



## THE METHODOLOGY OF ORGANIZING THE ACTIVITY OF EDUCATORS TO INTRODUCE PRESCHOOL CHILDREN TO LITERATURE WORKS

Khujamberdieva Shakhnoza Kupaisinovna  
PhD, Associate Professor, Department of Preschool  
Education Methods, Namangan State University

### **Abstract:**

A number of scientific and research works are being carried out in the world to introduce children of preschool age to artistic works: development of oral speech skills in children through dialogic reading; development of interactive strategies for teaching pupils to learn the language of picture books; improvement of the didactic system of moral education of children by means of culturally authentic literature; formation of scientific concepts (science concepts) in children by using descriptive texts; formation of artistic perception and imagination of students through storytelling (storytelling - historical story). This article discusses the role of fiction in the development of children's speech in preschool educational organizations and also gives recommendations on the development of children's speech through the leading methods of introducing them to fiction.

**Keywords:** literature, preschool education, communication, speech, acquaintance with a work of art, techniques and games.

### **INTRODUCTION**

Fundamental improvement of the preschool education system gives teachers the freedom to choose the methods and forms of education. In modern teaching, the effectiveness of the method chosen by the pedagogue is described by the extent to which the child can apply the acquired knowledge, skills and abilities in life situations. Forms of education chosen by the teacher should help the formation of intellectual processes, create conditions for creative problem solving, teach independence and responsibility, and train children to control their own behaviour. In this regard, it is appropriate to educate the child spiritually, morally, and aesthetically, to arouse in his heart a desire for books, and to address the requirements for the formation of the first reading culture.





## LITERATURE REVIEW

Comprehensive development of the person being educated in preschool educational organizations. Issues of intellectual, spiritual-spiritual, aesthetic, ecological, physical development of preschool children F. Kadirova, D. Abdurahimova, M. Abdullayeva, Z. Azizova, G. Berdaliyeva, D. Babayeva, Kh. Kasimova, N. Sulstonova, G. Mardonova, M. Umarovalar, theoretical aspects of children's mental development, personality formation and socialization M. Davletshin, Z. T. Nishonova, O. Musurmonova, R. Sunnatova, M. Inomova, D. Mirzakamolovalar, psychophysiological aspects of readiness for school education, K. Kadirov, and L. Mo'minova, N. Rakhmonkulovalar have carried out scientific research on the implementation of the special preschool education process.

From scientists of the Commonwealth of Independent States (CIS) E. Avilova, Yu. Boldyrev, E. Vodovozova, L. Volobueva, T. Gornostay, S. Kozlova, E. Kozina, T. Kulikova, V. Loginova, T. Markova, M. .Mikhaylova, Poddyakov, P. Samorukova, E. Tikheeva, A. Usovalar have developed the conceptual basis of organizing preschool educational processes. O. Avramenko, I. Barinova, E. Popova, I. Rezanovich, E. Khachikan, N. Shinkarenko, E. Yashchenko, etc. paid special attention to the issues of the use of artistic and figurative means of personal education, including works of art.

## RESULTS

In all children's works, the worldview, thinking, thoughts, dreams, and aesthetic attitude of the young generation are expressed. Although most of them are created by writers (adults), reality is interpreted and researched from the point of view of children, told and evaluated in the language of children.

Children learn to imitate the heroes they met through fiction during various activities. Based on imitation, they form a model of life actions for themselves. Preschool education, as a life school, teaches the necessary information for children through fiction. Children compare the information they have learned with real life events. As a result, positive heroes communicate with others through activities appropriate to their behavior, play the role of a polite and good child. Therefore, it can be said that fiction is an important tool for the formation of a child's personality and speech development, as well as a tool for the aesthetic and moral education of children.

Works of art help to form the correct attitude of the child to the environment, summarize the factors of real life and help to know life, the world of human feelings and relationships. It develops the child's thinking and imagination and enriches his feelings. Just one example, that is, the meaning and influence of the word "mother" will be closely familiarized through fiction. Fiction brings the child closer to real life





from the first period of development as a person. That's why children like fairy tales and cartoons. They strive to see the image of life in colourful pictures. In addition, the development of children's speech is synchronized with fiction. From a young age, children engage in spiritual dialogue with children's poets and writers through words. The child begins to understand their ideas and feelings, thoughts and language systems. Parents, teachers and relatives help children to understand the meaning of artistic forms.

In our research, emphasis was placed on showing pre-school children the form of an artistic work, some features, stable turns of text language, rhythm, rhyme and other aspects. However, in this process, that is, in the perception of artistic material, it is necessary to pay attention to the individual characteristics of children, the artistic inclination of children.

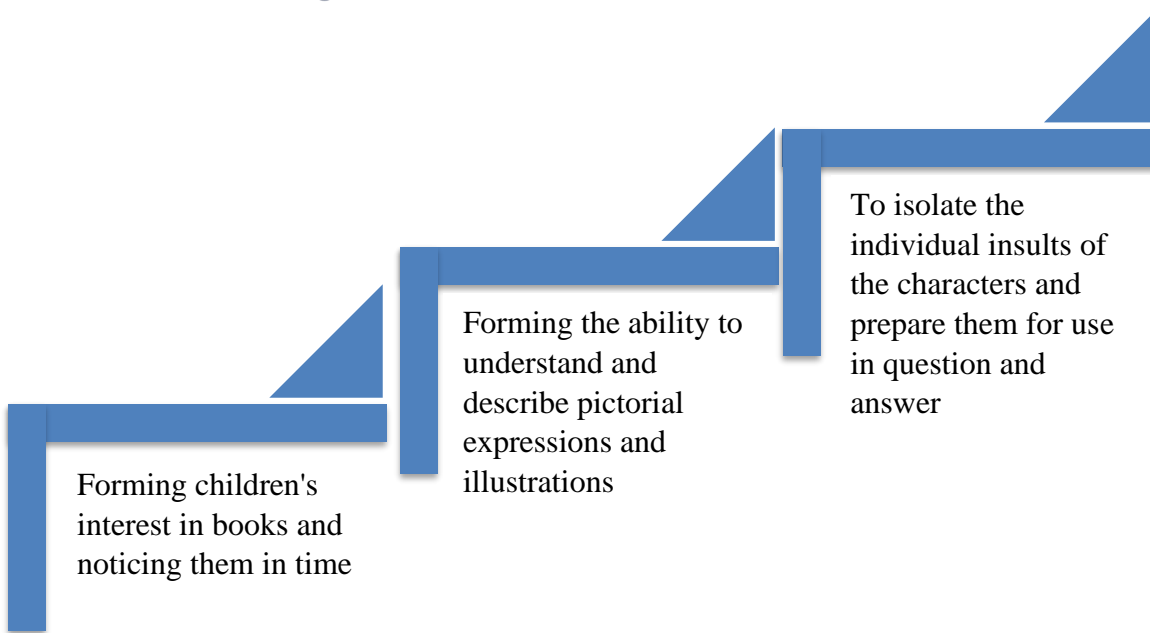
In order for preschool children to listen carefully to rhyme and rhythm, they must have formed the main differences between prose and poetry. Children learn to say the name of the text or line spoken by the teacher according to its rhythm. In this way, children's attentive listening skills are developed.

Methodical activity of the pedagogue, that is, the use of methods and tools that take into account the age and individual aspects of children, are important factors in developing preschool children's positive attitude to artistic works, artistic taste, and the ability to act imaginatively in the world of books. It is recommended to effectively use oral, visual and practical methods in introducing children to works of art. The integrative use of these methods was proposed for widespread use in the methodical activity of the pedagogue.

The tasks of the teacher's methodical activity are as follows:

1. Forming children's interest in books and noticing them in time.
2. Forming the ability to understand pictorial expressions and illustrations and verbal descriptions.
3. To isolate the individual actions of the characters and prepare them for use in question-and-answer.

These tasks are represented in the scheme as follows (Figure 1):



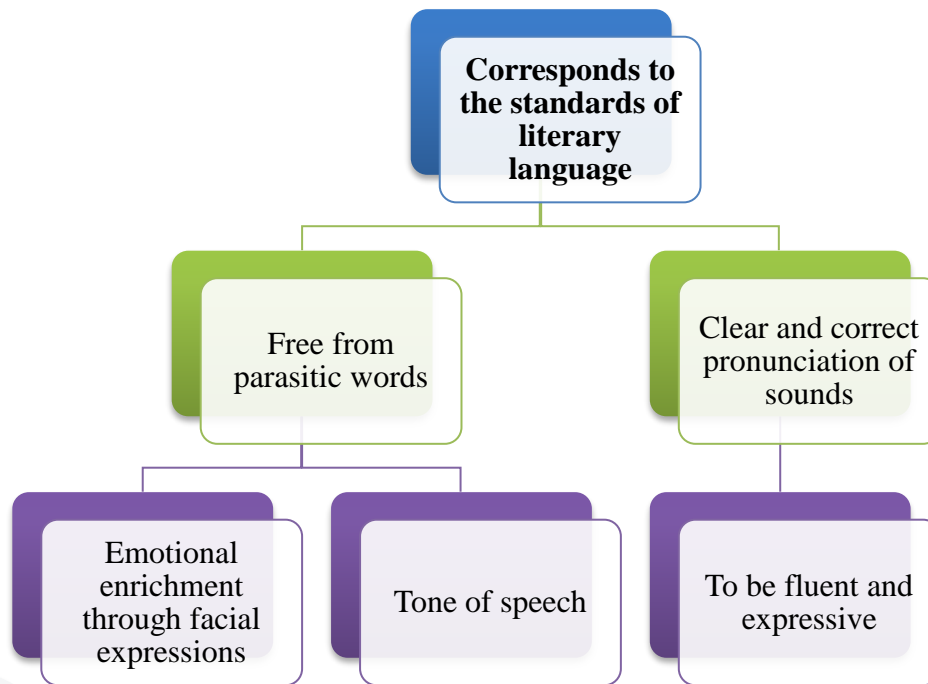
**Figure 1. Tasks of methodical activities of educators' pedagogues aimed at introducing artistic works**

**1. *Teacher-pedagogue reading the book.*** One of the main methods is for the teacher to convey the text to the children by reading it verbatim. The teacher reads small works to the children. By reading small passages, he achieves artistic communication with the whole group. After the question-and-answer session on each part, it goes to the next section. The entire work is read in this order. If a large work of art is chosen, the pedagogue will focus on the passages that reflect the main actions of the characters, and explain the omitted part to the children in the form of annotated examples of actions. Every action of the pedagogue during reading, especially careful treatment of the book, is shown as an example to the children. That's why we recommended pedagogues not to forget that children are watching them while they read the book while sitting. Another important point is the story. This method envisages the transmission of the text in a creative direction. In this way, the pedagogue introduces children to fairy tales, stories, children's magazine materials (in the preparatory group). Special requirements are placed on the speech of the pedagogue in the story.

1. To be fluent and expressive.
2. Sound pronunciation should be clear and correct.
3. Speech should be melodious.
4. Emotional enrichment through facial expressions.
5. Free from parasitic words.



6. Corresponds to the standards of literary language.



**Figure 2. Requirements for teacher's speech**

A separate set of speech exercises was offered for each pedagogue. These speech exercises included tasks such as reciting and reciting random texts, pronouncing words depending on the speech situation. Speech exercises are intended to be performed voluntarily. The pedagogues who participated in the experiment volunteered to perform the speech exercises offered in order to organize the process of introduction to fiction on the basis of modern methods and technologies and within the framework of the requirements for this process. I also met educators who suggested making certain changes to the set of speech exercises. As a result, conditions were created to enrich the content and organizational modernity of the introductory classes with fiction.

One of the methods used in preschool education organizations to introduce children to fiction is dramatization.

When the staging method was used, the children were able to love the work and learn its meaning. In particular, during the research, it was observed that there was a rivalry between children during the distribution of roles. It was proposed to use the following type of work for pedagogues. The children were given the following task:

1. Name the given paintings and categorize them according to the work.
2. Continuation of the episode related to the character, which was started according to the previously mastered work.





3. Memorization of previously memorized and mastered poems (children who have achieved equal results say the verses of the poem in turn, whoever stops reciting the poem, the winning child gets the role of the hero is assigned to perform).

Children are assigned roles. Role play instructions and simulations are organized. The results of the staging method are manifested in the training itself and in a specific event. Individual help is given to children who have obstacles in performance. "Scenic design" technology was also offered. Which character would you like to change at the end of the role-play given to children based on a specific work of art? A question is asked. Then, as one child adds another element to his role-playing, the other role-playing child will make appropriate changes to his character's actions. In this order, assignments were also given to dramatize life stories. Children mutually and independently changed the performance of roles as soon as a certain changed element was introduced into the content.

Memorization is one of the methods widely used in children's literature classes. Children were given tasks to memorize small poems. Mnemonic approaches were used in order to allow children to easily memorize the poem. In mnemonics, attention was paid to defining the word at the beginning of the line of the poem with conditional expressions. Then the children will remember which word to start the line with according to the symbol and recite the line by heart. By repeating this procedure several times and by giving home repeated memorization tasks, the children memorized the poem.

It was observed that the use of the listed methods by teachers-pedagogues in an integrative manner also gives positive results. One of the widely used methods in children's literature classes is listening and comprehension. Effective and expressive works read by the teacher ensure that children listen and understand. Analyzing the listened work, understanding its meaning, memorizing it, and describing it in one's own words are the stages of working on an artistic work.

Display of works of art using visual means - presentation method was also used. During the experimental work, the "Expressive Presentation" technology, which integrates both methods, was used. In this case, the roles in the expressive read-out work were distributed by choosing from closed pictures. Then, the role-playing tasks were explained to each child. During the training of literary and speech development, the goal of many methodological techniques should be to facilitate the process of listening and understanding the text, to help children remember the work.

Therefore, expressive reading requires preliminary preparation from the teacher. The initial preparation includes the analysis of the work, brainstorming, and reading in and out.





In addition to expressive reading, the method of presenting visual material was also used. During the experimental work, the "Expressive Presentation" technology, which integrates both methods, was used. In this case, the roles in the expressive read-out work were distributed by choosing from closed pictures. Then the role-playing tasks were explained to each child. Children outside the roles were given tasks to paint a picture related to this work.

After everyone was ready, the performance began. A poster painted according to the performance of the roles was also shown in parallel. In this order, the children's joint activities were shown at the presentation of the artistic work.

An artistic work with vital content and colorful pictorial expressions has the power to directly affect a preschool child as a work of art. Art works that are interesting for children with their content and attractiveness are mastered by children independently through the demonstration of the actions of the characters and their consequences.

During the training of literature and speech development, the goal of many methodological techniques should be to facilitate the process of listening and understanding the text, to help children remember the work. To solve these goals, pedagogues were suggested to use the following technique.

### **Expressive reading and demonstration of actions.**

Its importance is that it is emotionally saturated. This reading can also be called expressive reading. Expressive reading is the first stage of literary reading, in which priority is given to conveying the feelings and moods reflected in the text. In order for children to quickly understand the text, attention is paid to the teacher's facial expressions and general body movements. Every teacher should master this first step and strive to evaluate and understand his/her personal skills in artistic reading.

One of the methods implemented in experimental work is repeated reading. Repeated reading is mainly used in order to allow a more complete understanding of the work that has been read aloud.

When the pedagogue reads, the children become interested in the work, and it is recommended to read it again before this interest fades away. "Expressive presentation" can be conducted in parallel with repeated reading, focusing on children's attention.

If the volume of the work is large, it is recommended to re-read the passages that reflect the educational actions of the hero. In order to achieve a deep understanding of the work by children and to prevent them from forgetting the work, it was observed that this material should be repeated in other activities and, of course, in the family. Only then did most of the children in the group master the artwork. M.M. Konina,





who studied the influence of fiction on the moral education of Bezijga senior and preparatory group children, did not emphasize: "Fictional works should be read from time to time, even if they directly affect children even if it has an effect. Otherwise, the understanding of the work will not have an educational effect."

### **The question arises, how often is it appropriate to repeat the work?**

When the work of art has a moral effect that is suitable for the period of school education, it has been proven that it is appropriate to repeat and remind this work again in 2-3 weeks. Repetition was carried out not in the way of reading the work from the beginning and using the presentation, but by turning to the corner of the characters standing on the wall of the group when faced with suitable situations and conducting short questions and answers.

One of the methods that helps to master the text better is selective reading. In older groups, selective reading can be presented to children through games, in the form of riddles.

This method is implemented by reminding children of the main idea and content of the work after a certain time after expressive reading. After reading the passage, the pedagogue asks the children a question. What is this passage from? How does this story end? Is this passage from a story or a fairy tale?

No matter what method is used by the pedagogue-educator, they should form the necessary reading skills in children. In addition, the artwork itself must meet the requirements. Although the method is chosen appropriately by the teacher, the expected results cannot be achieved even if the work is not suitable for the children's age characteristics. Reading of children of preschool age is mainly done by parents and guardians. Children of preschool age, who do not yet know how to read, write, and draw, are completely unaware of the secrets of the world. Despite this, children strive to learn and learn about the world around them as soon as possible. In this, parents, and in kindergartens, educators should help children closely, that is, they should read excerpts from works of art to them. Any work read to children during this period should be short and simple in content. Also, the pictures of such books should be colourful, and the letters should be large.

Effective forms of introducing children to works of art are:

- joint games of children and adults based on poetic plots;
- to be an accompaniment to repetitive songs in the direction of folklore;
- performing the actions of the heroes several times and repeatedly with several comrades.







The range of works that are read to children of early age is mainly made up of folklore works. They are best suited to the needs of early-age children because they combine words, sounds, music and movement. Children love folk tales about animals. They began to fulfill these roles in earnest. Examples of these tales are "Turnip", "Bogursok", "Uycha", "Chipor hen" and others.

The selection of the above-mentioned methods takes into account the specificity of the age period. Therefore, the specific methodical aspects of introducing fiction by age periods will be covered below.

The basis of children's acceptance of works of art is an emotional response to them, to perceive different tones, to react to them, to recognize and care about the characters of literary works at the level of opportunity. For children of this age, poetry in a small form, i.e. folklore and author's poetry, is of great importance. Children are especially interested in works where the main characters are children and animals, and where playful and domestic situations are described.

In the process of introducing fiction to children of the first age, it is necessary to develop their knowledge and speech skills, as well as the appropriate attitude towards them.

It is known that different literary genres require different methods of delivery. It is better to tell a fairy tale to children of the first age than to read it from a book; it increases the emotional impact, which in turn helps to understand the main content of the tale. When an adult looks not at a book, but at children, it is as if he is talking to each child, thereby developing the important ability of hearing and understanding monologue speech. If the content of the tale is not so big, it can be told two or three times or repeat the most vivid parts. After telling it, it is recommended to create such conditions for children so that they are forced to remember the most interesting aspects and repeat them with the words of the fairy tale.

Small stories and poems are recommended for reading to children of preschool age, which help to cultivate positive emotions in young listeners. Their simple content, close to the child's personal experience, is expressed in a simple and simple form: the rhymes should be similar, the lines of the poem should be short. As children repeat them, they learn the sonority of the lines, the musicality of the poem, and they easily accept them. And then they remember the whole poem.

Children are more attracted to poems at an early age, because they are distinguished by their clear rhymes, melody and musicality.

As a result of the activities carried out to introduce fiction to children, the child achieves the following indicators of literary development by the age of three:





- enjoys communicating with adults about a literary work, listens to them with interest;
- he listens attentively to the works being told or read to him without distraction;
- shows interest in looking at illustrations in books suitable for young children.

Three-four-year-old children develop the ability to choose literary tales. They know and love some literary heroes, they select a particular fairy tale for themselves and always ask to read or tell them. They repeat the poetic texts that they have memorized many times.

By the age of five, the preference for certain plot actions and characters begins to be clearly felt. All these are generalizations of a rather rich literary experience of a five-year-old child. It is necessary to form an aesthetic cultural attitude towards the book in the child. Passion and desire to read a book is evidenced by independent and repeated review of illustrations, desire to listen to this book again and again. We will consider the content and conditions of work on introducing children's fiction to children of preschool age. The following genres of fiction are suitable for children of this age: small forms of folklore, prose and poetic tales, stories, poems. Meanwhile, the emotional appeal of literary images for a child increases only in the following cases:

if the artistic content is within the scope of his acceptance; if the work of art is presented brightly and expressively;

the child expresses the content of the artistic text in external actions; if he improvises on the basis of a work of art.

By the age of five, the child can: say the names of several works he likes; selects pictures according to the development of the events in the fairy tale he is familiar with; can emotionally tell a small poem (singing) or a rhythmically organized text (a throat song, some leitmotifs of a fairy tale) of his choice; uses literary images in independent activities - in games, drawing and other everyday situations.

By analyzing the characteristics of each age period, the following conclusions can be formed.

Fiction is an effective means of comprehensive education of children, it makes a great contribution to the development and enrichment of their speech. Fiction helps the child to understand society, natural life, human feelings and relationships through poetic images, and enriches emotions.

Fiction helps preschool children to develop humanitarian feelings, sympathy, kindness, caring for children, parents and older members of the family.



Children get aesthetic and moral ideas from works of art. Acquaintance of children with children's literature should be carried out taking into account their age, speech development and ability to accept literary works.

At this age, the task of the preschool educational institution and the family is to prepare the foundation for children's literary development, to form them as future students.

The famous French philosopher Frank Bacon did not say for nothing that "Books are ships of the mind that transmit masterpieces of thought from generation to generation." After all, the book is a great miracle that sharpens the mind, opens the source of intelligence and inspires it.

Professor E.I. Yoldoshev defines the concept of "Reading culture" as follows: "Reading culture is a very comprehensive concept, which includes interest in and love for the book, wider familiarity with literature, special knowledge of the book and working with it. requires the acquisition of knowledge, as well as the acquisition of skills and competences that help to make full use of the book.

Safo Matchon writes: "Literacy is not determined by the number of books read, but it is reading with understanding, that is, purposeful reading," he writes in developed foreign countries.

H. Tokhtaboyev, - reading has been raised to the level of a science. Reading is not only promoting books but also teaching to read books, to choose a book to be read, to read the brain, that is, to understand oneself with the help of books. Schools and parents have a very complex and responsible task in forming children's reading skills. For this, parents themselves should have high taste, be enlightened and knowledgeable. The great scholar Abu Rayhan Beruni said that teaching preschool children with works of art should be consistent, instructive, appropriate and carried out in a certain system. Therefore, when working with parents, the educator should pay more attention to the practice of their opinions and opinions, that is, what books they buy from parents for their children, what fairy tales or stories they know and in what way they tell their children. it is necessary to know which proverbs, riddles, and quick sayings and for what purpose they are used, to think, analyze and give them methodical advice.

Searching for modern methods and tools that ensure high efficiency in preschool education within the scope of research is becoming a social necessity. The role of theater and play activities in improving the expressiveness of preschool children's speech is incomparable. Theater and play develop children's ability to communicate emotionally, help develop other skills and abilities of speech. Through retelling, creative storytelling, and dramatization games, children learn to construct sentences correctly, use appropriate intonation, and role-play communication. A dramatic game





in the form of a theater is an important tool for improving the literacy of preschool children. It's a fun and engaging way to teach children language and literacy skills.

Dramatic play is a type of play in which children act out roles. This is a unique way of studying the environment and people. Dramatic games conducted under the guidance of an educator at MTT require creating a special comfortable environment. For example, being able to create an atmosphere of a profession, social life, relationship, grocery store, restaurant or doctor's room reflecting the content of the studied work fully expresses the interesting purpose of the game. Teachers can also provide props and costumes to enhance the experience. Picture books can also be used to guide dramatic play and improve student literacy. Children can act out the stories they read, which helps them develop their comprehension skills. Dramatic play is a holistic and meaningful way to develop literacy skills in children. There are several ways to use drama in working with books to develop literacy. Enact the children after reading the story to the class. This requires careful planning and flexibility<sup>1</sup>. Another way is to use fantasy drama classes and activities to explore stories, characters, and themes.

Searching for modern methods and tools that ensure high efficiency in preschool education within the scope of research is becoming a social necessity. The role of play theater and play activities in improving the expressiveness of speech of preschool children is incomparable. theater and games develop children's ability to communicate emotionally, help develop other skills and abilities of speech. through retelling, creative storytelling, and dramatization games, children learn to construct sentences correctly, use the appropriate intonation, and role-play forms of communication. Here, children have the opportunity to use previously acquired speech skills. But such work will be effective only if theater and game activities are included in several areas in the general system of work on the development of coherent speech of 5-7-year-old students. Among them: creating a developing subject-space environment in the group; organizing a cycle of games, play exercises, sketches and tasks of theater and play activities; planning and organizing educational activities in various forms; organization of recreation; organization of mutual relations with students' families. This is mainly carried out in the following directions.

The first direction. Ability to create an artistic and creative atmosphere in a group. That is, the establishment of necessary equipment for an artistic and creative environment, corners for activity centers, an interesting game center, a theater center, a speech development center and a group library for children is the main condition of the first direction.

The second direction. Games, game and didactic exercises, dialogues, sketches and theater, improving children's dialogic speech by organizing play activities. Because







children learn to make sentences correctly and organize role-playing dialogues during conversations about the studied work.

The third direction. Special attention is paid to the organization of free time through theater and game activities. Various types of recreation are used in the work on the development of coherent speech of a large group of children of preschool age: tourist trips in the process of introducing artistic works of the travel genre; entertainment events (literary and theater performances, literary meetings with children's poets and writers, themed holiday events, etc.); holidays (participation in national holidays in our country, poetry evenings, music festivals, active participation in the celebration of national holidays); creativity (children's puppet theaters, dramatization games, improvisation, creative works exhibitions (competition of races, handicraft works, handicraft samples, demonstration of collective creative activity samples);

The fourth direction is to establish mutual relations with students' families. In this, the main goal is to rely on the advice of parents and adults in the process of introducing children to artistic works, and to ensure their direct participation in events.

As part of the research, the methodical system of familiarizing children with works of art is the adaptive GROW (goal, reality, opportunity, action plan) model, a literary and artistic center (book corner, video library, phono library, staging) that has a strong impact on the motivational, emotional, and intellectual spheres of personal development. ) improved by differentiating identity in the process of working with different age groups. The essence of the GROW model, the implementation procedure for the research problem is detailed in the following figure (see Figure 3)

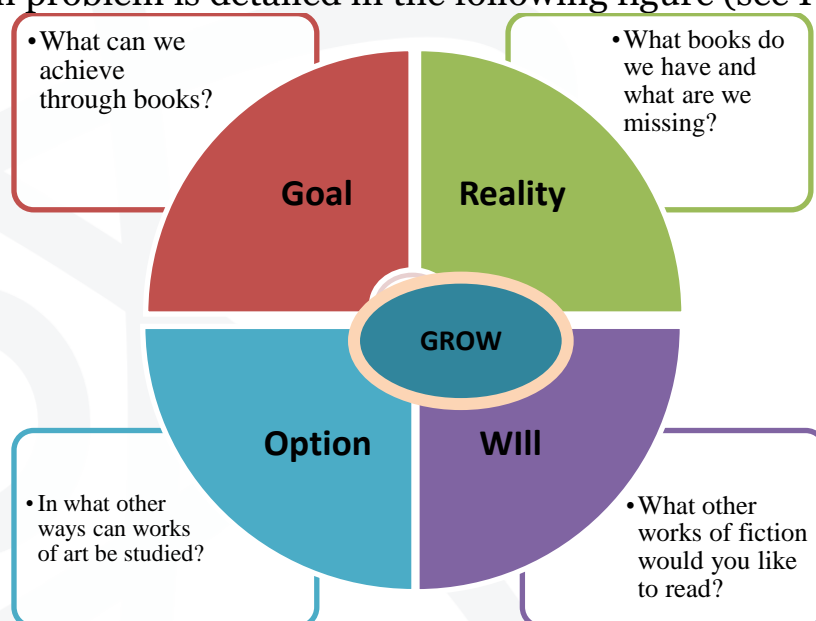


Figure 3. The content of introducing preschool children to artistic works based on the "GROW model".





The GROW Model is a coaching and mentoring framework that can be applied to a variety of fields, including early childhood education. This model is a four-step process, based on this model, in the process of introducing children to works of art, setting learning goals, achieving their ability to evaluate the current reality, generate new ideas, and refocus on learning goals. can be used to help focus. The table above describes the process of studying works of art in cooperation with the teacher.

The GROW model was developed by John Whitmore (1937-2017) with his colleagues in the 1980s and was first published in 1992 in the book *Coaching for Performance*. Translated into 25 languages to date (Whitmore 2019)

## CONCLISION

In preschool education, the "GROW model" can be widely applied in order to support children in learning and development, on the basis of ensuring its adaptability to all groups. The first step is to help children set goals. This can be done by asking children what they want to learn or achieve. The second stage is the assessment of the child's current situation in practical activities and training. It involves reviewing the child's knowledge based on life skills and observations. The third stage is the creation of new ideas. This involves brainstorming with the child to find new ways to achieve their goals. The final step is to refocus the child's educational goals. This includes helping the child achieve their goals and making a plan to achieve them. For example, a teacher can create a reading journal to track a child's progress in learning about animals or different cultures through literature.

In short, the process of introducing preschool children to works of art is effective, the integration of the latest achievements of education into the national education system, and the strict productivity of modern methods and tools guarantee the achievement of high-efficiency teaching based on the adaptive GROW model. provision is becoming a social necessity.

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