

## **Development of Skills in Working with Books of Preschool Children as a Social Need**

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**Abstract:** This article discusses the role of parents in helping preschoolers understand books, the category of inquisitive children who ask adults to read books, ways of expressing the connection between pictures and words in books, ways of developing listening and understanding skills, the time and duration of communication, methods of formation are analyzed. skills in working with books, taking into account age characteristics.

**Keywords:** children's book, thinking, speech, communication, reading environment, “brilliant linguist”, liability, asset, value, author.

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### **Introduction**

In modern society, books are increasingly being replaced by computers, electronic and digital tools. It is becoming easier for modern parents to press a button on the remote control than to pick up a book and read to their child. But only with live communication does communicative communication, the cognitive process, and the creative development of the child occur. As a result of insufficient contact of children with books, speech impairments, slowing down of thinking and cognitive processes, and the development of intellectual activity are observed. All this negatively affects the general condition of the child and his formation as a person. Thus, the relevance of our article is related to the development of the younger generation and the demand for books as the main source of education and the lack of interest in it on the part of adults.

Books play an important role in a child's development. Listening to poems and fairy tales, a child learns new words and increases his vocabulary; the content and pictures of the book help expand his worldview, develop memory and attention. The book lays the foundation for such an important quality as curiosity about everything. The book helps to master speech - the key to understanding the world around us, nature, cause and effect, human relationships. Therefore, interest in books should be awakened from early childhood.

Thanks to the book, a preschooler will learn different behavioral models (how to be friends, how to achieve goals, how to resolve conflicts, which can be effective in different life situations). Ibn Sina and books. You can achieve a high effect if the reading part of the story is filled with discussions about who and what he endured for himself, what he liked, what was close to him, what he was not afraid of and how books made him happy.

As a rule, in families where parents often read a lot to their children, a harmonious, friendly atmosphere reigns. Parents reading to children can be seen as an indicator of a prosperous family, in which there is a low level of violence and family discord. One of the priority tasks of our society is to attract children to study. Unfortunately, in the information age, children's attitude towards books has changed, and interest in reading has begun to decline. According to many studies, preschool children prefer to watch television and video products, and computer games. As a result, schoolchildren do not like to study, they do not want to study.

We do not have the right to deprive children of what progress has brought, but, nevertheless, we do not have the right to notice and deny the negative influence that the electronic world hides within itself. But we must be able to understand that children's books of different genres occupy an important place in their lives. A children's book is books and periodicals specially created for children, including three types of art - verbal, pictorial and design works - presented as a resource for perceiving and reading the world from a very early age in a child's life with the aim of forming and developing personality.

### **LITERARY ANALYSIS:**

Z. A. Gritsenko emphasizes that a child's first acquaintance with a book should happen as early as possible [1]. A book is an invisible tool that helps in education; it helps children learn educational principles, moral rules and cultural values, absorb information, develop imagination, think, analyze, evaluate their own and others' actions.

It is important to take into account the age characteristics of preschoolers when developing an interest in reading and books. According to Marshak, the age-related characteristics of the child's psyche should be clearly expressed in the accounting, in particular the originality of thinking, impressionability, and weakness [2].

Z. A. Gritsenko said that a child's first acquaintance with books and fiction begins even before he learns to read. Teaching your child to form letters, words, sounds, syllables and sentences is a technique that he needs to master [3]. Z. A. Gritsenko believes that a listening child is already a student. But the fate of the little reader depends on the adults who receive the book, and they become intermediaries between the writer and the listener.

By the age of 6-7, a child can understand and gain a deeper understanding of some of the features of the artistic form of a literary work. They are able to distinguish between genres of literary texts and distinguish the specific features of each genre. Each preschool child has his own experience of choosing a book, associated with the experience of feelings and impressions arising from the literary and artistic work he read. According to N.N. Svetlovskaya, interest in reading is focused on selective reading, rather than general books [5].

A book exhibition organized for preschool children should be artistically attractive and amazing in design and appearance. A book exhibition should not last more than three to four days, since preschool children gradually lose interest in the exhibition. N.V. Poltavskaya recommends creating a book layout to increase interest in reading. [6] It states that the cover of the book should be the same for all children, but the content and content of each child's book should be different.

### **RESEARCH METHODOLOGY.**

It is parents who read the first books to their children and influence the formation of book use and interest in reading. Listening to adults read and looking at pictures of books together, the child actively thinks, cares about the characters, waits for events to continue, and establishes connections between his own experience and the experience of others. Are these words relevant today? Do we need books in the age of information technology and computer software? What about those who can't read yet? Need to instill in your children a love of books? The answer is clear - YES!

### **ANALYSIS AND RESULTS:**

The child is growing, which means that every day more and more new experiences await him; he wants to actively explore the world and make many discoveries. They receive various information and new knowledge necessary for their physical, mental and moral development from people around them, primarily from parents, teachers, and also from books.

The first reason to read with a child in the family from an early age is to satisfy the child's need for safety. When reading a book with children, if they sit on their mother or father's lap (or next

to their parents, in their arms), a sense of closeness, security and cooperation awakens in them. A unified space and a sense of belonging are created. Such moments have a powerful impact on creating a sense of fun community.

The second reason is that the child feels the value and importance of his “I”. When parents read what is interesting to the child, are ready to discuss topics that are important to him, and try to understand his views as best as possible, the child sees himself as a valuable person whose needs and interests are important. how (he understands that only important people pay attention to him - these are his parents).

Formation of the third reason-value The book influences the child’s moral ideals and shapes his values. The heroes of the book perform different actions, experience different life situations that correspond to the world of the child or are unknown to him. Using examples of situations faced by the heroes of the book, the child learns to understand what good and evil, friendship and betrayal, sympathy, duty, honor are. And the task of parents is to help see the reflection of these values in the child’s life. Parents can help their child see parallels in what he is learning with his own life.

## **CONCLUSIONS**

In conclusion, it should be noted that the development of book skills in preschoolers is formed by the family as a social necessity; it develops as a result of the skill and creative approach of teachers in educational institutions. It is true that the development of preschoolers’ interest in early reading is a long-term process of comprehensive personality formation, which occurs under the influence of books.

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