, they begin to notice the mood of their loved ones and the people around them. They begin to develop humanitarian feelings - the ability to share in someone else's pain, to do good, to resist injustice. This is the foundation of principles, honesty, true citizenship are nurtured. "Feelings come before knowledge; whoever has not felt the truth, he has not understood and known it."

In fact that a trip to the world of fairy tales develops children's imagination, their animal world, fantasy. As the help of stories and fairy tales Children brought up in the spirit of humanitarianism based on the best literary examples show their justice by protecting the oppressed and the weak and punishing the evil. Apart from that Children should get their aesthetic and especially moral ideas from the literary works, not from the comments of adults (parents, teachers) on the works they have read, or from answering prepared questions. But also too much admonition of the work read will do great, and often irreparable, harm: a work filled with unnecessary questions loses all attractiveness for children, and as a result, children also lose interest in it. Therefore, it is necessary to fully rely on the educational aspects of the literary text. The educator should look at the illustrations in familiar and unfamiliar books together with the children, help the children to recognize the characters of familiar works, illustrations and toys, to say the name of the hero and his actions, as well as to tell some

expressive parts of the artistic text ("I ran away from my grandfather, I ran away I left my mom...") she needs to be encouraged.

It is especially important to review and read books with small groups of 4-5 children, as well as to create appropriate conditions for each child to freely use the books selected and kept in the group. Besides it is necessary to immediately explain the meaning of all unfamiliar words to children, especially not to try to give a figurative description or to tell the meaning from one or another fairy tale in their own words. In the process of introducing fiction to older children, it is necessary to develop their knowledge and speech skills, as well as the appropriate attitude towards them.

Cognition skills : listening carefully to adults reading stories or books, memorizing familiar works and recognizing the characters of fairy tales, stories, illustrations, toys, lines of poems, small works when listening to it again.

Speech skills: describing the content of works, poems, games, poems through words, gestures, actions; learn words and lines of familiar poems, recite some of them by heart;

Attitude: to express the joy of the meeting with the work of art, the joy of the emotional cooperation, and the joint sorrows. The educator encourages the child to participate in reciting poems and songs together with adults and children, to enjoy playing with sounds, sonorous rhymes, and words. The level of mastery of the child is expressed in the following stages: The child actively responds to the invitation of listening a book and participate in a game. As a result the child asks the adults to read poems and stories. Then participation of children will be easier. Listens carefully to questions about the content of the literary work and actively answers them. Performs game actions corresponding to the text. The child knows the content of the works he/she has listened to, recognizes episodes of familiar works and their characters in the illustrations. Shows a bright attitude towards the read book; laughs, rejoices, cries, takes an active part in singing songs and poems to the accompaniment.

In order to form the above-mentioned knowledge, speech skills, and attitude towards artistic works in older children, it is necessary to know the methodology of introducing literary works to them and be able to apply it correctly. It is necessary to teach children to distinguish between genres, starting from a large group. The educator should definitely say the name of the genre of the artistic work: "I will tell you a fairy tale", "I will read a story, a poem". A full understanding of the direction of genres and their characteristics occurs in relatively young people. At a young age, children simply remember the name of the genre when they hear it. It is necessary to avoid incorrect expressions such as "I will tell you a poem", "I will read a fairy tale". The name of the genre must be given clearly and correctly: fairy tale, story, poem. Tales are told, stories are read, poems are read and memorized.

Different literary genres require different delivery methods. It is better to tell a fairy tale to young children, not to read it from a book: it increases the emotional impact, which in turn helps to understand the main content of the fairy tale. When an adult looks not at a book, but at children, she/he seems to be talking to each child, thereby developing the important ability to hear and understand monologue speech. If the content of the story is not so long, it can be told two or three times or repeat the main points. After telling story , it is recommended to create such conditions for the children so that they are forced to remember the most interesting aspects and repeat them with the words of the fairy tale. With the help of the situation, the teacher performs the songs of the heroes of folk tales with the children, repeats the names of the heroes, reinforces figurative words in the minds of the children, and they begin to use them in their speech.

Children are more attracted to poems at a young age, because they are distinguished by their clear rhymes, melody and musicality. During repeated reading, children learn the content of the poem, feel

the rhyme and rhythm, remember some words and expressions, and thereby enrich their speech. At this age, it is very important to educate the sound culture of speech: when reading poetry, it is necessary to teach children to pronounce each word clearly, without haste. Children have a habit of emphasizing rhyming words, so the teacher should put the correct logical emphasis and get the children to say the poem correctly. After reading fairy tales and poems, the content of which is understandable and close to every child, children can be reminded of such situations in their personal life. When answering these questions, children will form their thoughts in only one or two simple sentences, but this alone is already a preparation for the development of fluency in the future.

Children should not be asked too many questions, usually it is enough to ask two or three questions that determine how they understood the work, which words they remembered and to what extent this content is related to the child's personal experience. In order for poetic images to be well assimilated and not forgotten, it is necessary to repeatedly read familiar stories, poems, some fairy tales or rhythmic lines from fairy tales to children throughout the year.

Memorizing poems and fairy tales has a great impact on vocabulary development. Therefore, it is necessary to make it possible for children to include the words heard during the training in their active vocabulary. For this, it is necessary to repeat these words often in different forms, otherwise the baby will perceive new words as just a combination of sounds and will not understand their meaning.

The purpose of fairy-tale therapy is to eliminate anger in children, to develop self-emotional control and a positive relationship with others. For this, the simplicity of fairy-tale therapy and children's interest in fairy-tales are used, and the methods of working with children are understandable for them. Each child understands and accepts one or another fairy tale in his own way. That is why one fairy tale makes a great impression on him, and another does not affect his feelings. A fairy tale affects not only the mind of a person, but also his soul. As long as you can rely on "ancestral memory" or emotional memory, you should not be afraid of the complexity of the plot. In fairy tales aimed at correcting negative emotional changes in behavior, it is not a full understanding of the plot, but the mutual relations of people, their heroism, the result of this or that choice, one's personal attitude to a certain situation, it is in the heart of a person who hears and reads his interactions with his personal life with the help of events and heroes. It is necessary to take this into account, because in many cases parents emphasize their personal fears as the child's fears. The fear of death, like the fear of life, is characteristic not only for children, but also of parents. At the same time, it is the fear of not finding one's place in life, the fear of losing a spouse, the fear of family breakdown, the fear of not being respected at work... These are your and our fears, they should not be considered as our children's fear. Emotional disturbances in the child's behavior can be corrected with the help of games, toys, visual activity of the child, music, theater and art in general. But the most understandable and favorite method for children is a fairy tale. With the help of a well-chosen fairy tale, many problems, fears and capriciousness disappear in the child's habit, and it develops determination of them. The use of fairy tales not only in psychological therapy, but also in the family circle allows to imprint the brightest feelings of childhood memory. Fairy tales are created based on the child's problems, and during fairy tale therapy, attention should be paid to the behavior of the child. Based on the individual characteristics of the child, it is necessary to regularly monitor the level of acceptance of the fairy tale.

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