

THE ROLE OF FICTION IN IMPROVING THE INTELLECTUAL POTENTIAL OF STUDENTS

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Abstract - the article provides 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.

I. Introduction

Due to the development of information and computer technology, interest in fiction is declining today. Children don't 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 carefully and meaningfully studied 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 reluctantly, and struggles to overcome the technical difficulties that the letter and the reading process present to him. A passion for reading accompanies children from the first years of life, and the result of familiarization with literature is based on the emotional experience of plots and roles acquired in preschool age.

II. Literature review

Passion for reading, constant interest in reading is formed in the family and its basis is the child's habit of reading. Many teachers are sure that the success of developing interest in reading poetic literature among elementary school students 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. Researchers of children's reading 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 intellectual 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 children's education, what and how they study. Children's reading is called the country's intellectual resource, the main reserve for the development of the nation's human potential. World experience shows that it is necessary to introduce 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 have aesthetic happiness and therefore educates the young reader emotionally.

III. Analysis

Intellectual perception is also determined 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.

Reading fiction stimulates the creative imagination, allows the 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 visual memory and the improvement of working memory and the 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.

IV. Discussion

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-educated" children have fewer problems with oral and written literacy. At the same time, it has been proven that the so-called "innate literacy" is 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, 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 domain, which is called the emotional intellect. Paying close attention to this characteristic of primary school age, the teacher can achieve high efficiency in his work on developing interest in learning.

V. Conclusion

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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