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FICTION AS A MEANS OF DEVELOPING SPEECH IN PRESCHOOLERS

Abstract: The article examines fiction as a means of speech development in preschoolers.

Key words: preschoolers, fiction, speech, speech development exercises

ХУДОЖЕСТВЕННАЯ ЛИТЕРАТУРА КАК СРЕДСТВО РАЗВИТИЯ РЕЧИ У ДОШКОЛЬНИКОВ

Аннотация: В статье рассматривается художественная литература как средство развития речи дошкольников.

Ключевые слова: дошкольники, художественная литература, речь, упражнения на развитие речи

The process of speech development of a preschool child is complex and multifaceted, and for its successful implementation, a combination of all components that affect the quality and content of speech is necessary. One of these is fiction.

Fiction, an effective means of mental, moral and aesthetic education of children, due to its emotionality and imagery.

One of the problems of our modern society is the introduction of the child to reading. We live in a world of technology and innovation, almost every home now has computers and tablets. It is easier for moms and dads to turn on the computer for the child, and he is busy, and they do household chores. Interest in reading books completely disappears, as a result, children do not like or do not want to read books.

The love of reading books must be developed from an early age, it is necessary to develop in the child an interest in listening to works.

Work on the use of fiction as a means of developing speech should be based on the principles: purposefulness, individualization (you cannot compare the success of children - each has its own potential), consistency, visibility, accessibility (age, level of preparation of children), morality, an integrated approach and strength (consolidation knowledge).

To achieve the goal of developing speech by means of fiction, the following tasks are distinguished:

- education of love and interest in fiction, the formation of a respectful attitude to the book;
- awakening the curiosity of children and a selective attitude towards works of art;
- fostering the ability to listen to a work and analyze;
- development of creativity, vocabulary activation, independence in artistic speech and theatrical play activities;
- development of the emotional sphere of the child;
- the ability to carefully consider illustrations and relate them to the text;
- control and guide the home reading process.

These tasks are solved in all age groups of kindergarten, only their specific content is different, it depends on the age characteristics of children, and the needs of a modern child are also taken into account.

Reading from a book, by heart, storytelling, using dramatization, now many people use mnemonic tables and mnemonic tracks.

Children really like listening to fairy tales, they themselves begin to speak with you, try to convey the events with facial expressions and gestures. Children love to memorize small children's poems with the help of mnemonic tables, which are depicted in pictures.

It is always necessary to follow the basic rule when introducing children to fiction, this is the emotional uplift of the reader and listeners. Children need to

be shown beautiful book covers, to name the author, to show their respect for books.

In my teaching career, I took seriously the creation of a book center in a group. All literature corresponds to the age characteristics of children. The illustrations in the books are bright and attractive to children. Portraits of the authors of works of art are updated every week.

During the regime moments, the children and I read lines from familiar poems and recite them.

The problem of perception of literary genres by children is complex and multifaceted. The child goes a long way from naive participation in the depicted events to more complex forms of aesthetic perception.

At parents' meetings, explanatory work was carried out with the value of the developmental functions of fiction. In the folders of the carriages, and in the parent's corner, a recommendation was made on which books to read to children, how to cultivate a respect for books.

Systematic integrated work using new teaching methods, communication, interaction with the child, creating conditions for free independent developmental activity, the teacher's creative growth, fruitful interaction between parents and teachers, all this is the key to successful development for introducing children to reading literature.

Thus, I can note that the systematic and purposeful use of various kinds of works of art as a means of developing speech, as well as properly organized work, determines the possibility of effective and fruitful development of the speech of preschoolers, contributes to the replenishment of the vocabulary, forming the communicative culture of the preschooler, makes the child's speech more expressive, bright and emotional. Children actively manifest themselves in various types of artistic activity and are creatively active, they have developed self-awareness, they know how to understand and accept humor and become much more benevolent, which is very important in modern society.

Fiction can be regarded as the most accessible form of art that contributes to the development of children's speech.

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