

METHODS OF PREPARING CHILDREN FOR READING IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Kasimova Dilrabo Baxadirovna

Senior Lecturer, Department of Theory and Methodology of Preschool Education,
Faculty of Preschool and Primary Education,
Nizami National Pedagogical University of Uzbekistan

Murodxo'jayeva Zulxumor Mo'minxo'ja qizi

4th-year student of the program "Psychology and Pedagogy of Preschool
Education"

Abstract: *This article examines the issues of preparing children for reading in preschool educational institutions, developing a positive attitude toward books, listening and comprehension skills, developing the foundations of speech culture in the development of a child's personality, developing a reading culture to enhance children's intellectual and spiritual potential, and methods for preparing children for reading in preschool educational institutions.*

Keywords: *reading, positive attitude, listening and comprehension skills, speech culture, reading culture.*

Аннотация: *В данной статье рассматриваются вопросы подготовки детей к чтению в дошкольных образовательных организациях, формирования позитивного отношения к книгам, навыков слушания и понимания, формирования основ речевой культуры в становлении ребенка как личности, формирования культуры чтения в повышении интеллектуального и духовного потенциала детей, а также методы подготовки детей к чтению в дошкольных образовательных организациях.*

Ключевые слова: *чтение, позитивное отношение, навыки слушания и понимания, речевая культура, культура чтения.*

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 14, 2020, “On approval of the National Program for the Development and Support of Reading Culture for 2020–2025” defines a number of important tasks. These include publishing books that meet the spiritual, educational, artistic, and aesthetic needs of young people with high quality; supporting the activities of publishing houses and authors; encouraging the publication of literature for children; translating the best examples of national and world literature; improving reading culture and developing reading habits among different age groups, especially in remote regions of the country.

The resolution also focuses on simplifying the organization of book sales, improving the system for delivering newly published books and distributing information resources, adapting book supply systems to modern social needs, improving infrastructure, enriching information and library centers with printed publications and their electronic versions, creating electronic books, digitizing books, and developing and regularly updating electronic catalogs. Furthermore, it highlights the need to systematically study the level of reading among the population, organize projects and competitions aimed at promoting reading culture, improve the professional competence of librarians, expand international cooperation in the field of reading culture, and establish systems for ordering and distributing foreign books online.

These tasks contribute to improving the pedagogical mechanisms for developing reading culture in children, determining criteria for assessing the formation of reading skills, and expanding opportunities for systematic educational work in this direction.

Today, in the context of globalization and the rapid development of information technologies, the decline in children's interest in reading books has become an urgent problem. In particular, preschool children increasingly spend their free time using electronic devices, which negatively affects their speech development, independent thinking, and imagination. Therefore, preparing children for reading in preschool

educational institutions has become one of the important tasks of the modern education system.

Preschool age is the most important stage in the formation of a child's personality. At this stage, a positive attitude toward books, listening and comprehension skills, and the foundations of speech culture are formed. Children who are prepared for reading at an early age learn to read faster and more easily in later stages of education and develop a stronger motivation for acquiring knowledge.

In addition, state programs and educational concepts aimed at improving the quality of education and raising a well-rounded generation emphasize the development of the preschool education system and the enhancement of children's intellectual and spiritual potential as priority tasks. In this process, the formation of reading culture plays an important role.

Therefore, the scientific study of methods for preparing children for reading in preschool educational institutions and the introduction of effective pedagogical approaches into practice determine the relevance of this topic.

Telling Uzbek folk tales to children from an early age instills human values such as diligence, sincerity, hospitality, as well as respect for national and universal values. The educational ideas of great thinkers such as **Alisher Navoiy**, **Al-Farabi**, **Abdulla Avloniy**, **Yusuf Xos Hojib**, and **Jalaluddin Rumi** serve as an important source in children's upbringing.

Reading should become a necessity. If children do not develop an interest in books, it will be difficult to attract their attention to reading. Children should not be forced to read books; instead, interest in reading should be encouraged. In this regard, the cooperation of parents, teachers, educators, and librarians is very important. It is also necessary to consider children's age and interests when selecting books.

The Roman philosopher **Seneca** once said: "It is not the number of books but their quality that benefits readers." To encourage independent reading among students, competitions such as "Poetry Garden," "Book – My Friend," "Books Invite

to Wonders,” “Best Reader,” and “The Best Reader of the Class,” as well as discussions on various topics, can be organized.

A book is an inexhaustible source of knowledge that illuminates the path of life and gives meaning to human existence. Reading books helps shape children's spirituality, enriches their vocabulary, develops their oral and written speech, and forms expressive reading and comprehension skills. Especially from an early school age, acquaintance with books has a significant influence on children's worldview, independent thinking, and communication skills.

Great thinkers have always emphasized the importance of books in human development. As **Alisher Navoiy** noted: *“A book is a selfless teacher and the main source of knowledge and spiritual growth.”*

Reading is the nourishment of human intellect. This idea has also been emphasized several times by the President of Uzbekistan, **Shavkat Mirziyoyev**, in his speeches. He stated that a nation whose people read books and work on self-improvement will become strong and knowledgeable.

Today, the role of educated and spiritually rich youth in the development of society is invaluable. One of the most important factors in educating such a generation is the book. A book is a great invention created by humanity. It cultivates patriotism, humanity, kindness, and respect for others. It also encourages people to look at life with gratitude and share goodness with others.

Specialists often call early childhood the “age of miracles.” It is during this period that children begin to develop readiness for reading. At first, they learn to listen, speak, and understand language. If the process of developing children’s interest in books begins in the family and continues through cooperation with preschool institutions and schools, the expected results will be more effective.

Preschool children cannot read independently yet, but they have a strong desire to explore and understand the world around them. Therefore, the main task is to support and stimulate their curiosity. At this stage, imitation plays an important role.

Children imitate events and characters they observe, and literary works that reflect real-life situations in artistic images help them understand the world better.

The development of interest in books among preschool children cannot be achieved without understanding child psychology. Each child has their own personality and worldview. Therefore, psychological factors play an important role in motivating children to read. At this age, children remember interesting and funny events involving book characters more easily. When educators read aloud and explain the content of stories, children remember them better.

Preparing preschool children for reading plays an important role in their speech, intellectual, and moral development. Children who become friends with books from an early age develop a richer vocabulary, better listening and comprehension skills, and stronger independent thinking abilities. Through reading, children's imagination, creativity, and aesthetic taste also develop.

Therefore, the process of preparing children for reading in preschool institutions should be continuous, systematic, and organized according to their age characteristics.

Educators should develop children's interest in reading, guide their reading activities, and work effectively with young readers. To organize children's reading effectively, it is necessary to study their interests and individual characteristics.

Some children naturally love books, while others may not enjoy reading. However, several recommendations can help motivate all children to develop interest in reading:

1. Organizing reading corners in preschool institutions enriched with colorful and age-appropriate books.
2. Reading fairy tales, stories, and poems expressively and using dramatization techniques.
3. Encouraging children to create stories based on pictures and organizing question-and-answer discussions.

4. Strengthening cooperation with parents and encouraging family reading traditions.
5. Using information technologies wisely, including audio and video fairy tales.
6. Considering each child's individual interests when selecting books and encouraging reading.

Advisory conversations with children also help them choose books and develop interest in reading. Educators can recommend appropriate books, organize book exhibitions, and use illustrated catalogs to attract children's attention and stimulate their curiosity.

Thus, the formation of reading culture from an early age contributes significantly to the intellectual and spiritual development of children.

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