

RESEARCH PARKS

International Journal of Integrated Education

ISSN: 2620-3502

INTERNATIONAL JOURNAL OF INTEGRATED EDUCATION



högri:
R. Jalolov

PSYCHOLOGICAL AND PEDAGOGICAL BASIS OF DEVELOPMENT OF INTEREST IN READING IN SENIOR PRESCHOOL AGE

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ABSTRACT

The article discusses the psychological and pedagogical foundations of the development of interest in older preschoolers. the role of parents in teaching books to schoolchildren is discussed.

Keywords: *school-age children, books, literacy, psychological factor, social factor*

One of the main problems of our society is the involvement child to read. Unfortunately, in our age of informatization, the attitude children to the book changed, interest in reading began to fall. According to numerous studies, already in preschool age children prefer watching TV and video products to books, games. As a result, schoolchildren do not like, do not want to read.

Psychologist L.S. Vygotsky rightly asserted: "Before you if you want to urge the child to any activity, interest him in it. But interest in any activity, including reading, will be stable when provided that the child is ready for this activity, that all the strength necessary for her, and that the child will act on his own, the teacher, however, can only lead and guide him activity".

The great Russian teacher K.D. Ushinsky raising children was considered as a single, specially organized process on the formation and development of personality. In this process, a significant role was assigned to them for reading. According to K.D. Ushinsky, effective is that reading in which the child is interested and in which he is properly prepared.

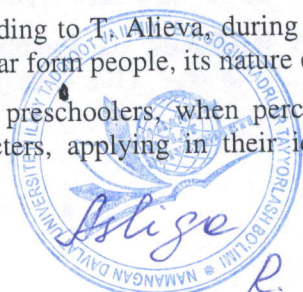
Formation of the child's interest in books and reading, needs and desire to consider them occurs quite naturally in conditions when he is in a reading environment, in an atmosphere of respect for books and directly surrounded by books. When adults show interest in books, read and talk about them, and at home or in kindergarten there is at least a small library, children learn the model pretty quickly behaviors demonstrated by parents or educators. Mediator in communicating with a suitable literary publication represented by a parent or the teacher must help open the child an attractive world literary word, find the right book and read its text, understand and share thoughts that have arisen in the process of reading and, in the end, become a reader for a child. The perception of fiction means an active volitional process, characterized by non-passive contemplation, but by activity, it is embodied in the form of internal assistance, empathy for the heroes, in "mental action", through an imaginary transferring events to yourself, providing the effect of personal presence and participation in them.

V.A. Sukhomlinsky believes that "feeling" perception fiction precedes the "thinker". Although such there is no consistency. To the characteristic features of perception of a work of art is the unity of the "feeling" and "Thinking". The fact that the work of art itself represents the result on a par with the feelings and attitudes of the author and his concrete ideas and his complex abstractive thoughts, his judgments, concepts, determines this unity of thought and feeling.

In the older group, children are taught to pay attention to expressive means in the course of perceiving the content of literary works. Elder preschoolers are able to more deeply understand the content of literary works and comprehend some of the features of the artistic forms showing content. They can distinguish genres works of literature and certain characteristic features inherent in every genre. The analysis of the tale should be such that the children have the opportunity to understand and feel its deep ideological content and artistic dignity, so that they will be remembered and loved for a long time poetic images.

According to T. Alieva, during the study of fairy tales, the child understands that they reflect real life in a peculiar form people, its nature of activity and customs, ideals and aspirations.

Older preschoolers, when perceiving a work, may be given a conscious, meaningful assessment of the characters, applying in their ideas formed by them under the influence of education measures human



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behavior in the environment. Empathizing with heroes, tracking development plot, comparing the events described in the work, with those that he had to be observed in life, the child can accurately understand fairy tales and realistic stories, and by the end of preschool age - fables and shifters.

Aesthetic worldview develops thanks to the creation of conditions conducive to creative perception by children of artistic literary works. Literary works are a kind of and "accumulators" of the aesthetic worldview available to the child. Perceiving them, the child creates a special system of images that conveys to him the originality and individuality of the phenomena of reality in a certain a holistic artistic context. Along with this, perception works of literature can be a synthetic form mastering the world of artistic culture by a child.

As a child grows up, a moment comes when there is an acquaintance with a large number of books in the halls children's libraries. Acquaintance with the library for preschool children is a discovery of something new, fairy world. The library has all the conditions to educate interest in reading in children. There is a reading room where you can read books. It is cozy, peaceful, calm here. The reading room has not only books, as well as magazines and newspapers, which the guys do not have at home, and which are here they can find.

Family is the beginning of all beginnings. Parents, loving their baby, buy toys, treats, they take him on a visit and for walks. But not everyone knows that not less, and sometimes more, the child rejoices when parents read to him book.

Parents read a book to their child not only to develop and to amuse him, but also to show interest in reading itself. The importance of family reading comes from a number of factors:

- it is the family that is the place where a person first meets book. The world of book culture initially opens up for a child in family reading process, which is the most ancient, a proven way of educating a person, and as a reader as well;
- the foundations of further relationship with the book are formed through family reading that promotes awakening and deepening of attention, formation of the need and interest in reading;
- in the course of regular reading aloud from early childhood, the child gets acquainted with the reading process itself and gradually masters independent reading, forms his preferences as a future reader. The most important thing in developing an interest in reading is to remember that for reading a child is hard work.

If the child is not interested in spending time for a book, then it is easy for parents to see it: he is playing for time, not starts, rubs his eyes, gets distracted, wants to drink, then draw, maybe offer to play a game. All these symptoms indicate that the child does not want to read. Usually, children try to imitate adults, and so that the child I wanted to take the book, I need him to see his parents with the book and how they read it. The kid will see that adults are interested in it himself interested in reading.

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