

METHODOLOGY OF TEACHING FICTION LITERATURE THROUGH AUDIO TOOLS IN PRESCHOOL EDUCATION

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Abstract. This article examines the modern methodology of teaching fiction literature through audio tools in preschool educational institutions. The research analyzes children's perception of literary works through auditory abilities, the pedagogical impact of audio materials, and effective methods of their use. It substantiates that audio tools play a significant role in developing children's speech culture, forming imaginative abilities, and ensuring artistic-aesthetic education.
Keywords: preschool education, fiction literature, audio tools, speech development, pedagogical technology, auditory ability, artistic-aesthetic education.

Introduction. In the modern preschool education system, introducing children to fiction literature is an important part of their intellectual, moral, and aesthetic development. The rapid development of digital technologies creates opportunities to introduce new tools and methods into the educational process. Audio tools—audiobooks, voice stories, poems, and fairy tales—open up new pedagogical possibilities for children's perception of literary works. For children aged 3-7 years, the auditory organ is an important source of knowledge. Psychological research shows that children of this age effectively perceive information through audio materials because their figurative thinking is well developed. Teaching through audio tools not only helps in understanding literary works but also serves to develop children's speech culture, phonetic hearing ability, and vocabulary enrichment.

Pedagogical Foundations of Audio Tools

The pedagogical foundations of using audio tools in preschool education are based on several important principles. First, when children listen to audio materials, their attention is directed to the content of the work, the characters' nature, and the development of events. In this case, the absence of visual elements encourages children to create an artistic world through their own imagination.

Second, audio works read by professional actors or educators provide children with examples of correct pronunciation, intonation, tone, and timbre of speech. Children enrich their speech culture by imitating what they hear. Research shows that children who regularly listen to quality audio materials experience accelerated speech development and vocabulary growth.

Third, audio tools can be applied in various conditions: in daily activities, during rest time, before sleep, or during independent activities. This flexibility makes audio technologies an integral part of the preschool education process. Audio works help children escape from external influences and deeply immerse themselves in their inner worlds.

Methodology of Using Audio Tools

For effective use of audio tools in preschool educational institutions, the following methods are recommended:

1. Preparation stage. The educator prepares children for listening: creates a comfortable environment, eliminates distracting factors, and attracts children's attention to the audio material. An important aspect is providing a brief introduction about the work's theme and characters. At this stage, interest is aroused in children, and psychological preparation is made for what they will hear.



2. Listening process. Maintaining children's attention during listening to audio material is important. For younger children, 3-5 minute audio works are optimal, while for middle and older age groups, 10-15 minute works are considered optimal. The educator observes children during listening, notes their emotional reactions, and if necessary, can pause the audio recording to provide explanations.

3. Discussion stage. After listening to the audio work, the educator conducts a discussion with the children: questions and answers are organized about the work's content, characters' actions, and sequence of events. Children are encouraged to express their thoughts and feelings. This stage develops children's analytical thinking and speech activity.

4. Creative activity. After listening to the work, creative activities are organized with children: drawing, dramatization, retelling the story, or inventing its continuation. These activities help develop children's imagination, creative abilities, and deeper understanding of the literary work.

5. Repetition and reinforcement. Children's repeated listening to their favorite audio works is a natural and beneficial process. Repeated listening reinforces children's memory, allows them to notice new details, and creates emotional attachment to favorite works.

Criteria for Selecting Audio Materials

When selecting audio materials for preschool education, the following criteria must be followed. First of all, the content should correspond to children's age characteristics, interests, and level of understanding. For younger children, fairy tales with simple plots and clear, understandable characters should be selected; for middle and older age groups, more complex stories and poems should be chosen.

The second important criterion is sound quality and reading technique. Audio works read by professional actors, with quality voice recording, performed with correct intonation and tone are preferable. Too loud or quiet sound, background noise, and unclear pronunciation can have a negative impact on children. Musical background should enrich the audio work but should not distract from the main text.

Third, audio works should reflect national and universal values and have moral educational significance. Balanced use of Uzbek oral folk art, classic and contemporary children's literature samples, and translations of foreign children's literature is appropriate. Audio materials should develop positive virtues in children such as kindness, compassion, friendship, and love of labor.

Developmental Impact of Audio Tools

Teaching fiction literature through audio tools serves to develop various aspects of children. In terms of speech development, children learn correct pronunciation, intonation, and speech tempo. They master new words, phrases, and artistic means of language. Active listeners begin to apply grammatical structures in their speech based on what they hear.

From a cognitive development perspective, listening to audio materials develops children's ability to concentrate, memory, and logical thinking. Children observe sequences of events, understand cause-and-effect relationships, and draw conclusions. Imaginative ability also develops actively: children create images, scenes, and situations in their minds through sound.

In the emotional-volitional sphere, audio works evoke various feelings in children: sympathy, joy, sadness, and wonder. Children learn to establish empathy with characters and feel their emotions. This creates an important foundation for the formation of emotional intelligence. Additionally, listening to audio works from beginning to end cultivates volitional qualities in children—patience and the ability to concentrate attention.

In terms of social development, through audio works, children become familiar with various life situations, relationships, and rules. They form ideas about moral norms accepted in society, rules of conduct, and communication culture. The actions of characters in audio stories and fairy tales become behavioral models for children.



Practical Recommendations and Conclusions

The following practical recommendations are given for effective use of audio tools in preschool educational institutions. First, it is necessary to organize an audio library in each group. This library should contain literary works of various genres—fairy tales, stories, poems, and dramatized tales. It is important to select audio materials in accordance with state standards and curriculum requirements.

Second, regular and systematic use of audio tools is recommended. Allocating special time in the daily schedule for listening to audio works and integrating them with other pedagogical methods increases effectiveness. Audio materials have a comprehensive impact when used in conjunction with visual aids, didactic games, dramatization, and other types of activities.

Third, cooperation with parents is an important factor. Educators should recommend that parents use audio materials at home as well, providing appropriate guidelines and recommendations. Consistency between home and preschool educational institutions shapes children's stable relationship with fiction literature.

In conclusion, audio tools are an effective pedagogical means of modern preschool education. They have a comprehensive impact on children's speech, cognitive, emotional, and social development. The main advantage of audio materials is developing imaginative ability in children, teaching them to create independent images, and encouraging them to feel the beauty of the artistic word. Properly selected and methodologically correctly applied audio tools educate children to love fiction literature, enrich their worldview, and contribute to their personal development.

In the future, further improvement of audio technologies and the emergence of interactive audio programs will open new opportunities in preschool education. At the same time, the main task of educators remains the reasonable application of modern technologies while preserving the best aspects of traditional methods.

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