

**ISSUES OF PREPARING CHILDREN OF THE PREPARATORY GROUP
FOR PRACTICAL ACTIVITIES IN PRESCHOOL EDUCATION**

Safarova Muhayyo Baxshullayevna

Researcher at Bukhara State University.

Abstract: *This article presents a scientific and theoretical analysis of the preparation of children in the preparatory group for practical activities in preschool education.*

Keywords: *images, symbols, rhythm, genre, psycholinguistics, position, child, hero, recipient, quality, cinema, theater, literature, works, reality, modeling, etc.*

The influence of fiction on the development of personality is determined by a number of specific features. This is, firstly, the ability of language to conceptualize what is directly perceived; secondly, the dynamism and emotional appeal inherent in oral narration; thirdly, the means of expression inherent in literary literature, which enhance the effectiveness of the effect - images, symbols, rhythm, genre, various tropes[1].

Fiction influences the development of the child's personality, and acquaintance with it helps to form an interest in books and reading, if the child develops a personal meaning of the content of a literary work. In philosophy and psychology, meaning is interpreted as the subjective essence and significance of objects, phenomena and processes for an individual, a particular society or social group. A.N. Leontiev uses the concept of personal meaning - socially developed meanings or those that have personal significance for an individual. Meaning is also considered as the integration of the subjective experience of an individual in relationships, with special attention to narrative relationships that synthesize the results of the individual's cognitive processes, social and emotional experience. In narratives, the child expresses his attitude, assessment, understanding of relationships, and therefore personal speech in the process of interpreting image information. Therefore, the narrative should serve as material for studying the personal meaning of the individual. In the literary text, it is considered how the personal meaning of a literary work is formed in a senior preschool child. The literary work is first read to children, then discussed. In order for the child to have the opportunity to understand and interpret it, adults encourage him to draw pictures for the literary work and talk about it. In such a situation, drawing serves mainly as an auxiliary method of understanding the literary work and suggesting its verbal interpretation. When discussing a literary work, children's statements and its verbal interpretation are used as material for analyzing the manifestation of personal meaning. The formation of the meaning of the text begins in the listening process, when the child begins to decode the oral (read) text into representative images. Decoding is based, on the one hand, on the receiver's knowledge of the language (vocabulary, mastery of grammatical structures), the development of phonemic processes, and, on the other hand, on experience, including

literary experience, and mental development. child. In the process of perception, the child forms an attitude towards what is reflected in the literary work, and this can be manifested in emotional reactions that indicate the formation of a personal meaning of the decoded text. Discussion after the process of perception stimulates thinking, allows you to get to know someone else's opinion and discuss the experience of others[2].

Children's drawings are used as research material in social sciences, the process of drawing can serve as one of the types of understanding of information; while drawing, the child continues to study the information and learns to establish connections between its individual parts. By drawing what is depicted in a literary work, the child looks at it from a different perspective. What was decoded during reading or "along the time axis" is now once again captured in a holistic way in interconnections: "sequentiality is replaced by simultaneity, giving these events a new meaning" (Lotman 2010: 132). Analyzing the child's statements in discussions and his stories about the picture or literary work, based on what is depicted in the picture, we note several signs of the formed personal meaning.

1. Emotional participation in the discussion, expression of one's attitude to what is depicted in a literary work (images of heroes, their actions, deeds, plot twists), to the opinions of peers. Emotional reactions indicate the formed personal meaning, present it at a conscious level and draw attention to it.

2. Assessment of the actions, behavior of the heroes of a literary work and their motivation - it was bad; You can't do it; she was the most beautiful. Often the child not only evaluates, but also explains his assessment - it's good that he did it, because ... ; he did a good job, because ... or he tells how he himself acted in such a situation - it's bad to laugh at a friend, I wouldn't do it, I would always be friendly.

3. Interpreting events from an important social or emotional side - everyone was happy; everyone was friends and played together; all friends were together.

4. Highlighting and describing images, phenomena, processes, the most important features, feelings, experiences using adjectives, adverbs and comparisons - very, very good; everything was wonderful, smelled very nice; friendly and still happy; I was the happiest.

5. Complementing what is described in a literary work with images from one's own experience, changing or adding to the plot when talking about a literary work and a drawing. Additions, the result of another plot reveal the formed personal meaning of the perceived object and show how the child wants to solve the problems posed[3].

6. The story about a literary work is in the 1st person. Such stories show identification with what is perceived (image, images, what is happening). Identification is possible only when personal meaning is formed. Each child has different experiences, interests, and the level of emotional, social and intellectual development of children is also different. Therefore, the personal meaning of a literary work is individual for each child. This means that not all of the noted signs of personal meaning may be detected in the

statements and stories of each child at the same time. The author of the article recognizes that further research may reveal other signs of personal meaning in the interpretation of literary works created by children

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