

## The Importance of Developing Children's Book Skills in Preparing them for School

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### ABSTRACT

This article describes the methods of acquainting preschool children with the miraculous world of books, the methodology of working with books in preparation for school education, the rules of educators and parents to set an example for children in reading, the stability of the developed state, spiritual maturity and is based on the recommendations of experienced educators and psychologists about being a person who provides well-being.

**KEYWORDS:** active reader, world of books, small library, fiction, creative competence, communicative competence, cognitive competence, genre, audio books.

It is an important process to introduce our children to reading from an early age and to teach them to read. Kindergarten, the first social institution for a child outside of parents, plays a key role in this. Of course, preschoolers are not students, but active listeners, little academics. The educator takes children into the world of age-appropriate books, conveys the content of the work of art to them, reveals the main idea, helps children to express their feelings for the heroes. Therefore, the educator must be able to engage children in books, be proficient in children's literature, and have a high level of expressive reading skills.

Preschool childhood as an important period in human life plays an important role in the mental, moral, physical, intellectual formation of not only each person, but all of humanity. Educational, ideological, moral, cultural priorities of preschool childhood determine the way of life of generations, influence the development and progress of the whole civilization.

It is necessary to pay as much attention as possible to the formation of the inner world of the child. In this case, communication with the book is an invaluable tool. Through reading fiction, the child learns the past, present and future of the world, is taught to analyze reality, in which moral and cultural values are formed.

Sociological research in our country and abroad has revealed negative trends: interest in reading among preschool children and adolescents has decreased significantly; The share of reading in children's leisure time has sharply decreased. It has been replaced by computer games, interest in mobile devices, watching TV, and parents not reading books.

To solve these problems, in order to bring up an active reader in a child, adults should be interested in the book, understand its role in human life, know the recommended books for preschool children, have interesting conversations with children and help them analyze it. .

A number of educators and psychologists (AV Zaporozhets,, LSVygotsky, DB Elkonin, KD Ushinsky, BM Teplov, AM Leushina, NA) Karpinskaya, RIJukovskaya, EAFlerina, etc.) theoretically and practically.

As K. D. Ushinsky noted, when a child is first introduced to literature, he must be introduced to "the people's thinking, the people's feelings, the people's life, the people's spiritual world." Such literature, which acquaints the child with the spiritual life of his people, first of all, works of folklore, all its various genres: poems for children, songs, riddles, rhymes, proverbs, acronyms, legends, fairy tales and others.

Samples of folklore, with their content and variety, serve the purpose of comprehensive education of the child and the development of thinking skills. Gradually, folklore penetrates the heart of the child and imperceptibly reveals its richness and beauty.

R. Escarpi, a French researcher on reading and reading interests, argues that getting acquainted with books is an important step in strengthening reading skills in early childhood, and that many young people who drop out of school are at risk of returning to "not reading". will be under, they have not mastered the habit of reading books in preschool! The above shows that looking at the preschool period as a period of developing the ability to work with books, the first step in future scientific development is the stage of forming a "big, talented" student. The book plays an important role in the development and upbringing of children.

Books serve as a powerful, effective tool for educating children mentally, morally, and aesthetically, which has a major impact on the development and enrichment of children's speech. Preschoolers' perceptions of books are as follows;

3-4 year old child;

- has an understanding of the book;
- asks adults to read a book;
- reads books appropriate for his age;
- identifies the relationship between pictures and words in the book;
- Recognizes familiar fairy-tale characters from pictures.

4-5 years old child;

- expresses his attitude to the story he listens to and asks questions to adults;
- can tell the main points of the listened work on the basis of pictures;
- can say the name of a work of art after listening to it;
- memorizes poems of his age;
- uses the book carefully.

5-6 years old child;

- knows the first sound of a word;
- reads the book independently;
- distinguishes sounds;
- words can be articulated;
- rhymes words;
- uses a dialogic form of speech, asks questions;

- memorizes and expressively reads poems;
- knows the authors of favorite fiction, fairy tales and short stories and their names;
- correctly uses the tone of expression;
- finds words related to letters.

6-7 year old child;

- Tell other children the content of the book they remember;
- uses simple and complex sentences in speech;
- words can be divided into syllables;
- composes words from syllables with the help of syllable cards;
- has an understanding of words, sounds, syllables, sentences;
- reads forewords, book titles, captions, etc .;
- knows and distinguishes the name of the genre of children's literature (fairy tale, poem, story,);
- knows the names of famous writers and poets.
- independently narrates and continues familiar works, participates in their staging;
- reacts to poetic and prose works of art;

The responsibilities of the Preparatory Group include:

1. To increase the ability to understand the expressive language of the work of art, the beauty of the poetic word.
2. Develop a sense of humor in preschool children.
3. Develop the ability to put yourself in the shoes of a literary character.
4. Development of skills of expressive reading, dramatization of the work (expression of emotions through intonation, facial expressions, gestures).
5. To deepen the concept of "genre", to develop the ability to distinguish them from each other. Develop their knowledge of poets and writers.

Fiction in poetic images reveals the life of society and nature, the world of human feelings and relationships, introduces the child to the world around us. It intensifies the emotions, develops the imagination, and reveals wonderful examples of the mother tongue to the preschooler. These patterns vary in their effects; in stories children recognize the conciseness and correctness of the word, in poetry they understand the musicality, melody, imagery of speech; folk tales reveal to them the clarity and expressiveness of the word, showing how rich their native language is with humor, vivid and figurative expressions, comparisons. Preschoolers are listeners, not students, so it is important for educators to gradually introduce children to the magical world of books, to develop the skills of expressive reading and delivery of works. The educator has an important task - to present any small work to children as a work of art, to reveal its purpose, to instill in the listener an emotional response to what he hears, to feel the feelings, actions, lyrical experiences of the protagonists, to encourage sympathy.

The ability to understand a work of art correctly, along with the content and elements of artistic expression, does not come naturally to the child: it must be developed and nurtured from an early age. In this regard, it is very important to develop in children the ability to actively listen to the work, to master the art of speech. Because of these skills, the child develops his or her own bright, figurative, colorful, grammatically correct speech.

Children of pre-school age develop the ability to act mentally in imaginary situations, just as they take the place of the protagonist in a book. For example, children experience fear, relief, and satisfaction with the triumph of justice in dramatic moments with fairy-tale characters. Direct empathy for the protagonists, the ability to observe the development of the plot, the comparison of the events described in the play with the events he should observe in life, helps the child to understand real events, fairy tales relatively quickly and accurately.

Forms of working with books in kindergarten. What techniques and methods can be used?

1. Expressive reading. The educator's task is to emotionally connect the text to convey the feelings and moods of the protagonists. Reading the tutor from a book or by heart. Such a literal reading of the text preserves the author's language and, most importantly, conveys the ideas of the work effectively.
2. Re-reading. It is recommended to repeat a small task that arouses children's interest immediately 1-2 more times. You can re-read the most important and bright parts of great works. Story (retelling). It's about conveying the content more freely: the teacher can change the words, replacing them with synonyms. But this form of storytelling gives children more opportunities to get their attention: you can pause again, repeat key phrases, and demonstrate your acting skills using improvisation
3. Selected reading to help you better understand the text. Selected reading in large groups can be presented in the form of games, puzzles, quizzes for children (from which work of this work? How did this story, fairy tale end? Is there a piece in the story or fairy tale?).
4. Toys, images, pictures, stage elements, finger, hand movements. Staging is a way to ensure that the content of a work is remembered for a longer period of time.
5. Verbal methods, such as recalling a similar action from life. In large groups, they recall works that are close to the topic, with the teacher asking the following questions: "Who did you like? Why? And so on."
6. Explain unfamiliar words. Often children do not understand certain words or phrases. In such cases, they should be given the opportunity to understand the new word. Usually, one should not stop reading some words by explaining them, especially in proverbs, as this will distort the perception of the artistic image and rhythm. When reading cognitive books, if unintelligible words make it difficult to understand the main idea of a piece or the whole work, this is allowed as an exception. Sometimes new words are explained before reading.
7. Review the pictures in the book. With children between the ages of five and seven, it is possible to compare images to the same work created by different artists or different printing methods (black and white, color).
8. Job interview. This is a comprehensive technique, often involving simple techniques - oral conversation. There is an introductory (initial) interview before the reading and a brief explanatory (final) interview after the reading.

The purpose of the introductory conversation is to provide a correct understanding of the idea of the work, the actions of the protagonists, to arouse interest in listening.

The objectives of the explanatory conversation are different. Sometimes it is important for children to focus on the moral qualities of the heroes, their actions and intentions.

In conversations, such questions should predominate, the answer to which requires the motivation of evaluation: why did the protagonists of the work face difficulties? What did the hero like? Do you want to be such a friend and why?

#### 9. Listen to audio books.

The environment in which audio books are used is important in the methodology of working with books. In order to develop children's interest in fiction and to treat books with love, each group will have a book corner where children can read illustrations, magazines, albums, and audio books. need

It is important to ensure that children understand the content of the works presented and understand them correctly. In the formation of children's ability to comprehend a literary work, lessons are an important form of work with books. . The teacher's attitude to the book, expressive reading, conversation on the work, retelling, interest in depicting the protagonists of the work with the help of drawings, applications, clay and plasticine - is an important form for children to fully understand the themes of the books. The experience of listening and reading together actively influences the emergence of interest in literature. In the process of discussing books, the joy of aesthetic experience increases, their creative abilities, creative thinking, aspiration to find a childish solution to a problem increase, they become indifferent. Introducing children to art requires a great deal of preparation on the part of the teacher. Traditionally, there are several stages, the first of which is: the educator's readiness to read the work of art; to read according to the nature of the work of art, to choose the right way to work with the book. First of all, it is a process in which the educator must show himself in a conscious, principled, rational choice of a book to read. It is necessary to be able to assess the ideological direction, artistic level and educational value of the work in accordance with the age of the child. . Practice shows that before that, teachers review all books in terms of their educational impact on children, and, as a rule, they do not make mistakes. A more difficult task for educators is to introduce children to the world of books rather than toys.

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