

THE ROLE OF WORKS OF ART IN CHILDREN'S PSYCHOLOGICAL DEVELOPMENT

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Annotation: This thesis is about the role of fiction, including literature, in the development of the psychology of preschool children. In increasing their literacy, in the formation of their spiritual readiness, thoughts go on the surface of the books that are taught. In addition, examples of world and Uzbek literature can be found out about their significance today.

Keywords: literature, psychology, child, thought, fiction, story, world literature, speech, spiritual, fairy tale, literacy, growth, book.

Introduction. Over the centuries, the role of spiritual and educated youth in the development of society, the rise of manan, and the development of culture is incomparable. One of the main factors that educate such young people to become perfect people is books. Improvement of educational work, raising it to the level of world standards, implementation of scientific innovations in practical life remains one of the important issues. Education of the young generation, formation of knowledge, skills and qualifications in the fundamentals of science is one of the priority tasks of the state policy.

Arousing the interest of my preschool child in books cannot be done without knowing psychology and the characteristics of children. studies the development of various activities (games, study, work), the formation of a child as a person. Because every child has his own personality and world view. The role of psychology in the development of a person is incomparable. That's why psychology is the most important factor in making children interested in reading books. In order to fulfill their social and professional duties, the modern educator must have high moral qualities, general and professional culture, intelligence, moral purity, activity, not giving in to personal feelings. the owner of creative imagination, mentally healthy, should be able to feel responsibility as a citizen of our country.

The main part. Preschool children are just beginning to perceive things, think and imagine. They remember more the interesting antics of the characters in the books, the funny events and the coincidences. If the teacher reads the book aloud and draws their attention to what is read, children will remember it. Through play, children of this age learn about events, characters and relationships of people. Children of this age are interested in the surrounding environment, nature and its animals, and education. The educator should form and develop the interests of readers, lead them to study, and work with real readers. We have only given a description here for individual readers. In order to organize children's education qualitatively and to raise them as people who can meet the demands of the times, it is necessary to study them comprehensively. Some children are real book lovers, while others do not like to read. Nevertheless, all children can be interested in reading books.

The following instructions given by the teachers will help the children to love the book. In addition, telling children about Uzbek folk tales will educate children in such human qualities as hard work, sincerity, kindness. A fairy tale is a spiritual treasure of our people that has been passed down for centuries. Because the child learns the customs and values of the mother tongue. Preschool age is a fairy-tale period. Fairy tales increase a child's vocabulary and serve as the main source of child education. In addition, telling children Uzbek folk tales educates children's human qualities such as

hard work, sincerity, kindness. A fairy tale is a spiritual treasure of our people that has been passed down for centuries. Because the child learns the customs and values of the mother tongue. Preschool age is a fairy-tale period.

Fairy tales increase a child's vocabulary and serve as the main source of child education. Children in middle age groups can analyze works in more detail, compare the characteristics of characters, evaluate good and bad. In older age groups, children consciously read books. is interested, distinguishes his characters, favorite books.

There are basically 2 ways to get acquainted with the book:

1. Reading
2. Stories

Reading means reading the text aloud, orally repeating it. It is also possible to listen to audio fairy tales. And the story is freely spoken with different colors through the expression of the narrator. It depends on the imagination and vocabulary of the storyteller. Children strengthen fairy tales and stories based on the works they have learned through puppet theater, table theater, staging, role-playing. In addition, drawing pictures of fairy-tale heroes and making booklets with their own hands will give a very effective result. Also, working together with parents is one of the most important factors in the educational process, especially in the formation of reading skills.

In cooperation with parents, the following projects can be recommended. In the early stages of kindergarten, children have an imagination. Creative imagination expands with the growth of life experience and the development of thinking. For a child at a young age, visual-motor, visual-image thinking is typical. Based on this, the word, logical and understanding thinking is developed. This teaches to understand events and events in depth, to distinguish between important and non-important aspects in them.

Conclusion. The President of our Republic emphasized that the role of the book in the education of the young generation is incomparable. it is necessary to pay attention to increasing the reading level of the population." they say. In short, if we start children's interest in books from the family, if we introduce children to books from a young age, we will contribute to the education of young people who are worthy of the future of our country, creating a solid foundation for their development into a mature and spiritual person in the future.

Mental conditions and character specific to the teaching profession consists of imparting knowledge, skills and qualifications about the psychological foundations and laws of raising the unique characteristics of the psyche of preschool children and applying them to professional activities. The results of modern psychology have shown that it is necessary to form the child's thinking in a visual-motor, visual-image and verbal-logical way. In this case, it is possible to introduce children to objects that they can see and feel first, and then move on to imaginative forms. It is necessary to follow the above when choosing a method. That is why sensory education in primary and kindergarten age is an important factor of mental education.

Long before speech appears in a child, when he first begins to speak, he learns about the world of people and objects around him with the help of adults: When a mother hands a toy to her child, the

child reaches out and takes it. His sight and perception are combined with hearing. It is when the name of the toy is spoken that the interaction between the sensory perception and the word occurs. For example, if the mother repeats "give the kitten" and "bring the kitten" several times, the child will remember the name of the particular toy well. Ultimately, the word "kitten" creates a certain object in the child's mind. Ivan Sechenov, a famous Russian physiologist, wrote: "After the child learns to speak, his interest in the surrounding things and the desire to know them increases. This is the case for the child's mother: why doesn't the table move, and the sun walks without legs, where will it go in the evening?" hides, why does the wind howl?" Speech development plays a special role in children of preschool age. A person uses his mother tongue to express his thoughts and understand the thoughts of others.

Acquiring speech allows a child to create knowledge through a story, a work of art, the speaker's explanations. In kindergarten, the tasks of increasing vocabulary, forming the grammatical structure of words, and developing connected speech are solved.

In children of preschool age, the ability to consciously remember is well formed, the volume of memory expands. Imagination is necessary for creative activity, so it is important to develop it from kindergarten.

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