

## CHILDREN OF PRESCHOOL AGE AWAKENING INTEREST IN THE BOOK

Journal Website:  
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Submission Date:** February 11, 2022, **Accepted Date:** February 21, 2022,

**Published Date:** February 28, 2022

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-03-02-08>

**Dono R. Babayeva**

Professor, PhD, Department of Preschool Education Methods, Tashkent State Pedagogical University, Uzbekistan, Tashkent

**Gulnara Kh. Jumasheva**

Head of the Department of Preschool Education, Nukus State Pedagogical Institute Karakalpakstan, Nukus, Uzbekistan

### ABSTRACT

This article discusses children of preschool age awakening interest in the book. In today's world of modern technology and tools, engaging children in reading and engaging them in the reading process remains a daunting task. The book is the basis of all creativity, ingenuity and intellect. He is a life coach. There is no better friend in the world than a book. Special attention should be paid to increasing children's interest in reading, making them friends with books and improving their reading skills. In order to prepare a child for a successful school education, it is necessary to create the necessary conditions for him to master all the riches of the native language. Getting children interested in books is one of the most powerful tools for personal development. In order to instill in our children a love and passion for books, we must first treat them properly.

### KEYWORDS

Books, wisdom, modern educator, literature.



## INTRODUCTION

There is a wisdom in loving literature. A modern educator must have high moral qualities to perform his social and professional duties, general and professional culture, intelligence, moral purity, activity, indifference to personal feelings, creative imagination, mental health, as a citizen of our country. must be able to feel the uliyat. The mental state and character of the pedagogical profession consists in imparting knowledge, skills and competencies about the mental foundations and laws of upbringing specific features of the psyche of preschool children and applying them to professional activities. Preschoolers between the ages of 3 and 7 make up the bulk of their childhood. Basically, from this period the child's independent activities develop and personal individual characteristics (personal qualities) begin to take shape.

## THE MAIN RESULTS AND FINDINGS

Preschool children are just beginning to perceive things, to think and imagine. They are more likely to recall the interesting actions of the characters in the books, funny events and coincidences. If the educator reads the book aloud and pays attention to what is being read, the children will remember it. Through play, children of this age learn about events and happenings, the character and attitudes of people, the situations in what they see, hear, read, distinguish between people and animals, "good" and "bad", and express their attitude to them. Children of this age are interested in the environment, nature, animals and schools. That's why they ask adults a lot of questions to satisfy their interests. Now they look at events and happenings differently, try to know the reality and remember it. "Why a pirate?", "Why do birds fly and people don't?", "Why does it snow?" and address adults with other questions. Because during this period, their development is a separate stage, which

requires them to adhere to specific age characteristics in mental and physical development, teaching and upbringing. Readers are characterized by figurative thinking of a specific object, and their understanding grows as they read. At this age, the child is not interested in writing a book, but in the image, story and event in the book.

The educator needs to shape and develop the interests of the readers, guide them in their reading, and work with real readers. We have only described it to individual readers here. In order to organize quality education for children and bring them up as people who can meet the requirements of the times, it is necessary to study them in detail. Some kids are real book lovers, while others don't. However, all children can also be interested in reading a book. The following guidelines from educators will help children develop a love for books. Frequent library trips: Parents should take their children to the library at least once a week if they want to develop their children's reading skills on a regular basis. His interest is growing.

Make books a topic of conversation often: If parents want to encourage their children to read, they should often tell fairy tales, stories, and talk about books in general and their content. One should try to connect real life events with children's fairy tales and stories. It not only encourages children to read, but also teaches them to observe and develop the ability to analyze. Be a role model for children, children are a role model for their parents. If parents read a book regularly, talk to other family members often about different books, and show that you enjoy the book, it will in turn affect the minds and psychology of the children, and as a result the book reading is slowly becoming a hobby for children as well.



Although children's learning is carried out in different ways, it is based on the following principles. One of the main principles is to conduct the study of a young reader in connection with the study of his personality. First of all, the educator should be able to give full information about the reader through conversations, observations, etc. In this way, we study the interests and needs of the young reader, as well as himself. After all, the reader's interest and desire to study the relationship with the environment (family, preschool, peers) gives him complete information about it.

The second principle is to study the young reader on the basis of ideas and conclusions arising from pedagogical and psychological features, as well as to further develop and direct his interests.

The third principle is the scientific and aesthetic study of children's books. The educator must be well versed in art, science, popular books for children, be able to analyze it from a pedagogical point of view. Not only sound education but his alertness and dedication too are most required. However, there are several methods of psychology that can be used to increase children's interest in reading:

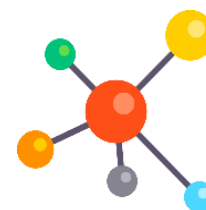
Observation and conversation is a way to study books in depth, and the educator always uses this method in his daily work with readers one-on-one.

Using the observation method, the librarian or educator works directly with the reader when choosing a book, participating in public activities, reading a book (in the classroom). Through conversation, he learns the reader's thoughts, knowledge, abilities, interests, and storytelling skills. The educational value of this method is enormous. There is a cross-cutting discussion. This is especially true when it comes to book discussions. Educators use methods in their daily activities that both study and

guide the reader. The educator encourages readers to choose a book, look at the pictures in it, or write it down without telling them what the children are saying when they recommend the book to each other.

The position of the child in the activity makes him not only the object of upbringing, but also the subject of upbringing. This defines the leadership role of the activity in the upbringing and development of the child. In the age-related stages of development and upbringing of children, different activities are side by side and interact, but their role is not the same: at each stage, the leading type of activity is distinguished, in which the child major achievements in development will be demonstrated. Each activity is distinguished by a need, a reason, an activity goal, a theme, a means, an action to be taken with the material, and finally an outcome. Scientific data show that the child acquires them not immediately, but gradually and under the guidance of an adult. The diversity and richness of a child's activities, the success of which depends on the family, the upbringing and educational conditions of the preschool organization. From the earliest years of a child, the simplest types of activities are the basis for shaping his or her personal abilities, characteristics, and attitudes toward things around him or her. Children use the acquired knowledge and developed mental abilities in various games and work. All this affects the development of the child's personality, forming an interest in the new content of the activity. Preschool needs, feelings, motives, and goals are nurtured and developed to such an extent that the child is able to transition to regular schooling.

At a young school age, reading becomes the main thing, and children perceive it as a socially important activity. A child's new position in society requires that he or she evaluate his or her own behavior and that of his or her peers from a different perspective — from



the student's point of view. The child is active, creative, and strives to meet the increasingly complex demands of adults on his or her behavior and activities.

The socio-historical nature of the content and structure of each type of activity will be objectively given to each young generation. The results of people's productive activities, concentrated in the tools of production, knowledge, art, ethics, etc., are passed on from the older generation to the younger ones through upbringing and education when they interact and interact. This is how the social nature of the human person is formed.

Speech development and literacy mini-environments  
In speech development centers in preschools, a variety of methods can be used to engage children in books. Discussions are now underway on teaching preschoolers to read. Practice shows that the educator must be methodologically correct. Through well-organized play activities, children learn to play with letters, learn to read, use a variety of district cards with words, large print, and beautiful pictures.

## CONCLUSION

There is a strong correlation between the inner world of the educator and the inner feelings of the child, and the higher the level of culture of the educator, the higher the level of culture of the child. During this process, both the educator and the child are formed, which creates emotional comfort for everyone, as well as directs parents to creativity. Proper organization of the creative and developmental environment improves the overall development of the child's personality: independence, purposefulness, ability to plan work properly. This situation teaches the child to understand and act correctly. Educators need to value children's unique qualities and respect their individuality. Provision of preschool educational institutions with

educational-methodical, didactic materials, games and toys, fiction, reflecting national cultural and historical values and arousing interest in reading from childhood, experienced, highly qualified, it is necessary to involve professionally trained pedagogical staff and educators in the educational process.

## REFERENCES

1. Qodirova F.R. "Methods of speech development" OUM T.; 2012. (electronic)
2. Sodiqova. Sh.A. "Preschool pedagogy". "Sources of Thought", T.: 2017
3. Nishonova Z., Alimova G. Child psychology and methods of its teaching. Literary Fund of the Writers' Union of Uzbekistan. T., 2006.
4. Khojueva Z. The humanization of didactic relations between teacher and student in modern education //European Journal of Research and Reflection in Educational Sciences Vol 8 (4). [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=iwLTjhkAAAAJ&citation\\_for\\_view=iwLTjhkAAAAJ:9yKSN-GCBoIC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=iwLTjhkAAAAJ&citation_for_view=iwLTjhkAAAAJ:9yKSN-GCBoIC)
5. Khojueva Z.U. THE ROLE OF REFLECTION IN THE PROCESS OF EDUCATION AND UPBRINGING // Eastern European Scientific Journal, 7-9 [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=iwLTjhkAAAAJ&citation\\_for\\_view=iwLTjhkAAAAJ:d1gkVwhDploC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=iwLTjhkAAAAJ&citation_for_view=iwLTjhkAAAAJ:d1gkVwhDploC).
6. [https://scholar.google.ru/citations?view\\_op=view\\_citation&hl=ru&user=iwLTjhkAAAAJ&citation\\_for\\_view=iwLTjhkAAAAJ:d1gkVwhDploC](https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=iwLTjhkAAAAJ&citation_for_view=iwLTjhkAAAAJ:d1gkVwhDploC).
7. Yuldashev U. Y, Mamarajabov M. E, Tursunov S. K. Pedagogical Web-design. Textbook.-T.: Heir, 2013.
8. Abdugapparovna, U. M. (2019). The role of creative technologies in development of professional competency of general secondary



- pupils in collaborative pedagogy. European journal of research and reflection in educational sciences vol, 7(5).
9. Umaraliyeva, M. A. (2017). Pedagogical Conditions of Forming Professional Competence of Teachers Based on Innovative Approach. Eastern European Scientific Journal, (4), 65-68.
  10. Rasulov A. History and analysis of "Sustainable development" or "sustainable development" // TDPU scientific information. –T., 2018. – 4 (17). B. 20-26.
  11. Rasulov A. Indicators of sustainable development and problems of their practical application // Information of the Geographical Society of Uzbekistan. Volume 49 - Tashkent, 2017. - p. 12-15.
  12. Karimov, N. R. (2020). A True Successor of Great Central Asian Scholars. Journal «Bulletin Social-Economic and Humanitarian Research,(7), 62-69.
  13. Ziyamuhamedov, J. T. (2021). Reflection of real life through the bizarre and supernatural in the classic prose of the far east. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11(1), 1268-1273.
  14. Зиямухамедов, Д. Т. (2021). КОНЦЕПЦИЯ ОБЩЕСТВА И ЧЕЛОВЕКА В НОВЕЛЛАХ ПУ СУНЛИНА. Социосфера, (3), 23-31.
  15. Gulnara, J. (2020). Content of teaching communication in the karakalpak language in kindergartens and primary schools of karakalpakstan. European Journal of Molecular & Clinical Medicine, 7(11), 2020.