

ENHANCING CHILDREN'S PASSION FOR READING BOOKS: STRATEGIES AND IMPLICATIONS

Sevinch Rustamova

The 1st year student of the Philological faculty, s.rustamova.glamorous77@gmail.com

Aziza Kholboboyeva, Ph.D

Supervisor, Doctor of philosophy in philological science Uzbekistan State University of World Languages Tashkent, Uzbekistan, azizakhoboboeva1611@gmail.com

Abstract: This article presents the results of a study of the characteristics of the mechanisms of perception and memorization of information by a child, as well as ways to influence these mechanisms to achieve a more successful result. Based on research on the characteristics of children's memory conducted by psychologists and educators, a project has been developed and presented that will allow establishing contact between a teacher or a teacher and a child.

Keywords: reading, book, memory, project activity, plot visualization, preschool education.

INTRODUCTION

Currently, a number of surveys are being conducted aimed at identifying trends in the cultural development of society in general and children in particular. In the article by M.V. Zagidullina [1] describes a study aimed at identifying the main features and preferences of modern children and adolescents in reading. A survey of 809 students was conducted, among which less than half, namely 209 people, chose reading ("readers") as a means of leisure.

MATERIALS AND METHODS

In this group, the indicators differed from the rest of the tested. Thus, to the question "What do you mainly do in your free time", there was a discrepancy: significantly fewer choices of TV viewing as a pastime (51% among "readers" versus 62.9% in the sample as a whole), less attention to computer games (45, 5% vs. 58.5%), less interest in social networks (31% vs. 39.9%) and on the Internet in general (10.1% vs. 17.8%); at the same time, the indicators of "readers" are higher in such choices as "hobby" (33.1% versus 24.9%), "reading newspapers and magazines" (21.7% versus 12.4%) and, of course, "reading books" (100% vs. 34.7%).

RESULTS AND DISCUSSION

The reason for the unwillingness of schoolchildren to read educational, classical or other literature is the lack of a correct approach to education. Even at preschool age, a child should get acquainted with the book as a special world of stories and a source of new and interesting information, but now parents neglect this source and use completely different opportunities - modern devices and gadgets. The problem of such education is that books, communication and outdoor games are replaced by such devices, and not supplemented.

In order to attract a child to reading literature, it is necessary to interest him and distract him from the formal work on the text of the work. Various types of books are made for children, which can attract with bright covers or multi-level drawings: panorama books, textile books, coloring books, puzzle

books. Such books are based on visual and tactile perception, which is the main source of information for a child under 8 years old [4].

A panorama book is one of the types of toy book, inside of which there are three-dimensional figures according to the plot. This type of book is of particular interest to children, because while reading they can see three-dimensional decorations and scenes from the book, imagining all the actions of the characters more realistically. Textile book is a soft book, which is a soft toy in the form of a book edition, which includes various entertainment elements, such as sound.

A coloring book is a book that contains only graphic elements that the child can color in the way he imagines them. However, there are books in which the text is illustrated in parallel with the contours of the figures of the characters, which will be quite interesting to color after reading the book. One of the important tricks: the child will be able to understand the color scheme and features by reading and assimilating the material inside the book.

A puzzle book is a special kind of book that contains text and a puzzle picture, which is an illustration of the text of a fairy tale or story. Such books are made for preschool children in order to develop their logical and visual-figurative thinking.

The problem of the development of memorization mechanisms is the main one at the present time, since modern technologies not only make life easier for a person, but also deprive him of the opportunity to use the resources of his own brain: turning to electronic resources eliminates the need to constantly memorize information coming from various sources. That is why it is necessary to use more traditional, but at the same time modern methods of presenting information based on memory mechanisms [5].

At the initial stage of the development of memorization processes, children rely on feelings and emotions, it is they who help the child remember most of the information surrounding him. Younger students memorize the material visually: objects, things that are in its environment. Verbal memory works better at this age together with visual memory: the child memorizes information by ear if it is associated with any image that reflects the meaning [6]. Visual-figurative memory also matters at this age. Children begin to think logically, to establish causal relationships between objects and phenomena, but they do so only in relation to specific images. The perception of the material by the child occurs directly through experience [2].

The easiest thing for a child to remember is what becomes part of his play or other activity: things he has contact with, objects used in the process of learning about the world, and also what directly arouses his curiosity. For children, it is necessary to create an emotional background for playing activity, since its intensity is important for them for high-quality memorization [3].

In addition to a visual way of presenting information for the best memorization, there are several classical ways and techniques of memorization: grouping, pictograms, analogy and association.

Grouping. It is easier for a child to remember information if the presented facts are grouped according to some features or properties (for example, by color or type of activity). In the future, this method of memorization allows the development of theoretical and verbal-logical thinking [5].

A pictogram is a sign that displays the most important recognizable features of the object, object or phenomenon to which it points, most often in a schematic form. In this method, the read information is associated with an image, which is an association with a specific word or phrase. When reproducing the text in the future, it will be enough to see the pictures in order to remember the sequence and meaning [6].

Analogy. This is an appropriate method for memorizing terms and concepts, since it is possible to compose a universal formulation of the concept, by analogy with which to memorize subsequent terms.

An association is a naturally occurring connection between individual events, facts, objects or phenomena reflected in the mind of an individual and fixed in his memory. It is necessary to ask the child about the similarity of one object with another in order to create a certain connection that will help to remember a certain object or detail of an event in the future. It is important to remember that there are no wrong associations, since with the development of the child they can change and become more complex [2].

All the methods considered are less traumatic for the child, since they can be practiced in play activities so that the child feels comfortable while learning the material.

The game is a free and independent activity that occurs on the personal initiative of the child, characterized by an active creative character, high emotional richness. It is the most accessible type of activity for the child, a way of processing impressions and knowledge.

The need for communication, features of creative development, imagination and activity of children are manifested in the game [3].

Game activity for preschool children is a way of knowing the world and obtaining information, as well as a variant of communication with other people and children. The game forms the main personality traits and character of the child, his habits and, in the future, diligence and social qualities. The game teaches the child to live in this world and acquire various skills. Children also need play for proper physical development; in the process of active play, ordinary, but very important movements are trained that help the child develop the body fully [3].

Despite growing up and moving to a different form of education, children aged 6–8 also perceive the game as the most important element of educational and even labor activity. Younger students are more willing to study within the framework of the school curriculum, when it includes a game component. The game contributes to a more successful development of the logical and creative thinking of the child, his socialization among peers. Also, playing activity is one of the important tools of the educational process, since all aspects of adult life are reflected in the games of children. According to different types of activity of an adult, games are divided into cognitive, mobile, intellectual, artistic, building, musical, dramatization games, game-work, game-communication, sports games [4].

Thus, we can conclude that the child needs to participate in games of various kinds, since they help to model his future life and form his main skills, abilities and nature of communication in the social sphere. Based on the above methods and psychological aspects of memory, we can conclude that a child can be attracted to reading through a kind of combination of educational and play activities, in which the child himself can choose the direction and features of the process of studying literature. Psychologists note that the educational process is more productive if work with children is organized interactively, that is, through constant communication with children and adjusting the lesson to their abilities and inclinations.

CONCLUSION

Interactive methods of conducting lessons and classes in Uzbekistan are gradually gaining momentum, so this project is suitable for the implementation of such lessons in a more creative environment that allows you to successfully develop the skills and abilities of each child and develop communication skills in the children's team in the process of interaction. Game activity helps to solve several problems at once: the development of communication; development of creative abilities; more successful

memorization of the material, which makes it possible to implement the presented project as a special creative methodological basis.

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