

FEATURES AND GENRES OF THE PRESCHOOL CHILDREN LITERATURE

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Abstract: *After turning into impartial in our u . s . a . tremendous attention used to be paid to the educational-cultural system, to mutual connection of modern-day demands and their historical context. Additionally, in the decision of the president Mirziyoyev Sh.M. PD-2909 "About the live shows of growing of the machine of greater education" from 20th April of 2017 we can see moments referring to higher training system, presenting universities with books of new generation. In this case, the integral point is to make new books, tutorials by way of scientists, professors and instructors for the students of universities. Hence, the manual "Children literature", which was once meant for students of faculties of universities 5111700 – Elementary training and sports activities work, 5111800 – Preschool education, used to be adopted on 18th of augustus 2018 beneath the range of BD-5111700-2.03, BD -5111800-3.05. The guide was once written on the section "Children literature" of the educational application "Mother tongue and kids literature", (made by way of Khamrayev M.A., Pardayev B.U.) which used to be posted by TSPU of Nizomi.*

Keywords: *All-song, fairy-tale puzzle, proverb, rapid to tell, to assist young people improve their first speech, significance and classification of works.*

Introduction

The peculiarities of children's literature of preschool age elements and genres: all-song, fairy-tale puzzle, proverb, rapid to tell. Literature to help younger people advance their first speech Importance and classification of works. Short, convenient in content, The color of the books have to be colored and the letters ought to be in large numbers. Famous authors of world literature and their books A description of the objectives. Quotations, puzzles, fast expenses and proverbs classification. Hide infinite characters of the item in the puzzles, mysterious expression. Information about quick prompts, their infant the role of language in fluency. *Short, simple in content ,The color of the books should be colored and the letters must be in large numbers. Information about quick prompts, their child the role of language in fluency.*

On the bookshelf of a pre-reader, one may find storybooks that take children to magical worlds with fantastical characters, to faraway lands with unique animals and customs, or keep them close to home with tales about backyard bullies or trips to the dentist. Alongside these, one may also find factual books about outer space, underwater creatures, or pre-historic dinosaurs. *These books may differ from one another in a number of their features, including their genre, presence of fantastical*

elements, pictorial realism, and use of factual language. Children are expected to learn facts, concepts, or values and apply them to real life. The current body of evidence on whether children can learn and transfer new content from picture books suggests that it is important to consider both the dimensions on which the books vary and children's developing abilities. In this review we summarize the existing evidence on the effect of book features on young children's learning and transfer and outline three developmental abilities that may interact with whether children's learning will be impacted by the presence or absence of those book features.

The majority of previous research on picture books has focused on the nature of the e book sharing interaction between adults and children. This large body of lookup demonstrates that unique picture book elements shape the interactions that take area between dyads; for instance expository texts lead to more maternal teaching throughout reading than narrative texts, less specific language, and more maternal feedback, whereas high great illustrations lead to extra child labeling of pictures. Mothers are extra in all likelihood to factor and label letters for their younger kids when interacting with a undeniable book than a e book with manipulative aspects and teenagers also vocalize most frequently about the letters and pics in the simple a book.

Two recent reviews have supplied focused overviews of elements that assist vocabulary getting to know and getting to know from fictional media extra broadly. These evaluations point out that youth are selective in their studying and that properties of media can have an effect on children's learning. In the contemporary review, we center of attention in particular on studying from picture books, with the purpose of outlining how three key developmental elements (symbolic development, analogical reasoning, and reasoning about fantasy) might also affect young children's gaining knowledge of and transfer from books that range across a variety of dimensions.

Developmental factors influencing children's learning from picture books

Children's capacity to switch know-how from image books to the actual world might also be constrained by traits in their symbolic understanding, analogical reasoning, and their grasp of myth and reality. Although we talk about them separately, these areas of improvement are interwoven. As we will see, these developmental factors can be used to give an explanation for experimental findings on children's learning and switch from image books, as properly as become aware of areas for future research.

Analogical reasoning

For profitable transfer of complex data and concepts, adolescents may additionally want extra than symbolic insight. To switch fundamental facts like the name of a novel animal from a image book, youth want to activate a illustration of the animal in the book and keep in mind small print about its look to efficiently

apply the label to the real-world animal. To switch extra complicated concepts, such as the ability for animals (in general) to use color camouflage to disguise from predators, youngsters should also understand the Key phrases features of the depicted example and follow these to novel instances.

Children's ability to purpose analogically depends fairly on the difficulty of the assignment and their existing understanding of the family members used in the analogy. When they have ride in a domain, youngsters as young as 1 or two years can use deep rather than surface facets to resolve analogical problems. However, when domain understanding is limited, adolescents without prior conceptual knowledge may additionally be reliant on surface-level points to help them seem for commonalities throughout analogical cases. One advantage of image books as an educational useful resource is that they can grant teenagers get right of entry to to content that they would now not journey in their every day lives.

Reasoning about fantasy and reality

Children also have the assignment of identifying which data in picture books need to even be transferred. Anthropomorphism, or animals with attributes attribute of humans, may also be mainly perplexing when some information is meant to generalize and other data is meant to be genuine solely in the story world.

The manner of preserving real-world knowledge separate from fictional or false statistics encountered in a story context might also be mainly challenging in early childhood due to the fact adolescents between the a while of three and eight are just establishing to differentiate fable and reality. According to Woolley and Ghossainy younger young people are "naïve skeptics" when it comes to judging the actuality fame of fictional information. Instead of over-incorporating fantastical records into their real-world concepts, youth err on the aspect of rejecting factual statistics introduced.

Books with unrealistic content, such as not possible events or anthropomorphic depictions of animals, can also present a mission to youth in keeping apart which components of the e book follow to the real world and which belong only in the book. Therefore, we again count on books with sensible content material to be more supportive of mastering transfer, specifically when gaining knowledge of conceptual data such as scientific facts and concepts. Although these e book elements interact with the two other developmental elements discussed above-symbolic development and analogical reasoning-we additionally expect the creating potential to cause about what is real and what is fantastical to constrain or enable mastering and transfer.

Particular aspects of image books, such as the particular content material they incorporate, or the way in which the content is presented, can also influence kid's tendency to research and switch the instructional content material to real-world situations. Below we assessment studies that look at some of these features, prepared with the aid of the domain in which the academic content material is

presented. We have chosen this foundation because precise facets can also be greater influential in some getting to know domains than others. For example, visual features may additionally be essential when gaining knowledge of vocabulary, where teenagers may also be pretty profitable at transfer on the basis of matching up perceptual elements of objects. However, contextual data may also be more necessary in science domains the place switch regularly takes location on a conceptual level. The domains we have chosen are chiefly the domains in which the influence of image book features on switch of information presented in books have been studied. In every section, we address the e book elements that have been studied in that domain, interpreted with regard to our three developmental factors. Future work is wished to tackle how book features affect switch in other domains such as math and the arts, as properly as how additional book elements have an effect on transfer.

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