

**The Role of Fiction in Parenting**<sup>1</sup>Nabiyeva Zarina Nabiyevna<sup>1</sup>The teacher of ESP., Bukhara State University<sup>2</sup>Nabieva Maftunabonu<sup>2</sup> student of Bukhara State University*Article history:**Received: 08<sup>th</sup> January., 2022**Accepted: 09<sup>th</sup> January., 2022**Published: 10<sup>th</sup> January., 2022*

**Abstract :** *Children's literature has a rich tradition of early childhood education. It begins with a mother's lullaby. The purity of the soul of a newborn baby is unique. What parents do, what the teacher gives and what the writers write directly affect the purity of this child's soul. The article describes the role of children's literature in the formation of children's worldview. Children have always loved and will love to listen and read good and interesting fairy tales and stories. There is no doubt that this is the great merit of children's literature. At the same time, in the age of information technology, the role of children's literature as a builder and protector of child psychology can become the foundation for the development of good in the hearts of our children.*

**Key words:** *children's literature, folklore, poetry, prose, young children, adolescence, adulthood, stories, fairy tales, worldviews, psychology, consciousness, work, reading, books, songs, parents, teachers, educators, students.*

Differences in developmental psychology in children are sufficiently substantiated in the field of pedagogy and psychology. The peculiarity of the periods of development of a newborn baby, childhood, preschool stage, adolescence, adulthood, maturity and the process of old age is explained not only by the years of a person's life, but also by general physiological and psychological changes in the body of a given subject.

The artistic study of the "world of the heart" in children, the mirroring of the inner world of children in artistic images, the aesthetic image of the spiritual harmony of the inner and outer world poses a very important task for the writer of children's literature. This should take into account the spiritual, mental and physical characteristics of young children. How and to whom are these literary works addressed? - is of great importance for the upbringing of our children.

The period of children's education closely related to the reading process can be divided into the following stages:

- a) the period of preschool education: from 1.5 - 2 years to 6 - 7 years;
- b) the period of primary education: from 7 to 11 - 12 years;
- c) period of secondary education: from 13 to 16 - 17 years.

The importance of the educational power of children's literature was also noted by L.N. Tolstoy. Summarizing the results of seventy years of his life, he wrote: "There is one step between

me and a five-year-old child, but there is a terrible distance with a newborn and a five-year-old child" [1.36]. He is right. A child under five will learn to speak, walk, his mind and psychological characteristics begin to form. From five to seven years, positive and negative personality traits are formed. In this sense, there is one instructive secret in the statements of great people about the initial period of a child's life: raising a child with the charming power of language has a very great social and aesthetic significance. This is shown by the centuries-old experience of educating the people. Various lullabies, lulling, touching eulogies and interesting fairy tales - stories played a very important educational role in a child's life. Gentle addressing the child with a sweet, soothing tone has a positive effect on the formation of the child's personality. This is unanimously noted by psychologists, teachers and literary folklorists. Preschool children do not yet know how to read and do not know the meaning of the book. But their interest in the world around them is very strong and varied. All these things they try to master by imitation. All the characters of fairy tales of the animal and plant world are like people for a child. In the worldview of a child, they speak, cry and take offense like people. From 2 to 3 years old, children have a strong need for speech and an understanding of the meaning of the word. The vocabulary continues to grow every year. If in a three-year-old child it is equal to 1200 - 1500 words, then at 4 - 5 years old it will already be about 2500 words [5.40]. At this time, each word has only one meaning or meanings. They do not yet understand the transitional meaning of words. They are interested in musicality, playfulness and melodiousness of the word. Children's writers should pay great attention to the joyful and playful tone of the text. A preschool child is not yet able to independently choose the book he needs. But they listen selectively. Experienced caregivers and parents quickly capture the child's mood by changing their gaze. It can be admiration, thoughtfulness, or joy. Experienced parents or educators know how to read stories, fairy tales and songs in an interesting and enjoyable way. The words and deeds of the child are extraordinary. For example "The story of the child who ate the plane" [6.36]. This is a 2 - 3 year old child of Khuran. What he finds he immediately takes into his mouth. Once in a store, he demanded from his parents that they buy him a plane. Although his father was against it, his mother still bought him this plane. For three days he played with an airplane. The fourth day he came from the street empty-handed. When his parents asked where the toy was, he replied that he ate this airplane. In the beginning, they couldn't believe their ears. Then they began interrogation with partiality. But the child kept repeating the same thing. They called an ambulance. The child was taken to the hospital. They put me to bed. Then the doctor, stroking the child's belly, asks: - "Doesn't it hurt - do you have a belly or wherever near the belly?" With fear, the child began to cry even louder. Then they made an x-ray. No foreign object was found in the child's body. The parents, not knowing what to do, took the child back home. In the house, the mother again loudly asked: "You sure ate the airplane?" Khuran, with tears in his eyes, answered in the affirmative. At this time, a neighbor came, who worked as a teacher for the elementary grades. Having learned what was at stake, she began to tenderly ask the child:

- Did you really eat the airplane?
- Yes.
- How did you eat? Parts or whole.
- I exchanged for Karim's ball.
- Where is Karim's ball?
- Changed Salim for a gun.
- Where is the gun.

- Changed for a cake.
- Where is that cake?
- I ate this cake. [6.39]

Here the child answered briefly in his own way. If you tell the children that you are going to talk about "The Child Who Ate the Airplane," they all turn into "ears." Because they truly believe it. When they finish listening to this story, the teacher or parents must explain the wrong words and actions of the protagonist of this story. There is also the story "Morning Words". When the child Ahmad woke up, he heard the different voices of his village. This is the voice: miiev - miiev, gu - gu - gu, chirik - chirik, woof - woof - woof, ha - ha - ha. These are Ahmad's friends: cat, wind, lynx, dog, goose. They welcomes the awakening of Ahmad. This story is dominated by the style of imitation in children's literature. Stories of this type not only educate, but also give joy to little listeners. It is this influence on the images of the children's worldview that leads to the formation of the creative principle in the minds of children. The famous writer Janusz Korczak wrote: "It is difficult for children to talk about what they are thinking. They will have to be explained in ordinary words. It is even more difficult to write about it. Because children are little writers and philosophers "[2.30]. Henrika Goldschmit, a famous Polish writer under such a pseudonym, accurately guessed this feature of child psychology. As a pediatrician, experienced psychologist and teacher, he caught the subtle closure of the traits and secrets of the child's worldview. According to Henryk, a child's heart is like a bird, butterflies and flowers. It is because of this that animals, birds and insects are mistaken for a friend by little listeners. Exactly. Children treat all the stories and tales of the world with admiration and rich children's imagination. Everything that surrounds us - color, shape, volume of objects is interesting for them. They have questions "what? where? it depends? why? ". For them, our world is an unsolved mystery. Because of this, they turn into "why". If a writer thinks like a child, then he can answer different questions of children. Children's psychology and worldviews are changing in parallel with the development of science, technology and culture. For example, K. Muhammadiyya's book "The Alphabet of Nature" in the 70s of the twentieth century was a kind of methodological encyclopedia for transferring the secrets of the world to children's consciousness. There are vivid examples of children's images of the animal and plant world. The book concisely and easily gives answers to the questions: why is the peel of a nut bitter and tough? why is the cherry red? why is the apricot yellow? Why does the willow bloom but does not bear fruit? why the vine is one, but the fruits are different? why is the cow chewing? why is the blackbird is the blackbird? etc. Accurate and interesting answers to various questions of children for a true children's writer and nature lover did not constitute any difficulties. And now interest in such works for young readers does not fade away. But only now the focus is on logical riddles, the secrets of the secret world and the relationship between man and nature. At the same time, the fairy tales of Charles Pierrot, Christian Andersen, the brothers Grimm, etc. are still read with great interest. The tale of E. Rapese "The Adventure of Baron Munchausen", A. Tolstoy "The Golden Key or the Adventures of Buratino", J. Rodari "The Adventure of Chippolino", "Tales on the Phone", A. Lindgren "The Kid and Carlson, who lives on the roof "from the side of children is received very warmly and joyfully. Because they are equally interesting and joyful for children of all ages. From this, children receive great spiritual pleasure. And this is the basis for the formation of a creative person. Good fairy tales for children are like air for their interests in the world around them. Children have always strived to be like personalities of a heroic warehouse. In the image of a strong person, they have always opposed themselves to the forces of darkness, evil and injustice. In their worldviews, they themselves, parents and good teachers were

symbols of truth and goodness. Based on the highest spoken words, we can state the following features inherent in children's literature:

- a newborn child has genetic features of the development of his parents and the specificity of the formation of their consciousness plays an important role in it;
- the influence of children's literature begins with the emergence of elements of reason in children's consciousness;
- creativity and rich imagination in child psychology is closely related to the influence of children's literature;
- children's literature has rich traditions of folklore, poetry, prose and the modern system of this branch of creativity takes an impulse for development precisely from these traditions of folk creation; - in the development of children's literature in the modern world, an important place is occupied by a sharp and varied increase in the information flow. More and more new films, cartoons, comics, computer games, telephone games and other new elements of influence on the education of younger students appear. They are mostly aggressive in nature. They distract the child from reading art books. Therefore, parents, teachers and pupils need to create an effective system for monitoring information received from their children and students. The information should keep the child's mind clear. If the information is negative, then we can witness the destruction of the consciousness and psychology of our children. This can be traced in the gradual alienation of the child from his parents, teachers and friends. The character gradually becomes withdrawn. Parents and teachers should not allow this dangerous phenomenon in the life of their child. The possibilities of a child are revealed and the main goal of children's literature and the education system of the younger generation is to light the fire of good in their hearts. And this is one of the main tasks of modern pedagogy and children's literature.

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MIDDLE EUROPEAN SCIENTIFIC BULLETIN ISSN 2694-9970  
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