

**METHODS OF WORKING ON POETIC TEXTS IN PRESCHOOL  
EDUCATIONAL INSTITUTIONS**

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The content of poetic works written for children is Turlich in terms of its character. In the list of recommended literature in the "child" base program, poems are indicated for reading and memorizing. When memorizing poetry with children, the educator sets for himself several tasks at once: to arouse interest in poetry and a desire to know it; to help understand the content of poetry in general, some difficult places and words; to achieve memorability; to teach poetry to read expressively in front of an audience; to educate love for poetry. When choosing a poem for memorization, it should be taken into account that the poem should not be small in size, not exceed 1-2 points in small groups, and slightly larger in large groups.

Children memorize 1-2 poems (in practice) on average in a month. Some works (fairy tales, songs, counting) children involuntarily remember during a walk, Game process. The educator must be well aware of which of them are quick, which are slow, which are thorough, and which are empty memorized in order to carry out solo work with children. In the first small group, children are initially taught rhymed speech. The tutor reads the pieces, poems with his movements to the children while playing with the group. Later, the educator seeks to achieve that children help him to say the words of passages, poems. In small group activities, techniques such as pointing, play movements, voice mimicry, etc. are widely used. For Example, A. Memorizing Barto's poem "The Mare". The purpose of the exercise: to introduce children to the content of the poem, to help understand its meaning and memorize it. Teaching children to sing poetry in front of their comrades. The content of poetic works written for children is Turlich in terms of its character.

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reads the pieces, poems with his movements to the children while playing with the group. Later, the educator seeks to achieve that children help him to say the words of passages, poems. In small group activities, techniques such as pointing, play movements, voice mimicry, etc. are widely used. In mid-group poem memorization, sub-group methods are used: toy, item display, game action, and other techniques. But gradually the modes of play alternate with conversation over the recited poem. In large groups, different poems are memorized in terms of theme. They are poems about nature, our holidays, the work of adults, the life of children, etc.

The task of the educator is not only to help children memorize poetry, but also to achieve its perception in a conscious, emotional way. The educator can familiarize children with some of the poems recommended for memorization in the "Baby" program in advance, when viewing pictures, at the time of conversation, at the end of the excursion, etc. For example, when the educator is on a tour of the garden in the spring, Sh. Reads sa'dulla's poem "Spring" in conversation (in a preparatory group for school) Q. The poem "My homeland" of wisdom can be read.

They can then be memorized during speech-growing Sessions. Such a pre-introduction will help children understand the meaning of a poetic work, feel it. At the beginning of the training, it is necessary to conduct a brief preamble conversation with children in order to prepare them for the perception of poetry. If the children heard this poem in previous sessions, the educator reminds them where they went on an excursion with the help of questions in a preamble conversation, or what picture they looked at and what kind of poem they were read.

If children are hearing the poem for the first time, in the preamble conversation, the educator, in addition to questions, also uses a photo that concerns the topic of the poem, a spring bouquet or autumn leaves, etc. The educator talks to children for 2-3 minutes, for example: about autumn, about where children pick such beautiful autumn leaves, and asks them what they saw in the garden in the fall, etc. After such a conversation, the educator suddenly begins to read the poem expressively. Then he says the name of the poem, who wrote it.

After the tutor reads the poem to the children, he conducts a conversation: it asks what the poem is written about, where the children liked the poem, rereading the lines that the children liked. The educator then offers the children to memorize the poem, reciting it himself (reading 2-3 times depending on the complexity of the poem). The caregiver first calls the children he will remember quickly, and then the child he has predetermined. Special importance should be attached to teaching children to read poetry expressively. The educator explains at the time of the conversation the reasons why poems about the holidays are told to children with joy, and poems about autumn in a slightly sad tone.

When conducting a poem memorization session, it is important to remember the following rules: the poem should be memorized by the educator himself, all of the poem (Not lines or bandsinn) will be studied, the poem will never be memorized with a choir, the children will repeat it alone; in poetry reading, the educator keeps reciting the text (word or line), allowing children to recite lines of poetry in the places where they are sitting, etc.

The occupation should be completed with a very bright performance: calling an expressive reading Child, bringing children's favorite toys with him, which will say a new poem. In the second part of the exercise (memorization of poetry does not take all the time of training), one can read a story again, repeat fast sayings, play or practice typical of sound speech culture.

The poem is repeated in the second part of several exercises on speech cultivation, breaking the poem into roles and breaking it into parts, playing the game "say the continuation" and using other methods.

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