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THE ROLE OF FICTION IN THE INTELLECTUAL DEVELOPMENT OF YOUNG SCHOOL STUDENTS

Annotation

The article contains general information about the factors affecting the intellectual development of schoolchildren. At the same time, the role of fiction in the intellectual development of schoolchildren is explained in detail, important factors in the development of knowledge potential are listed.

Key words: Schoolchildren, intellectual development, fiction, speech, literacy, moral education.

РОЛЬ ХУДОЖЕСТВЕННОЙ ИЗОБРАЖЕНИЯ В ИНТЕЛЛЕКТУАЛЬНОМ РАЗВИТИИ МЛАДШКОЛЬНИКОВ

Аннотация

В статье содержатся общие сведения о факторах, влияющих на интеллектуальное развитие школьников. При этом подробно объясняется роль художественной литературы в интеллектуальном развитии школьников, перечисляются важные факторы развития познавательного потенциала.

Ключевые слова: Школьники, интеллектуальное развитие, художественная литература, речь, грамотность, нравственное воспитание.

YOSH MAKTAB O'QUVCHILARINING INTELLEKTUAL RIVOJLANISHIDA BADIY ADABIYOTNING O'RNI

Annotatsiya

Maqolada maktab o'quvchilarining intellektual rivojlanishiga ta'sir etuvchi omillar haqida umumiy ma'lumotlar keltirilgan. Shu bilan birga maktab o'quvchilarining intellektual rivojlanishida badiiy adabiyotning o'rni ham batafsil tushuntirilgan, bilim salohiyatini rivojlantirishda muhim omillar sanab o'tilgan.

Kalit so'zlar: Maktab o'quvchilarini, intellektual rivojlanish, badiiy adabiyot, nutq, savodxonlik, axloqiy tarbiya.

Introduction. Due to the development of information and computer technology, interest in fiction is declining today. Children do not want to study. Consequently, speech, literacy, moral education, sphere of influence, and most importantly, intellect suffer. It is not for nothing that the role of fiction in the mental development of junior schoolchildren has been studied very carefully and meaningfully by local and foreign scientists: N.N. Cherevichnaya, V.P. Yagunkova, A.V. Piontek, Z.N. Klopertanets, P.M. Jacobson, G. Neal, et al.

It is not for nothing that A. S. Makarenko noted: "This period is of great importance in a child's life. The child enters the space of the book and the printed word, sometimes he enters unwillingly and has difficulty overcoming the technical difficulties that the letter and the reading process create for him". The desire to read accompanies children from the first years of life, and literature the result of acquaintance with is based on the emotional experience of plots and roles received in preschool age.

Literature review. A passion for reading, a constant interest in reading is formed in the family and its basis is the child's reading habit. Many teachers are sure that the success of developing interest in reading poetic literature in junior schoolchildren depends on the participation of parents in solving this problem. Children require a "reading" environment, a book environment. Only on this basis will the desire to study arise. Children's reading researchers say that literary creation is revealed to the child in the integrity of its plot and poetic form. If a child is inclined to a literary work, his perception will be one hundred percent.

For this, it is necessary to focus children's attention not only on the plot, but also on the intellect methods of the language of fairy tales, stories, elegy and other works of poetic literature. Over time, primary school children develop a preference for literary works, as well as a poetic taste. Research analysis shows that reading works of art always performs cognitive, aesthetic and educational functions and forms the child's emotional sphere, moral and aesthetic ideals, views and attitudes.

Their today's success and tomorrow's fate, in general, the fate of the country, its future depends on the education of children, what and how they study. Children's reading is called the intellectual resource of the country, the main reserve for the development of the human potential of the people.

Research methodology. World experience shows that intellect should be introduced to books and reading as early as possible - a storehouse of knowledge, ideas, wisdom and experiences. The primary school is the first to implement the general main goal of education - the formation of the student's personality. Scientists say that reading poetic literature helps to acquire aesthetic happiness and, therefore, educates young readers emotionally.

Intellect perception is also obtained due to sensory impressions. In this regard, O.V. Tkachenko believes that reading works of art solves the following problems: the child's worldview expands and deepens, his knowledge and feelings are enriched; the educational effect on the child increases through the book; books serve to enrich and develop the language. According to the author, the influence of literature on the formation of the personality of a primary school student is realized through perception. Perception is closely related to understanding - understanding the essence of an artistic image, which is achieved by analyzing and synthesizing what the student perceives.

Knowledge of literature is of great importance for the development of a child's creative inclinations. The depth of perception of fiction reflects the understanding of the artistic image as a generalized image of human life created with the help of fiction and having aesthetic value. The analysis of literary data and our own observations allows us to emphasize that poetic literature serves as a tool for multifaceted development.

According to I.N. Chakova, thanks to reading fiction, a primary school student develops his speech, enriches his vocabulary, which allows him to express his thoughts orally and in writing, understand the words of others, understand the sentences. helps to build zero. In the process of reading literary works, the researcher says, logical thinking develops in the child,

unique concepts and ideas are formed; he learns abstract concepts and expands the horizons of his world, learns to explain life and see the connection of one phenomenon with another, which provides knowledge of reality.

Analysis and results. Reading fiction awakens creative imagination, allows imagination to work and teaches children to think in images. Reading develops cognitive interests and broadens one's worldview. A child learns everything he is interested in from books. Poetic literature affects the development of image memory and the improvement of working memory and stability of attention, which depends on mental activity. By getting acquainted with fiction, children develop activity, curiosity, general culture and knowledge. Based on this, it can be said that the role of poetic literature in the mental development of a primary school student cannot be denied. However, at the same time, the problem of reading books by modern children appears.

Educators, psychologists, philologists are worried that in the age of television, communication with books is being replaced by watching videos and computer products. In elementary school, special attention should be paid to solving this problem, because it is the basis for developing a stable interest in literature. A lot depends on adults, including the teacher, when introducing a child to the printed word. The teacher's support in forming a student's desire, ability and stable habit to read books is extremely important for his future life, contributes to his socialization, develops knowledge and general culture.

At the same time, the book becomes a real tool that helps students think about themselves, realize their strengths and weaknesses, demands and aspirations. Pedagogical psychologists have long proven that "well-read" children have fewer problems with oral and written literacy.

At the same time, the so-called "innate literacy" has also been proven to be the result of a person's good education. Researchers say that during reading, visual memory records visual images of words, and when writing, these images automatically "appear in the head", and a person writes correctly without hesitation and immediately notices spelling mistakes on paper.

In this regard, the primary goal of a primary school teacher should be to introduce children to the field of books and poetic literature, to form an interest in reading, to listen to fairy tales, poems, and stories. At the primary school age, children should learn to listen carefully to fairy tales, stories, elegy, children's rhymes, as well as to follow the development of the plot in the fairy tale, to care about the characters. At the elementary school age, there is a very rapid development of the emotional field, which is called emotional intellect. Paying great attention to this characteristic of primary school age, the teacher can achieve high efficiency in his work on developing interest in learning.

Conclusions and suggestions. Poetic literature serves as a tool for multifaceted development: it develops memory, speech, creative imagination, teaches children to think in images, expands their vocabulary and worldview. Also, figurative memory develops and improves working memory and stability of attention, mental activity depends on it. By getting acquainted with fiction, children develop activity, curiosity, general culture and knowledge. Young schoolchildren should understand that books have a special meaning in people's lives, that interest in reading books is a necessary element of every human culture. This will be the basis for the development of reading skills. In this regard, teachers and parents should attract and encourage children to read fiction.

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