



## THE IMPORTANCE OF DEVELOPING BOOK SKILLS IN PREPARING CHILDREN FOR SCHOOL EDUCATION

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### ANNOTATION

*In this article, the development of book skills in preparing children for schooling, increasing their interest in reading, the ways of teachers and parents to be a role model for their children, the mental competence and spiritual maturity of children through books, highlights in detail the prospects for educating creative abilities, creativity thinking, mental maturity, competence-based approach to the personality of the child.*

**KEY WORDS:** *Preparation for school education, childhood's golden library, travel to the world of books, working with books, book core, children's circle, listening, asking questions, children's library, enjoying books, making friends with books.*

The main task of developing preschool children's skills in working with books is to cultivate interest and love for books, the ability to communicate with them, listen to and understand literary texts, that is, the basis and foundation for educating a talented adult student and a literate person in the future. All these things. If 6-7-year-old children learn to read, they can perceive the book historically and critically, get absorbed in the author's intentions, and sometimes even argue with the writer. he can pour as much on the table as he can give.

When a child steps on the threshold of school, he should know his new social position, that is, the position of a school student, which has certain rights and obligations. This situation is expressed in the child's attitude towards school, educational activities, teachers, books and himself.

Research at the global level shows that in preparing children for school education, their physical, mental, and spiritual development, health protection; sets the task of creating conditions for the development of children's creativity, independence, and free thinking abilities.

Considering the pre-school period as a period of development of the skill of working with books, the first step in future literary development is the stage of formation of "Big, talented" student.

Comprehensive development of a child during preschool education and upbringing is the basis for significant achievements in general education. Therefore, one of the most important tasks of the preschool education organization is to prepare children for school education.

Preparing children for school education is not an easy process, each child must go through the entire preparatory process consisting of certain stages, only after that the school preparation will be successful.

Attempts to determine the specific content of the development of book skills in preschool children began in the 30s. released V. G. Belinsky, K. D. Ushinsky, V. A. Sukhomlinsky L. S. Vygotsky, A.V. Zaporozhets, D. B. Elkonin, B. M. Teplov, A. M. Leushina, N. A. Karpinskaya, R. I. Zhukovskaya, E. A. Flerina and others made theoretical and practical works in this regard.

F. Odoevsky wrote: "A child cannot learn everything he needs to know only from books. When reading a book, he always needs the explanations and comments of a skilled guide to learn the meaning of what he reads and thereby help him understand." That is why it is not enough to want the child to study well at school, but it is necessary to prepare the child to study well at school.

The knowledge, skills, skills and values that a 6-7-year-old child should acquire can be thoroughly taught with the help of books. One of the main factors in the development of logical memory and interest in knowledge of a six-year-old child is a book.

A person receives 20% of information with his eyes, 70% of which is through reading. By 1980, the amount of data was doubling every 5-7 years, and by 1990, it was doubling every year. By 2013, the amount of information will increase 4 times compared to 1990, and by 2040, it will increase 32 times. It is suggested that our contemporary should read in one year what he has read in his whole life in order to be aware of the news of science.



When a child works with a book, he should have a lively, emotional relationship, see the described events, feel them with enthusiasm. The child draws any plot in his imagination, cries and laughs, imagines what he has read so vividly (sees, hears, smells and feels with his emotions) that he feels like a participant in the events. The book introduces the child to the world of the most difficult thing in life - human feelings, joys and sorrows, relationships, motives, thoughts, actions, characters. The book teaches how to "look" at a person, see and understand him, and educates human qualities. A book read as a child leaves a stronger impression than a book read by an adult. Children of preschool age get acquainted with various genres of Uzbek and world literature - fairy tales, rhymes, riddles, proverbs, stories and epics, narratives, parables, and continue to develop their feelings, hearing, and listening skills. special attention is paid to the development of an emotional attitude to literature, education of reading literacy and culture. Books serve to expand the child's understanding of the world, introduce him to things, nature, everything that surrounds him.

Modern children spend more time playing computer games and watching TV. Sociological research carried out in our country and abroad revealed negative trends: interest in reading books among children and teenagers of small preschool age has decreased significantly; the share of reading in children's free time has sharply decreased. Today, the urgency of solving this problem is clear. In order to raise a reader in a child, adults themselves must show interest in books, understand its role in human life, know recommended books for preschool children, be able to have an interesting conversation with children, and help in analyzing the work. The book is not a textbook, it does not give ready-made recipes on how to teach a child to love literature, which is one of the most important tasks of educators and parents, because it is very difficult to teach the complex art of reading and understanding.

"There is no enjoyment of the book," said S. Soloveitchik, "there is no reading, there is no reader." Flipping through the pages indifferently, coldly observing what is happening in the book is not reading. Admiring the art of the writer and poet, enjoying words and phrases, delighting in successful expression, marveling at the skill of image and description, excitement arising from the depth of thought - this is the pleasure of reading.

In preparing 6-7-year-old children for school, to continue developing the child's feelings, hearing, and listening skills through artistic works, to encourage the child to watch the book with interest; It is an important process to encourage people to pay attention not only to the pictures but also to the letters in the book, and to cultivate the passion for learning. Explaining to the child that the book is the most necessary source for gathering the necessary information; they are taught to recite some excerpts from a literary work, to read a memorized poem expressively.

Attention is paid to the development of the child's emotional relationship to fiction, the education of reading literacy and culture. To educate the child in the national spirit, we constantly use the examples of folk oral creativity: seasonal songs, funny songs, expressive songs. on the basis of reading, memorization, organization of fun games, interest in folk art and national melody is increasing. Cultivating a sense of respect for folk proverbs, achieving understanding of the deep meanings expressed in them. Teaching to answer riddles by thinking and thinking, introducing dates and quick sayings on a regular basis.

Getting interested in folk epics, reading small fragments, continuing to expand their understanding of epics. To continue to educate the child's interest in the life of our ancestors, to be proud of them. To strengthen the child's love for his native country through poetic works, to continue forming feelings of pride and pride in his heart. Expanding the child's scope of imagination, thinking, observation, developing artistic and aesthetic taste. To enjoy the figurative expressions, cheerful spirit, cheerful tone reflected in the poem; teaching to compare the scenes described in poems about nature with the real ones. To help adults, to learn a profession, to love and respect school and teachers, and to instill a desire to be an exemplary student. It is necessary to teach the ways of expressive poetry more thoroughly, to make people interested in the fact that there is a hidden treasure in books, to search for it and to find it.

It is difficult to overestimate the role of books in modern human life. The book offers great opportunities for understanding the human experience in the field of feelings, in the field of desires, in the field of thoughts and observations: in the field of feelings, in the field of desires, in the field of thoughts and observations. United with the feelings and thoughts of the author and his characters, we are in their place, we look at the world through their eyes, we experience what they went through, we evaluate the world with their own values. In recent times, society has turned its face to the book, which prompts us to understand and analyze the consequences of neglecting reading for years.

Why should a child work with a book, try to read?

The book evokes emotions. I.P. Pavlov emphasized that emotions are a unique and very powerful source of energy for a person. When reading a book, a child is happy, worried, surprised, sympathized, and all these emotions are necessary to make children happy.

Preparing children to study at school should first of all be focused on training the skills of working with books. Books build self-education skills. It is wisest for a child to know that no matter what question arises, the answer can be found in a wizard's book. Taking into account children's interest in books, the following tasks are set before pedagogues:

- to continue forming children's interest in books;
- creation of conditions for attentive listening and retelling of works of art;



- see the actions of the heroes and give them the correct assessment;
- development of imagination, the ability to mentally imagine the events and characters of the work;
- maintaining children's attention and interest in the words in the literary work;
- to support children's sympathy for the heroes of the work and to form a personal relationship with what they read.

We see the active development and improvement of the ability to perceive literary works, the formation of interest and love for books, that is, the successful formation of a child as a student. This situation forces us, teachers, to think carefully about the issues related to reading books to preschool children, first of all, choosing children's literature works for each age stage.

What is the task of adults around to ensure independence in effective work with books in preparing children for school education?

First, adults should remember that a lot depends on the child's attitude towards learning. Be sure to talk about what you read. Show interest, be surprised by some bright idea, be happy that you have learned something that was not available to you before.

Second, children need to see their parents reading books regularly. Their natural ability to imitate is important for the outcome of such a situation. If the child does not see the book in the hands of the parents, then it is inappropriate to ask the child to be interested in the book.

Thirdly, educate children in reading culture. If you start, read to the end. The book should be read sequentially, without jumping from page to page, without searching to the end. Try to explain to the child the importance of understanding everything that is read, and if something is unclear, ask. Pay attention to the expressiveness of the letter, vivid figurative language.

Fourth, there should be a children's library at home, which is periodically replenished with new ones. According to the results of the mentioned survey, 43% of schoolchildren read books from the home library. Children, like adults, cannot postpone their unmet needs for the future, they simply switch to other means of communication and recreation, that is, they are given to telephone, television, computer games. The home library should not only focus on the child's interests, but it should be diverse. The child may not yet understand the need for encyclopedias, dictionaries, reference books. But they should find a place on home shelves.

And finally, the effectiveness of increasing the place of the book in the child's life is effective in the cooperation of parents and preschool education organization.

Educators, parents, do not forget how important it is for your child to enter the wonderful world of reading. After all, the book teaches goodness and justice, reveals the beauty of the surrounding world, instills love for life, and gives the pleasure of knowledge.

There probably isn't a child who doesn't want to be read aloud to, and most parents are happy to read to their children, but few people believe that family reading is good for a baby's early development. They say: reading develops hearing, memory, strengthens reading. A parent-child connection that can encourage a child to study independently or inspire creativity. A child's imagination is always at work: often reading a book inspires a child to invent a continuation of his favorite story. You yourself listen with interest from the child to his options for the development of the next events in the book. Reading for the youngest is, first of all, communication with parents, in the terminology of the famous American psychologist J. Campbell, a period of "close attention" that is urgently needed for any child. The child appreciates the time when the father or mother leaves everything behind, puts the baby on his lap and reads a favorite book together. You can cling to your mother, hear her voice, empathize with your favorite characters, laugh at their adventures.

It is desirable to familiarize the child with children's literature every day in a free form, at least 30 minutes a day. After all, the book unintentionally explains the life of society and nature, the world of human relations. The book develops the child's thinking and imagination, enriches the child's feelings, helps to understand the beautiful images of the national and world literary language.

A child should be taught from a young age to look at a book as the greatest value, to hold it in his hand correctly, to read it correctly, to know its place on the bookshelf, to remember its name. When working with children of preschool age, we give a special place to pictures in understanding the text. They help the child to understand the read text. When listening to fairy tales, children first of all make connections when the events clearly follow each other and the next one follows logically from the previous one. This construction of the plot is typical of many fairy tales that are read and told to children of preschool age. To understand the work, the child no longer needs a picture for every turn of the plot. Describing the characters, children often express correct judgments about their behavior, while relying on their ideas about the norms of behavior and enriched personal experiences. At the same time, when perceiving literary works, the child does not set himself the task of evaluating the hero and events. Children's attitude to literary facts is active and vital. A 6-7-year-old child is primarily an active participant in the described events; experiences them along with the characters.

Activities dedicated to introducing children to literary works require advance preparation from the teacher. Conditionally, the following stages can be distinguished:



- preparation of the educator to read the artistic work;  
- determining reading (story) tasks depending on the nature of the literary work;  
- choosing methods of working with the book. Preparing children for comprehension, the teacher reads the text expressively. This part of the training is very important and responsible - here the first meeting of the child with the work of art takes place. The next stage is a conversation about what was read. Children easily join in such a conversation with pleasure, because it satisfies their need to talk about what they have read, share their impressions, and express their feelings.

The teacher's questions about the work allow children to determine how they emotionally react to events, events, and characters. These questions, as a rule, are asked at the beginning of the conversation, they enliven and enrich the first, immediate impressions that children have when listening to the work.

The second questions focus on revealing the main idea of the work, its problem. Asking such questions helps the teacher to see how well the children understand the content of the work. It is useful to read individual parts of the work during the conversation. This type of repeated reading helps children understand what they missed when they read the text the first time.

The third questions are problematic and investigative in nature, focusing children's attention on the reasons for the characters' actions. Problematic questions force the child to think about the causes and consequences of the actions of the characters, to determine the inner motives of the characters, to notice the logical pattern of events.

The fourth questions focus children's attention on means of language expression. These questions attract the child to observe the language of fiction, its figurative emotional structure. The following questions focus on content reproduction. Answering these questions, the child remembers individual episodes and facts and builds them logically. The use of questions depends on the age of the children. And the last questions encourage children to elementary generalizations and conclusions. They usually end the conversation. The purpose of such questions is to awaken in the child the need to remember and understand the work once again, to emphasize the most important, main thing. Why did the writer tell us this story? What would you call this story (fairy tale)? Why did the writer name the work like that? Thus, the questions asked to children during the conversation after reading encourage them not only to remember the literary material, but also to think about it, implement it, and express in words the thoughts and impressions that arose during listening.

Let's find out how to effectively choose books for children, what to pay attention to first.

1. In terms of hygiene and safety, the book must be of excellent quality. High quality paper, flawlessly printed text, very large font. Do not deface or erase the text.

2. External attractiveness. Images should be clear and realistically convey the appearance of the image. "Pictures" are a continuation or confirmation of the verbal sequence and should help the toddler to manage what is written.

3. Make sure the book is age-appropriate for your child.

4. Modern translations of works familiar to us from childhood. For example, Little Red Riding Hood brings a "funny drink" to her grandmother, and the pigs sing very obscene songs ... Read the book carefully before buying.

A permanent negative attitude to reading and to books in general can appear when a child is taught to read, but books are almost never read to him. And this, unfortunately, is the current situation. How to teach a child to read? Let's try to catch up.

1. Personal example. If a child always sees his mother with a glossy magazine in her hand, and his father is buried in a computer monitor, it is unlikely that he will like to read. And if you like to read, know many authors and works, you can quote some lines, the child will be attracted to the same thing.

2. The right to choose. Don't force your child to read a book he doesn't want to. Parents are often afraid that their children will choose a "bad" book, so they insist on literature that they like. In this case, you can try to compromise: the child chooses one book according to his taste and reads another one on the advice of his parents.

3. Electronic books. As a rule, modern children are not indifferent to various technical innovations. Try to instill a love of reading with the help of e-books, called reading gadgets, where you can download any work. Of course, they do not have the charm of ordinary books - the rustling of pages, colorful pictures. However, our children are different, so let them choose comfortable books.

4. Success of "Stars". There is another way to teach a child to read - to refer to a hero who is not indifferent to your child. Many actors and famous musicians, athletes, businessmen in their interviews recall with pleasure their impressions of the books they read, the moments taken from the works that inspired them or helped them achieve success. Sometimes just one mention of the reasons for the success of their favorite characters is enough for a child to pick up a book.

5. Discuss the book you read together. This will help your child not only to cope with impressions, but also to express thoughts and feelings. If you are interested in the child's personal opinion, this will also increase the interest in reading.

6. A surprise in the book. Suggest a book you read as a child. Add a cute bookmark, postcard or book with a note of how much you love your child. Thus, in preschool childhood, it is important not to teach children the technique of reading, but to form the need to read books in them. Then, at the age of primary school, the child learns the ability to read easily and quickly.

Thus, a positive attitude towards the book and the reading process brought up in preschool age is the basis for a child's successful education at school. And the book becomes a good friend, adviser and helper of the child throughout his life.



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