The Role of Reading Art Books to Young Children

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Abstract: One of the most significant and effective teaching resources is children's literature. Children's books are being published in prodigious amounts right now. Children's books are offered for sale in shops, kiosks, and on open shelves. In this article, the function and significance of reading aloud to kindergarten students are discussed.

Keywords: reading circle, age characteristics of children, exemplary books, reading technique, learning activities, educational process.

Introduction

There may not be a child alive who does not enjoy listening to reading aloud, and the majority of parents enjoy reading to their children, but few people believe that family reading can benefit a baby's early development. Reading improves memory, hearing, and the bond between a parent and child. It can also encourage a child to read on their own or spark creativity. The child's imagination is continually active; frequently, reading books prompts the youngster to create the sequel to a favorite narrative. You will pay close attention as the youngster shares his ideas for how the remaining events in the novel could play out. According to the eminent American psychologist J. Campbell, reading is first and foremost a time of "close attention" that every kid desperately needs for contact with parents. A youngster values the moment when their parents put everything else on hold, place the infant on their knees, and read their favorite book together. You may lean close to your mother, hear her voice, connect emotionally with your favorite characters, and laugh along with them as they go on adventures.

Many books designed for preschoolers help them develop the proper attitude toward nature and the capacity to treat living things with care. They also help kids develop a positive attitude toward work and awareness of how adult jobs are organized. All of this enhances the educational potential for imparting practical skills to kids. Gaining proficiency in a skill enhances the degree of development of work activity, enables the child to define and attain objectives, and provides a more thorough and effective use of work activity as a tool for moral teaching.

When literature or a book speaks to a kid's worldview, wants, or spiritual impulses, when it gives the solution to a question that is still maturing in the mind, or when emotions are expected, that child will develop into a reader. The writings I read (or heard being read) and perceived by children themselves make up the circle of children's literature.

From the perspective of a teacher who has 20 years of experience working in a kindergarten, I examined the novelty of printed materials for preschoolers.

According to tradition, they fall into the following categories:

Educational books. When a piece of art is used as a teaching tool for kids, this happens. Tasks are presented to the kid during the reading process.

For instance, there is a clock on each page in the fairy tale "Little Red Riding Hood." The young youngster counts how long it took to open the grandmother's hut door, for example, or how long the fairy tale hero wandered through the forest.
The ability to tell time is unquestionably useful.

But in order for youngsters to get familiar with his artistic creation, Sh. Perro produced the fairy tale "Little Red Riding Hood."

**Books – “Skillful Hands”**. The author here makes an effort to incorporate reading with useful work.

For instance, complete any sketching, coloring, or sticking while reading. They offer to complete the body's missing pieces, sketch a portion of the ballgown face, and other things in the fairy tale "Thumbelina" (instead of it, a white spot).

On the basis of incomplete photographs, the text is familiarized.

The impression of fiction is mixed with constructive effort. These are entirely distinct and incompatible actions in this instance.

In real life, organizing constructive action comes after reading a piece of art.

Respect for the book may be destroyed as a result of such a successful intervention in the work.

**Book toy**. This book includes a game "additive," which the publisher undoubtedly thinks would enhance the book's appeal. Look at the book. Although the animals are distinct (hare, wolf, fox, bear), all creatures have the same eyes.

Why is there a fairy tale "Pinocchio" tune on every page? "Printed in China" was noted.

Despite the fact that game additions vary, they always urge kids to push, spin, and twist objects.

Of course, young kids find this exciting and want to test out the things the book "can" do.

However, interest in these deceptions and the work as a whole rapidly dwindles. Content of books is no longer significant.

Any children's book must include images. But the image shouldn't serve as a tool for alteration; it should just be an image. Additionally, this book ceases to be a book and won't turn into a toy for kids if the graphics urge the reader to take action and divert their focus from the content.

How do you pick a good book for preschoolers?

Text alone does not make up a book. The book is a sophisticated work of printmaking.

Such a book beckons you to touch, examine, and adore it.

What can we say about kids if such a book is meaningful to us adults?

They merely need to step foot in the realm of book culture. Additionally, students want to consider the book they are holding as a good friend who they like spending time with.

The book, written for young children, teaches them to look as well as listen.

And the youngster either develops culture when reading a book or does not, and occasionally gets more expertise in handling profanity.

a child's first book. Just who is she?

Obviously, children's books. In a vast list of fairy tales for the little ones, "Ryaba Hen," "Turnip," and "Gingerbread Man" consistently hold the top spots.

Children require picture books with text and graphics that are completely integrated.

When a youngster asks "where?" or "show me," we might respond, "Look at this book." We prefer books with distinct illustrations for each chapter of a fairy tale.

Drawings should be clear and substantial. The backdrop environment is either nonexistent or hardly noticeable. Artists should make every effort to account for the age-related potentials of a child's perception.
The introduction of fairy tales into a preshooler's life occurs around the age of 4-5. It's crucial to consider both the text's quality and the book's design while selecting a book. Many children's books are written in language that is far too sophisticated for young readers; they are filled with terms and phrases that are difficult for them to understand. It renders reading tedious. Children should be able to understand and like the way the text is presented. To ensure that a youngster fully understands each fairy tale, it must be read again. She then gains affection and becomes "her own." The youngster repeatedly lives and goes through situations that are already familiar to them and never stops worrying about what will become of the main characters, being terrified of bad guys, and celebrating a nice conclusion.

We read children's books with educational themes.

The "age of why" is often considered to begin between ages 4-5. At this age, kids are fascinated by everything. Children's inquiries will be simply and clearly answered by educational books. We choose them with consideration for the material's accessibility and clarity of presentation. Cognitive literature with images will make all of this easier to show and comprehend.

Large, realistic, recognisable, and conditional images should all be used. Images that portray a character or event holistically should be used instead of photos or realistic depictions.

It is crucial that the photographs be positioned correctly. Children, in a sense, interpret the text's meaning from the visuals; the image serves as a visual aid for their perception and comprehension of a person or thing.

Vladimir Vasilyevich Lebedev, a notable master of children's literature, advocated that artists "attempt to truly approach the interests of the kid, recall himself in infancy," and that "no artwork, even the greatest one, will be adored by a child if it does not answer his inquiry."

*Should be remembered*

*A good children's book is one that adults will read with interest.*

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