

USING PSYCHOLOGICAL TRIGGERS IN FAIRY TALE PLOTS IN THE FORMATION OF VERBAL-LOGICAL THINKING IN OLDER PRESCHOOL CHILDREN

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Annotation: The article presents data on the determination of verbal-logical thinking in preschool children, explains the results of diagnostic methods conducted in our control and research groups before conducting the study.

Keywords: Thinking, word-logic, fairy tale, thinking, analysis, preschool age, speech, ontogenesis.

ENTRANCE

Today, one of the urgent tasks facing the state is the formation of harmoniously developed individuals who can become the necessary support for the future of Uzbekistan among the younger generation. When a person is born as an individual, they definitely develop and mature in the family. Society makes a significant contribution to the formation of a mature individual. A person's maturity depends on their condition in the perinatal and preschool periods.

High forms of thinking, especially verbal-logical thinking, rapidly develop in older preschool children (5-7 years old). At this stage, the child not only thinks figuratively and practically, but also learns to draw logical conclusions through words, concepts, and cause-and-effect relationships. In this process, fairy tales and the psychological triggers embodied in their plots serve as an effective pedagogical tool. Information received during preschool age is 70% of the information received during a person's lifetime. Therefore, at this age, it is very important to develop a child both spiritually and physically.

In connection with the perception of fiction and folklore, the organization of children's activities in one way or another contributes to the development of thinking, speech, imagination, and emotional sphere in children and remains a pressing issue requiring further study.

Children are naturally overly curious. It is necessary for them to know everything, to taste, to touch, to come up with their own explanations for what is incomprehensible and new to them, to experiment and test their hypotheses. The task of every parent should be to help their child understand the world around them.

Words acquired by a child before the age of 3 mainly denote the names of objects and actions. Names mainly denote its function, and even if the appearance of this object or action changes, its name does not change. Therefore, the child quickly learns the names of objects, linking them to their functions.

By the beginning of early childhood, the first mental operations appear in the child. We can see this in the fact that, having managed to obtain an object, it is carefully studied. Their thinking is mainly visual-active, which serves to study various connections in the surrounding world. Having seen that a ball located further away can be pushed away by something longer, the child can now independently think about the possibility of picking up a ball that has slipped under the sofa with a stick. Generalization plays a large role in the thinking of children at this age. Speech serves as the basis for generalization. For example, a clock should be understood by a child as a wristwatch, a hanging clock, as well as an alarm clock. However, since they are different, finding commonalities in them is somewhat more difficult for the child, and thinking helps in this regard and organizes generalization. Instead of certain objects, 2-3-year-old children also use other objects that they believe can replace them. For example, during play, a child can use a stick as a spoon or thermometer, and a piece of wood as a bed or car. Knowing that one object can be used in place of another is a significant turning point in the child's cognition and

study of the surrounding world, and it creates initial impressions. Children of this age can now gradually imagine fairy tales, events, stories told by adults, as well as things drawn in pictures. In the process of listening to a fairy tale, the child tries to imitate the heroes of the fairy tale, and they can also independently compose fairy tales or stories.

Fairy tales, legends, and stories about life events are multi-layered materials that combine such methods and techniques of neurolinguistic programming as psychological "addition and lead," unity of content and context (reframing), "success" strategy, modeling of abilities and skills, transferring familiar strategies to new contexts, and referring to resource situations. The method of neuro-linguistic programming, adapted for children's perception, "if it were so, how would it be," is also very effective. This method can be supplemented with any content aimed at education, development, and broadening the child's worldview. What is the advantage of neurolinguistic programming over direct education, advice, counsel, and instruction? The greatest advantage is that, unlike direct upbringing, this method has no coercion, and secondly, unlike listening to forced advice that causes internal psychological resistance and irritation, the child listens willingly to fairy tales, stories, narratives, and life events, and most importantly, their essence, hidden meaning, behavioral forms and strategies, models of skills and abilities become subconscious attitudes due to voluntariness and inner desire. Unconsciously, the child begins to follow a new model and strategy.

The main goal of the study. To study the influence of psychological triggers in fairy tale plots on the development of verbal-logical thinking in older preschool children.

LITERATURE ANALYSIS AND METHODS

In Uzbekistan, only a few scientists have worked on the development of verbal-logical thinking in preschool children. In particular: Z.Nishonova on the topic "Development of Thinking of Preschool Children," S.Kh.Jalilova on the topic "Psychology of Preschool Age" (2012), M.K.Kahramonova on the topic "The Role of Mental Education in Preparing Preschool Children for School" (2021), at Samarkand State University on the topic "Formation of Moral Concepts in Preschool Educational Institutions Based on Uzbek Folk Tales."

Foreign scientists: The problem of verbal-logical thinking has long attracted the attention of teachers and psychologists. With the help of various methodological methods, scientists have tried to reveal the peculiarities of this type of thinking. In the development of the theory of verbal-logical thinking, J. Piaget, L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, O.K. Tikhomirov, P. Ya. Galperin, A., A. Lyublinskaya, B.G. Ananyev, and other Russian psychologists.

I.N.Chudnovskaya and M.E.Lipatova studied fairy tales as a process of memory in intergenerational communication. The Polish scientist A. Klim-Klimasevska studied the influence of fairy tales on the development of preschool children's imagination.

Research methods.

- Method of literature analysis on the problem under study.
- Empirical methods: observation, conversation, interview, experiment, psychological tests.
- Methodology of O.S. Ushakova, E.M. Strunina "Development of coherent speech based on verbal-logical thinking in preschool children."

Analysis of the research results.

105 pupils of the senior group of the 32nd State Preschool Educational Institution of the Fergana City Department of the Ministry of Preschool Education of the Republic of Uzbekistan were selected as a research group. Also, 97 pupils of the senior group of the 34th state preschool educational institution of the Fergana city branch of the Fergana region were selected as a control group. A total of 202 respondents participated in the study. For the purpose of diagnosing verbal-logical thinking in these respondents, the methodology of E.F. Zambacevitchine "Determination of verbal-logical thinking in children" was used.

The table below presents the test results of O.S. Ushakova and E.M. Strunina on the topic "Methodology for the Development of Interconnected Speech Based on Verbal-Logical Thinking in Preschool Children," conducted in the research and control groups .

Table 1

group	Number of respondents	High level of development	Moderate development	Low level of development
Experimental group	105.	12.	72.	21.
	100%	11.4%	68.6%	20%
Control group	97.	6.	73.	18.
	100%	6.2%	75.3%	18.5%

Table 1. Pre-research results of the methodology for the development of coherent speech based on verbal-logical thinking in preschool children.

As can be seen from the table above, 12 out of 105 respondents in the experimental group had a high level of development of coherent speech based on verbal-logical thinking. This result is 11.4 percent. The indicator constitutes the smallest part of the respondents. It was established that the level of development of coherent speech based on verbal-logical thinking is at an average level in 72 respondents. This result is 68.8 percent. The indicator constitutes the largest number of respondents. In the control group, 21 respondents had a low level of development of coherent speech based on verbal-logical thinking. This result was 20 percent. The indicator is the average part of the respondents. In the control group, these indicators gave a high level of development of coherent speech based on verbal-logical thinking in 6 of the number of respondents. These figures amounted to 6.2 percent. The indicator constitutes the smallest part of the respondents. In 73 cases, the level of development of coherent speech based on verbal-logical thinking was moderately developed. This result was 75.3 percent. This indicator constituted the largest number of respondents. In the control group, 18 respondents had a low level of development of coherent speech based on verbal-logical thinking. This amounted to 18.5% of the obtained result and included the average part of the respondents. For ease of visualization, the above indicators, when plotted on diagrams, have the following form (Diagram 1).

Diagram 1

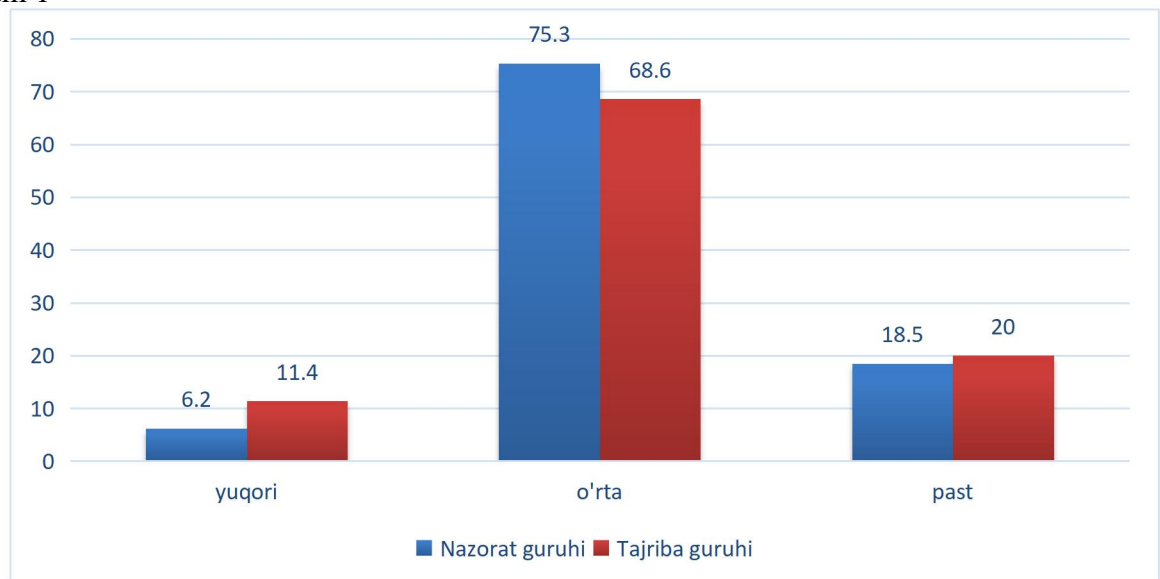


Diagram 1 Results of the test to determine the level of development of coherent speech based on verbal-logical thinking in children.

To check whether there is a statistical difference between the results of the experimental group obtained at the beginning of the study and the results obtained in the control group, we

used the T-Student criterion. From the obtained results, it can be seen that no statistically significant difference was found between them ($t=-0.08$; $p>0.05$). That is, their indicators of the level of interconnected speech based on verbal-logical thinking do not differ significantly from each other (Table 2).

Table 2

Group	Number of respondents	Average	Dispersion	t-statistics
Experimental group 1	105.	6.6	7.07	-0.08
Control group 1	97.	6.1	7.04	

As can be seen from the table above, the arithmetic mean value according to the methodology of 105 respondents in the experimental group is 6.6. When calculated based on this value, it was found that the variance is equal to 7.07. At the same time, the arithmetic mean value according to the methodology of 97 respondents in the control group is equal to 6.1. This value does not differ significantly from the arithmetic mean of the control group. When calculated based on this value, the variance was found to be equal to 99.04.

CONCLUSION

From the results obtained from the group of respondents in the selected preschool educational institutions to the study in the research and control groups, it can be concluded that there was no significant difference in the results of the obtained diagnostic methods. Despite the fact that the respondents have different social backgrounds, living conditions, and family circumstances, no significant difference was found between the levels of development of verbal-logical thinking of the respondents.

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