O‘ZBEKISTON RESPUBLIKASI TA’LIM VA ILM-FAN VAZIRLIGI

ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI



“O‘ZBEK TILINING GLOBAL MAQOMI VA NUFUZINI OSHIRISH ISTIQBOLLARI”

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2026-yil
16-oktabr

THE ROLE OF LITERATURE IN EARLY CHILDHOOD EDUCATION

ERTA YOSHDAGI BOLALAR TA’LIMIDA ADABIYOTNING TUTGAN O‘RNI

DOI: 10.52773/tsuull.conf.2026.10.16/RSXL6887

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Annotation. *This thesis analyzes the role of fiction in the intellectual, emotional, and language development of young children, particularly preschool-aged children. It examines the role of poems, fairy tales, stories, and picture books in developing children’s language, imagination, emotional literacy, and moral understanding. Based on scientific sources, the importance of reading books together with adults, engaging in communication, and using interactive reading methods is highlighted. The paper also describes the aspects that educators and parents should consider when selecting literary stories or texts and incorporating them into the educational process. The main idea is that the developmental impact of literature depends not only on the content of the text but also on active and meaningful communication between children and adults.*

Keywords: *childhood, literature, reading, development, literacy, education, interactive.*

Early childhood is an important period of human development during which a child actively acquires language, thinking skills, social relationships, and emotional experiences. The task of education is not limited to providing ready-made information; it should also support the child’s curiosity, encourage independent thinking, and create opportunities for meaningful communication with others. From this perspective, fiction is considered one of the effective tools of early childhood education. Developing a love of books from infancy contributes to raising a future generation with high intellectual potential.

In the modern preschool education system, it is recommended to organize fairy-tale therapy (education through fairy tales) and literary reading sessions in the form of games in order to make effective use of literature.

A book, fairy tale, or poem opens up a world of events and characters for a child. By observing the actions of characters, the child attempts to understand cause and effect, learn new words, and identify different emotions. However, the educational potential of literature does not emerge automatically. The age-appropriateness of the text, the reading environment, adults' questions, and the child's active participation all influence the outcome.

The purpose of this thesis is to summarize, based on scientific sources, the aspects of literature in early childhood education related to language, cognitive, emotional, and moral development and to present practical recommendations.

The role of parents, teachers and digital resources

The role of adults is very important in children's reading. A child may have many books, but the benefit can be greater when an adult reads together with the child, asks questions, explains new words, and listens the child's answers. Shared reading also creates a warm relationship between children and adults. According to the American Academy of Pediatrics, reading together can support children's language cognitive, and social-emotional development.

Parents do not need to spend a very long time reading every day. A short and regular reading routine can be more useful than an occasional long reading session. Parents can read before sleep, after a meal, or at another comfortable time. Children can also be allowed to choose a book. When children choose a story that interests them, they are more likely to participate, ask questions and talk about the characters.

Digital resources can also be used as additional support. Audiobooks, digital picture books, and simple interactive materials may be useful when they are used with adult guidance. However, digital tools should not completely replace face-to-face reading and conversation. The most important part is communication between the child and the result. Reading should remain a pleasant activity where children can ask questions, talk about characters and share their feelings.

Another important point is cultural and language diversity. Children should have access to stories that reflect their family, community and culture. At the same time, they can be introduced to stories from other cultures. This helps children to understand that people may live in different ways but can have similar feelings such as friendship, fear happiness and kindness. For children who are learning one

language, books in different languages can also support communication with family members.

Literature works best when it is connected with real communication. A teacher or parent can read a short story, ask two or three simple questions, let children describe a picture, and then connect the story with their own experience. This does not require complicated teaching methods. Regular reading, friendly conversation and attention to children’s ideas can make literature an effective and enjoyable part of early childhood education.

The impact of literature on language and cognitive development.

Shared book reading is a form of communication that expands a child’s language experience. The words in books may introduce terms and expressions that are less frequently encountered in everyday conversations. When an adult draws attention to a picture, explains the meaning of a word, or asks questions about an event, the child becomes not merely a listener but an active participant in the conversation. Such communication helps children practice vocabulary development, listening comprehension, and the ability to express ideas coherently. A study by Zucker and other authors examining reading experiences in preschool institutions reported a relationship between additional conversations surrounding texts and children’s vocabulary development.

[Zucker et al., 2013]. This finding demonstrates that explanations and question-and-answer discussions arising during reading are also important alongside the act of reading itself. Meta-analyses of shared reading have shown that the effect size varies depending on the research method and characteristics of the activities [Noble et al., 2019; Dowdall et al., 2020]. Therefore, it would not be accurate to interpret the benefits of literature as a phenomenon that produces identical results for all children.

Literary texts also stimulate cognitive processes. Identifying the sequence of events, discussing a character’s decision, and predicting what will happen next in a story can help children focus their attention, remember information, and understand cause-and-effect relationships. In picture books, images and text complement each other: the child predicts the meaning based on the illustration and then compares it with the text. It is important for the educator not to immediately provide the answer but to give the child time to express their own observations.

Opportunities for emotional and moral development.

Children’s literature creates a space for discussing emotions and understanding other people’s perspectives. By talking about a character’s happiness, anxiety, or sadness, children learn to name emotions and explain their causes. Asking questions such as “Why was the character upset?” or “How could we help the character?” encourages children to look at a situation from different perspectives. A 2024 report by the American Academy of Pediatrics noted that shared book reading can support language and cognitive development as well as social-emotional development and relationships between children and adults [AAP, 2024].

From the perspective of moral education, fairy tales and stories provide opportunities to discuss concepts such as kindness, honesty, responsibility, friendship, loyalty, and justice through real-life situations. Analyzing a character’s choices and their consequences can help reveal a child’s inner world more deeply and may be more understandable than abstract moral advice. At the same time, educators should listen to children’s opinions and ask them about their thoughts on the story or fairy tale. They should ask which habits or characteristics of the characters the child liked or disliked. Listening to children’s opinions, comparing different solutions, and asking about the factors that influenced a character’s behavior help develop independent thinking.

Through the experiences of characters in fairy tales and stories, children begin to understand emotions such as empathy, joy, and sadness. Books enriched with colorful illustrations expand children’s imagination and creative thinking.

When selecting a literary work, its content, language, illustrations, and cultural context should be taken into consideration. Very frightening or complicated events may be overwhelming for young children. Familiar everyday situations, repetitive expressions, and clear illustrations make texts easier to understand. By combining local folk tales with contemporary children’s literature, children can develop an understanding of their own cultural environment while also becoming familiar with different experiences.

Effective ways to use literature in educational practice.

Working with literature should be appropriate to the child’s age and developmental level. For young children, short books with repetitive structures and visual elements are convenient. In older preschool groups, more complex stories, activities involving discussion of characters’ motives, and tasks such as reconstructing or retelling stories can be used.

Practical activities can be organized in several stages: first, arouse interest through the book cover and illustrations; then read the text expressively and ask questions at appropriate points; afterwards, give children the opportunity to share their predictions and evaluate the characters’ actions; finally, reinforce the story through drawing, role-playing, or retelling. Questions should not be limited to “What happened?” but should also include thought-provoking questions such as “Why did this happen?” and “What could have been done differently?”

Stories can also help children learn how to solve simple problems. A character may lose something, make a mistake, need help, or have to choose between two actions. Children can discuss these situations and suggest different solutions. There may be several good answers, and the teacher does not always need to give one correct answer. The main purpose is to encourage children to explain their ideas and listen to the ideas of other children. In this way literature becomes a natural part of learning and communication.

Cooperation between parents and educators is important in developing a reading habit. Regular, short reading sessions at home, using a reading corner, and allowing children to choose their own books can create a positive experience. Audiobooks, interactive resources, and illustrated cards can serve as additional tools; however, they should not completely replace live conversation and shared reading. Most importantly, reading should become an enjoyable form of communication between children and adults rather than a compulsory form of assessment.

Literature in early childhood education is not merely a source of entertainment but serves as a fundamental basis for the comprehensive development of the individual.

The scientific sources reviewed indicate that literature and shared book reading can support young children’s language experience, cognitive activity, and social-emotional development. The outcome depends not only on the availability of books but also on the quality of reading, the child’s active participation, the adult’s communication style, and the suitability of the selected literary work.

Therefore, the use of literature should be organized interactively and in accordance with children’s needs.

The main recommendation for educational practice is to connect book reading with question-and-answer discussions, free expression of ideas, creative tasks, and everyday experiences. Such an approach makes it possible to view

literature as a communicative environment that develops children’s language, imagination, emotional understanding, and social relationships.

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MUNDARIJA

KIRISH SO‘ZI		
Sirojiddinov Sh.S.	O‘zbek tilining xalqaro nufuzini oshirish zarurati	**6**
I. O‘ZBEK TILINING JAHON TILLARI TIZIMIDAGI O‘RNI VA RIVOJLANISH TENDENSIYALARI		
Xolmanova Z.	O‘zbek tilining jahon tillari tizimidagi mavqeyini belgilashda lingvodidaktikaning o‘rni	**9**
Abdushukurov B.	Alisher Navoiy asarlaridagi qadimgi turkiy fe’llar semantikasi	**16**
Xudoyberdiyev J.	Mahmud Koshg‘ariy – singarmonizmning birinchi nazariyotchisi va ovrupolik olimlarning singarmonizm haqidagi xato qarashlari	**30**
Abdurahmanova M.	Alisher Navoiy merosi psixolingvistik talqinda	**45**
Xolmurodova M.	“Nasoyim ul-muhabbat” asaridagi tabobatga doir ayrim arabcha so‘zlar	**51**
O‘razova I.	Ot frazemalarning grammatik funksiyasi (Alisher Navoiy “Xamsa”sidagi frazemalar misolida)	**56**
Maxkamova D.	O‘zbek tili axborot-kommunikatsiya texnologiyalari	**60**

	terminologiyasi taraqqiyoti va tadqiqi	
Oripova M.	Sinestezik metaforalarda sezgilar interperatsiyasi	**66**
Muratova N.	Tilak va tabrik nutqiy aktlarida kommunikativ taktikaning tanlanish xususiyatlari	**72**
Abdullayeva G.	Folklor diskursida o‘xshatishlarning semantik-struktur va kognitiv tahlili	**78**
Xayrullayeva R.	Kichraytirish-erkalash shakllarining pragmatik ifodalanishi	**86**
Jumaniyozova Ch.	Sifat so‘z turkumida obyektiv va subyektiv belgilarning ifodalanishi	**90**
Abduvaliyeva K.	“Shajarayi turk” asaridagi ba’zi urug‘ nomlarining etnotoponim sifatidagi tahlili	**95**
Mullaboyeva Sh.	O‘zbek tilida o‘xshatishlar asosida estetik bahoning ifodalanishi	**107**
Mamadoliyeva M.	Graduallik kategoriyasining lingvistik tabiati va uning turdosh hodisalar bilan munosabati (Xayriddin Sultonov va Iqbol Mirzo asarlari misolida)	**115**
Mamarasulova M.	O‘zbek tili fonosemantik tahlilining fonologik asoslari	**130**
Siddiqova N.	O‘zbek xalq maqollaridagi eskirgan leksika: tarkibi,	**132**

	variantlanishi va lingvopoetik vazifalari	
Yusupova A.	Konseptlarning metaforik ifodalanishi va tahlil shakllari	**144**
O‘ralova N.	O‘zbek tilshunosligida parsellyatsiya hodisasi, uning sintaktik tavsifi va ega-kesim munosabatidagi o‘rni	**150**
Maxmudova M.	Kelishik kategoriyasining o‘rganilish tarixiga doir ayrim mulohazalar	**158**
Nurmatova S.	O‘zbek tilida rang ifodalovchi birliklarning lingvokognitiv strukturasi va konseptualizatsiya masalalari	**168**
Keldiyorova Z.	O‘zbek tilidagi shikoyat matnlarida nutqiy aktlarning ifodalanishi	**174**
Aliqulova Z.	Toponimlarning axborotni saqlash va uzatish xususiyatlari	**178**
Jurayeva Sh.	Hurmat kategoriyasining lisoniy birliklar bilan ifodalanishi	**183**
Karimova U.	Kultegin bitiktoshidagi xarakter-xususiyat bildiruvchi sifatlar tahlili	**188**
II. O‘ZBEK TILINI XALQARO MAYDONDA TARG‘IB QILISH STRATEGIYALARI		
Shamsiyeva M.	Peyzaj matnlari orqali turizmni rivojlantirish istiqbollari	**194**

Jo‘rayeva M.	Matnni tushunishda asar sarlavhasining ahamiyati	**201**
III. GLOBALLASHUV SHAROITIDA MILLIY TIL VA MADANIYATNI SAQLASH MASALALARI		
Ashirboyev S.	Adstrat sharoitidagi turkiy shevalarning o‘zaro ta’siri masalasi	**205**
Farhad Rahimi	Yakşı/ ĥoş, yap/ lap, ķop/ köp/ ĥob, appaķ/ pāk kelimeleri üzerine On the words yakşı/ ĥoş, yap/ lap, ķop/ köp/ ĥob, appaķ/ pāk	**210**
Xakimova M.	O‘zbek tilidagi metaforik konseptuallashtirishning milliy xususiyatlari	**232**
Abbozov O.	So‘x toponimlarining lingvomadaniy xususiyatlari	**238**
Komilova G.	O‘zbek tilida qadriyatlar tipologiyasining lingvistik verbalizatsiyasi	**245**
Xomidova M.	Zamonaviy o‘zbek badiiy matnlarida ertak elementlarining intertekstual xususiyatlari	**253**
Həsənzadə Səmra	Qrammatik metaforun türk dillərində reallaşması (özbək dilinin materiallari əsasinda)	**261**
Davronova Z.	Antroponimik freymlarda registrdan og‘ish fenomini (Cho‘lponning “Kecha va kunduz” romani misolida)	**272**

Tursinbayeva Sh.	Badiiy matnda onomastik birliklarning lingvomadaniy imkoniyatlari	**276**
Bekmuradova I.	O‘zbek tilidagi ijobiy fe’l-atvor leksemalarining semantik tasnifi	**283**
Imomova I.	Fitratning dramatik asarlarida maqollarning qo‘llanilishi va funksional-semantik xususiyatlari	**291**
Turgunboeva D.	Globallashuv sharoitida o‘zbek va ingliz lingvomadaniyatida miqdoriy me’yor	**297**
Amrullayeva M.	O‘zbek tilida inson xarakterini ifodalovchi frazemalarning semantik mikromaydonlari	**305**
Abdug‘afurova A.	Lingvomadaniy kodlarning poetik faollashuvi: Faxriyor va Ulug‘bek Hamdam she’riyati qiyosida	**312**
Muzaffarova Z.	Badiiy matnda qo‘llangan metaftonimik birliklarning kognitiv xususiyatlari	**322**
Jumayeva M.	Son komponentli lug‘aviy birliklarning lingvokulturologik tahlili	**327**
Xolmo‘minova H.	Frazemalarning lingvomadaniy tahlili	**333**
IV. O‘ZBEK TILINI O‘QITISHNING ZAMONAVIY METODLARI VA XORIJIY TAJRIBA		

Xusanova N.	Raqamli ta’lim muhitida o‘qish savodxonligi transformatsiyasi vositasida boshlang‘ich o‘quvchilarning kreativligini shakllantirish	**337**
Mamirova X.	Bolalarda ko‘p ma’noli so‘zlarni o‘zlashtirishning psixolingvistik mexanizmlari va til ta’limiga ta’siri	**344**
Arolova N.	Maktabgacha yoshdagi o‘zbek bolalari nutqida sintaktik tejamkorlik	**351**
Mirnosirova D.	Nutqiy ijod haqidagi nazariy qarashlar talqini	**356**
Nurboboyeva R.	Erta yoshdagi bolalar ta’limida adabiyotning tutgan o‘rni	**363**
Keldiboyeva M.	O‘zbek tili omonimlarini o‘zlashtirishda kontekst va assotsiatsiyaning psixolingvistik roli	**369**
V. TARJIMA VA LINGVOMADANIY ALOQALAR: XALQARO HAMKORLIKNING MUHIM OMILI SIFATIDA		
Mustafa Said Arslan	Türkiye türkçesi ve özbek türkçesi arasindaki yakinliğin öğretimdeki yansimalari: özbek türkçesi öğretiminde karşilaşilan sorunlar ve öneriler	**378**
Kalanova D.	O‘.Hoshimov “Dunyoning ishlari” asarining koreyscha tarjimasida milliy-madaniy realiyalarning berilishi	**389**

Muhammadiyeva D.	Ko‘p tilli parallel korpusning tarjima birliklarini qiyosiy o‘rganishdagi imkoniyatlari	**400**
Abbasova Ş.	Özbek Yazı Dili ve Azerbaycan Türkçesi'nin Ağızlarında Akrabalık Terimleri	**411**
Qarshiyev K.	Badiiy tarjimaning adabiy-estetik tafakkur evolyutsiyasiga ta’siri (Jamol Kamolning tarjimonlik faoliyati misolida)	**418**
Rahimova Z.	Parallel korpuslarning tarjimashunoslik va qiyosiy tilshunoslikdagi ilmiy ahamiyati	**428**
Bozorova S.	Rus tilidagi ayrim gippologik birliklar tadqiqiga doir	**433**
Axmedova N.	O‘zbek va ingliz tillarida ruhiy holat birliklarining semantik farqlari va kontekstual tarjimasi	**442**
Davlatova R.	Sun’iy intellekt asrida inson nutqi, tilni idrok etish va psixolingvistik jarayonlar	**448**
Turdiyeva R.	Ingliz, qoraqalpoq va o‘zbek tillaridagi maqollarda zoonimlarning lingvokognitiv tahlili (“bo‘ri” misolida)	**462**
Ataniyazova S.	O‘zbek va ingliz tillarida mayl, zamon va modallikning muloqot xulqidagi funksional-uslubiy imkoniyatlari	**466**
Sayfiyeva K.	O‘zbek va ingliz fitonim komponentli maqollarida inson	**472**

	konseptining kognitiv metaforik modellari	
Tillayeva O.	O‘zbek va turk maqollarida erkak konseptining semantik maydoni	**485**
Musurmankova Sh., **Abdullayeva D.**	“Ikki eshik orasi” romanidagi murojaat birliklarining lingvomadaniy xususiyatlari va tarjima muammolari	**495**
Abdullayeva M.	Ingliz va o‘zbek maqollarida nutqiy antonimiyaning lingvokognitiv xususiyatlari	**502**
VI. AXBOROT TEXNOLOGIYALARI VA RAQAMLI MUHITDA O‘ZBEK TILINING RIVOJI		
Abjalova M.	O‘zbek tili multikorpusida aksentologik korpus va uning ahamiyati	**513**
Elova D.	O‘zbek normativ-huquqiy matnlarini lingvo-mantiqiy annotatsiyalash mezonlari	**524**
Kasimova Z.	O‘zbek tili iboralar korpusini yaratishning lingvistik va kompyuter asoslari	**534**
Nurullayeva O.	Barqaror birikmalar resurslari va parallel korpus uchun baza tuzish mezonlari	**542**
Musulmonova K.	Lingvistik ekspertologiyada matn identifikatsiyasi bo’yicha ekspert xulosalarini shakllantirishning nazariy va amaliy asoslari	**550**

Umarova Sh.	Kollokatsiyalarni korpus asosida aniqlashning nazariy va metodologik asoslari	**556**
Akramdjanova M.	Parallel korpusning madaniyatlararo kommunikatsiyadagi o‘rni	**564**
Buronova R.	Raqamli muhitda o‘zbek tilidagi neologizmlarning shakllanishi	**570**
Shodmonaliyeva Y.	Sentiment tahlilda tasdiq-inkor emojlarining diskursiv va pragmatik funksiyalari	**576**
Rayimjonova M.	Rauf Parfi she’riyatining leksik-statistik xususiyatlari	**591**
VII. XALQARO TA’LIM DASTURLARI VA O‘ZBEK TILI: IMKONIYAT VA ISTIQBOLLAR		
Mirzəli Məleykə	Azərbaycanda özbək dilinin tədrisi: təcrübə və perspektivlər (bakı slavyan universitetinin timsalında)	**595**
Iskandarova G.	O‘zbek tilini ikkinchi til sifatida o‘rganishda so‘z ma’nolarini o‘zlashtirish	**603**
VIII. O‘ZBEK TILI VA DIPLOMATIYA: XALQARO MUNOSABATLARDA TILNING O‘RNI		
Темирова Б., **Темирова М.**	Кыргыз, өзбек тилдери жана алардын адабий-маданий байланыштардагы ролу	**610**

Nazarov Q.	O‘zbek diplomatik diskursida metaforalarning kommunikativ-pragmatik xususiyatlari	**620**
IX. ILMIY TADQIQOTLAR VA LINGVISTIKADA XALQARO HAMKORLIK MASALALARI		
Berdak Yusuf	O‘zbek tilining shakllanish jarayoni va eski o‘zbek tili terminlari	**626**
Qurbonova M.	Xarizmatik nutq haqidagi nazariy qarashlar talqini	**632**
Umurzoqova M.	Erkin A’zam asarlarida lisoniy shaxs tiplari	**640**
Mirzaali Malika	O‘zbek tılının mavsumıy marosımlar leksıkasıda turkıy areal mavqeyı	**646**
Məmmədova A.	Xarəzm Türkcəsində Və Müasir Özbək Dilində Qohumluq Terminlərində Cins Kateqoriyasinin İfadəsi	**661**
Tuxtasinova M.	L.Z.Budagov lug‘atidagi umumturkiy leksik fond: “tur.” pometali leksemalarning tarixiy-qiyosiy tahlili	**670**
Abdullayeva S.	So‘z yasalishını qıyosıy-tıpologık tadqıq etısh metodologıyası va tahlıl mezonları	**681**
Xasanova G.	Kinesikaning lingvistik tadqiqi: shakllanish tarixi va kommunikativ funksiyalari	**688**

Rajabov N.	O‘zbek tilida ng fonemasining talaffuzi, imlosi va tarixiy taraqqiyoti	**695**
Mirzayeva G.	O‘zbek tilida tovush o‘zgarishlarining neyrolingvistik asoslari	**699**
Arislanova M.	She’riy matnning konseptual tizimi va lingvokognitiv xususiyatlari (Erkin Vohidov ijodi misolida)	**706**
Muhammadiyeva M.	“Shum Bola” qissasidagi ba’zi polisemantik leksemalar tahlili	**717**
Abdullayev G‘.	Fitrat she’riyatidagi turkiy so‘zlarning emotsional-ekspressiv xususiyatlari	**722**
Tursunova S.	Ironiyada implikatura fenomeni va yashirin ma’no mexanizmlari	**726**
Turobova N.	Badiiy diskursda morfologik vositalarning pragmatik xususiyatlari	**737**
Utegenova O‘.	O‘zbek tilida tasviriy ifodalarning badiiy matnda qo‘llanilishi	**744**
Komilova G.	Tarixiy-badiiy matnlar korpuslarini yaratish zarurati va ularni semantik modellashtirish masalalari	**749**
Haydaraliyeva Sh., Mo‘minova M.	O‘zbek tili leksikasining taraqqiyot tamoyillari va semema tushunchasi	**759**

Axmedova M.	Diskurs tushunchasining lingvistik talqini: nazariy yondashuv va ilmiy qarashlar	**768**
Komilova Sh.	Lingvokultrologiyada evfemizm va milliy mentalitet: ayollar nutqi misolida nazariy talqinlar	**774**
Suyunova D.	“Boburnoma” dagi leksik qatlamlarning “Boburiynoma”da badiiy qayta faollashuvi: leksik-semantik va funksional-uslubiy tahlil	**780**
Maqsudaliyeva Y.	Lingvistik ekspertiza va lingvokriminalistik tahlil: nazariya va amaliyot	**786**
Abdurasulova D.	O‘zbek qizlari nutqidagi neonim va slenglarning pragmalingvistik tadqiqi	**792**
Majidova M.	Tibbiy soha rahbarlari kinesik nutqining lingvosomatik tadqiqi	**797**
Abdullayeva I.	Gender qadriyatlarning aksiolingvistik tahlili	**802**
X. O‘ZBEK TILINING OMMAVIY AXBOROT VOSITALARI VA MEDIA MAKONIDAGI O‘RNI		
Saydaliyeva M.	Kinodiskurs multimediali muloqot tizimi sifatida	**809**
Otaxonova S.	Mediamatnlarda antroponimlarning pragmatik imkoniyatlari	**813**