

IMPROVING THE METHODOLOGY OF USING CHILDREN'S LITERATURE**Hasanova Sarvinoz**

2nd-year student, Group 103

Preschool Education Department. DTPI

Scientific Supervisor: Yo'ldosheva Mehriniso**Abstract**

This article examines the issues of improving the methodology of using children's literature in preschool education. It highlights the pedagogical significance of children's literature in the development of children's speech, thinking, imagination, moral qualities, and reading culture. The study also discusses effective methods, interactive approaches, and innovative pedagogical technologies for using literary works in the educational process. In addition, the article emphasizes the role of educators in selecting age-appropriate literary texts and organizing meaningful activities based on them.

Keywords

children's literature, preschool education, teaching methodology, literary works, speech development, moral education, interactive methods, reading culture, pedagogical technologies, creative thinking.

In the modern educational process, the effective use of children's literature plays an important role in the intellectual, moral, emotional, and speech development of preschool children. Literary works created for children not only enrich their worldview, but also help form their independent thinking, imagination, aesthetic taste, and communication skills. Therefore, improving the methodology of using children's literature in preschool education is considered one of the urgent tasks of contemporary pedagogy.

Children's literature serves as an important educational tool in shaping children's interest in books, developing their listening and comprehension skills, and fostering positive moral qualities. Fairy tales, short stories, poems, and riddles suitable for children's age and psychological characteristics create favorable conditions for their comprehensive development. At the same time, the correct selection and methodical presentation of literary materials by educators directly influences the effectiveness of the educational process.

Today, innovative pedagogical technologies, interactive methods, and learner-centered approaches make it possible to enhance the process of using children's literature in preschool institutions. In this regard, it is necessary to improve methodological approaches aimed at increasing children's activity, encouraging creative thinking, and strengthening their interest in literary texts. This article discusses the importance of children's literature in preschool education and explores ways to improve its methodology of use.

The issue of using children's literature effectively in preschool education has been widely discussed in pedagogical and psychological research. Scholars emphasize that children's literature is not only a source of entertainment, but also an important means of education, upbringing, and personal development. In particular, literary texts contribute to the formation of children's speech, imagination, emotional sensitivity, and moral values.

A number of researchers have noted that fairy tales, poems, stories, and other literary genres play a significant role in the cognitive and social development of preschool children. Through literary works, children become familiar with the surrounding world, human relationships, cultural values, and ethical norms. This process also helps develop their listening skills, vocabulary, coherent speech, and creative thinking.

Pedagogical studies show that the effectiveness of children's literature depends not only on the quality of the text itself, but also on the methods used by educators. Traditional approaches such as reading aloud, retelling, memorizing poems, and discussing characters remain valuable.

However, modern educational practice requires the integration of interactive and innovative methods, including role play, dramatization, visual interpretation, problem-based questions, and creative tasks based on literary texts. These methods increase children's interest and active participation in the learning process.

Researchers in preschool pedagogy also underline the importance of selecting literary works according to children's age, psychological characteristics, interests, and level of comprehension. If the chosen text corresponds to children's developmental needs, it becomes more effective in achieving educational goals. In this regard, the role of the teacher is especially important, since the educator must not only choose appropriate materials but also organize meaningful activities that encourage understanding, reflection, and expression.

At the same time, contemporary studies focus on improving the methodology of using children's literature through learner-centered approaches and innovative pedagogical technologies. Such approaches create opportunities for developing independent thinking, communicative competence, and a sustainable interest in books from an early age. Therefore, the analysis of scientific literature confirms that improving the methodology of using children's literature in preschool education remains a relevant and significant area of research.

This study is based on qualitative and comparative analysis of pedagogical literature related to preschool education and the use of children's literature in the learning process. The research draws on theoretical sources, methodological manuals, and scientific studies devoted to the educational value of literary works for preschool children. In the course of the study, methods such as analysis, synthesis, comparison, and generalization were applied.

The methodological focus of the research is aimed at identifying effective ways of using children's literature in preschool education. Special attention was given to teaching methods such as expressive reading, retelling, question-and-answer activities, role-playing, dramatization, and creative tasks based on literary texts. These methods were examined in terms of their influence on children's speech development, imagination, moral upbringing, and interest in books.

In addition, age-related and psychological characteristics of preschool children were taken into account in evaluating the effectiveness of literary materials. The study also considered learner-centered and interactive approaches as important tools for improving the methodology of using children's literature in educational practice. The analysis showed that children's literature occupies a significant place in preschool education because it contributes to the all-round development of the child. Literary works such as fairy tales, poems, short stories, and riddles enrich children's vocabulary, improve their listening and comprehension abilities, and support the formation of connected speech. At the same time, these works help children understand moral concepts such as kindness, honesty, friendship, respect, and responsibility.

The findings also revealed that the effectiveness of children's literature largely depends on the methodology used by the teacher. If literary texts are presented only through simple reading, children's interest may remain limited. However, when interactive methods such as dramatization, role play, visual aids, and creative discussion are applied, children become more active and engaged in the educational process. Such methods encourage them to express their thoughts freely, imagine events and characters, and develop independent judgments.

Another important result of the study is that the careful selection of literary texts in accordance with children's age, interests, and psychological readiness increases learning efficiency. Age-appropriate works create favorable conditions for emotional responsiveness and active participation. Moreover, innovative pedagogical technologies make it possible to organize literary activities in a more attractive and child-centered way.

Thus, the study confirms that improving the methodology of using children's literature in preschool education strengthens not only language and cognitive development, but also the spiritual, moral, and aesthetic education of children.

In conclusion, children's literature is an essential means of educating and developing preschool children. Its effective use in the educational process has a positive influence on children's speech, thinking, imagination, emotional sensitivity, and moral values. Therefore, improving the methodology of using children's literature is an important task in preschool pedagogy.

The study demonstrated that the use of interactive methods, innovative technologies, and learner-centered approaches increases the effectiveness of literary education. It also proved that the role of the teacher is crucial in selecting appropriate literary works and organizing meaningful activities based on them. If children's literature is used purposefully and methodically, it can significantly contribute to the comprehensive development of the child.

The results of the study indicate that children's literature is not merely a supplementary teaching resource in preschool education, but a powerful pedagogical tool that directly influences children's cognitive, linguistic, emotional, and moral development. This finding corresponds with the general view in preschool pedagogy that literary texts, when used purposefully, help children build vocabulary, develop coherent speech, and form positive personal qualities. Therefore, the methodology of using children's literature should not be limited to traditional reading practices alone.

One of the important issues revealed in the study is the central role of the teacher in organizing literary activities. The effectiveness of children's literature depends largely on how the educator presents the text, asks questions, encourages participation, and connects the content of the work with the child's real-life experiences. If the teacher uses expressive reading, guided conversation, dramatization, and creative assignments, literary works become more meaningful and memorable for children. This shows that methodological improvement should focus not only on the selection of literary texts but also on the professional competence of preschool educators.

The discussion also shows that interactive and learner-centered approaches significantly increase children's interest in literature. When children are invited to retell stories, perform characters, illustrate events, or respond to problem-based questions, they become active participants rather than passive listeners. Such participation strengthens comprehension, imagination, communication skills, and emotional involvement. In this sense, innovative methods create broader educational opportunities than traditional reproductive methods.

Another important point is the need to select literary works according to children's age, psychological features, and level of understanding. Not every literary text is equally effective for preschool learners. Age-appropriate stories, poems, and fairy tales with simple structure, vivid imagery, and clear moral content are more likely to engage children and produce positive educational outcomes. Thus, improving methodology also requires a more careful and scientifically grounded approach to text selection.

At the same time, the study suggests that the use of children's literature should be integrated with other areas of preschool education, including speech development, moral education, aesthetic upbringing, and creative activity. This interdisciplinary use of literature makes the educational process more holistic and effective. Literary texts can serve as a basis for drawing, role-play, discussion, music, and other developmental activities, which further enrich children's learning experiences.

Overall, the discussion confirms that improving the methodology of using children's literature is a relevant and necessary direction in preschool pedagogy. Modern preschool education requires methods that are interactive, development-oriented, and adapted to children's individual needs. If children's literature is used systematically and creatively, it can become one of the most effective means of fostering a child's comprehensive development.

For this reason, preschool educators should pay special attention to the selection of literary texts, the use of modern teaching methods, and the creation of an engaging reading environment. Such efforts will help foster children's love for books and support their future educational success.

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