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Improving the Process of Teaching Literature in Preschool Educational Institutions

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A B S T R A C T
This article discusses new reforms in kindergartens, namely the children's technopark project and its additions, the creation of favorable conditions for children by adding native language and literature to the natural sciences organized under it, and the introduction of additions and proposals to the existing conditions in kindergartens and proposals for reforming the process of teaching literature. In addition, the process of teaching children's literature is analyzed, existing problems and ways to overcome them are considered. At the same time, effective methods of teaching children's literature based on modern pedagogical technologies are recommended.

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Introduction

In recent years, Uzbekistan has seen major reforms in the field of preschool education. One notable development is the Ministry of Preschool Education's plan to establish a Children's Technopark. According to official reports, a meeting was held between representatives of the Ministry and a delegation led by I. Eryomin, Vice-Rector of the D. Mendeleev University of Chemical Technology of Russia. During this dialogue, information was exchanged about ongoing educational initiatives, and future directions for bilateral cooperation were discussed. At the conclusion of the meeting, a Memorandum of Understanding and a Roadmap were signed for the creation of a Children's Technopark in Uzbekistan, aimed at offering six-year-old children early exposure to natural sciences such as physics, chemistry, biology, and ecology. The Technopark project is envisioned as an educational platform that provides foundational scientific knowledge to children at an early age. According to statistical data, such projects contribute significantly to training future professionals for high-demand occupations in the labor market. However, in shaping well-rounded individuals, it is essential not to limit children's education solely to natural sciences. A balanced development must also include exposure to the humanities, particularly literature. Children's literature plays a vital role in the moral and intellectual development of preschool-aged children. Through literary works, children develop imagination, critical thinking, emotional intelligence, and aesthetic appreciation. Thus, it is of paramount importance to improve the methods used to teach children's literature in preschool institutions. This study explores the educational potential of children's literature, examines modern methods of instruction, identifies current challenges, and proposes solutions for improving literature education in early childhood settings.

Methods

This research adopts a qualitative-quantitative mixed-method approach. Data was collected through the following means: Literature Review: Analysis of national and international pedagogical sources related to early childhood education and children's literature. Observational Study: Visits to multiple preschool

institutions to observe current practices in literature instruction. Structured Interviews: Conducted with preschool educators and administrators to gather insight into instructional challenges and resource limitations. Policy Analysis: Examination of government initiatives, including the 2018 decision to include the specialization "13.00.08 – Theory and Methodology of Preschool Education and Upbringing" in the list of academic qualifications, and the establishment of a scientific council for awarding PhD degrees in preschool education.

The study also analyzed the potential for integration between the Children's Technopark and preschool institutions (MTTs), with a focus on collaborative teaching of both natural sciences and literary subjects. These findings were used to develop recommendations for innovative and effective teaching practices in the context of early childhood literature education.

Results

The findings reveal several key insights: Educational Potential of Literature: Literary works help children distinguish between good and evil (through fairy tales), enrich vocabulary and rhythm comprehension (through poetry), and develop national and historical consciousness (through documentaries and folk stories).
Innovative Teaching Methods: Didactic Games: Role-playing using characters from stories. Dramatization: Enacting stories to increase engagement. Multimedia Integration: Use of audio-visual tools to enhance auditory and visual learning.

Challenges Identified: Limited instructional time allocated to literature in preschool curricula. Varied methodological competence among educators.

Insufficient resource materials and infrastructure (e.g., lack of dedicated literature rooms in many MTTs).

Discussion

Given the identified challenges, several recommendations can be made. First, teacher training programs must include specialized courses on children's literature to enhance methodological competence. Secondly, the development of multimedia textbooks based on the works of Uzbek children's writers can make literature more engaging and accessible. Thirdly, interactive digital platforms focused on children's literature should be developed. Furthermore, a strong partnership between the Children's Technopark and MTTs can lead to an integrated approach that combines both science and humanities. This holistic educational model will not only promote scientific literacy but also foster moral and emotional development. The teaching of poetry, for example, should go beyond traditional repetition. Poems related to current events, seasons, or emotions should be introduced in context. Special literature rooms should be established in orphanages, alternative educational institutions, and specialized MTTs. These rooms should be staffed with qualified teachers who specialize in language and literature.

Conclusion

Improving the process of teaching children's literature in preschool institutions is essential for nurturing well-rounded, morally sound, and intellectually developed future citizens. Literature shapes a child's worldview, values, emotions, and communication skills. Therefore, educators, administrators, and policymakers must work together to ensure the integration of innovative methods, sufficient resources, and comprehensive teacher training in literature instruction. The formation of the first-ever scientific council in Uzbekistan dedicated to preschool education, as well as the official recognition of its academic specialization, marks a significant step toward professionalizing this vital field. The Children's Technopark initiative can serve as a powerful platform for implementing these educational innovations..

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