

# Illustration and the Influence of Illustrator on Children's Understanding of Fairy Tales and Works of Art in Books

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**Abstract---** *The article discusses the features of children's perception of the text in fiction books and fairy tales. It also discusses children's art books and fairy tales, as well as the artist's influence on illustrations and illustrators for fairy tales and fiction books, book graphics, and graphic artists' understanding of the text in fairy tales.*

**Keywords---** *Fiction, Text, Illustration, Illustrator, Cognition, Graphics, Book Graphics, Engraving, Lithography, Linocut, Xylography, Etching, Image, Fairy Tale, Work of Art, Ethics, Aesthetics.*

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## I. INTRODUCTION

Solving the existing problems of educating the younger generation at the level of harmoniously developed people is a complex process to ensure the effectiveness of education and upbringing on the basis of modern requirements, to bring it up to world standards, and since ancient times are given. This state of affairs means that the upbringing of the younger generation, the content of its organization, is important not only in determining the fullness of the individual, but also in the development of society.

Illustration (lat. illustratio-lighting, visual image) - one of the types of fine art is a component of graphics.

## II. THE MAIN RESULTS AND FINDINGS

Graphics are the most popular type of Fine Art. The word graphic comes from from Greek graphikos "of or for writing, belonging to drawing, picturesque", from graphe "writing, drawing," from graphein "to write". Its universality does not require special conditions, such as painting and sculpture of fine arts. It can be done in black ink, with a simple pencil, felt-tip pen or ballpoint pen on a sheet of white paper.

At the same time, there are some complexities in the art of graphics. This type of fine art, which at first glance seems very simple, is actually complicated by the conditions in it. It depicts color and its hues, events and happenings on a single sheet of white paper with lines of one color, usually black. Graphic arts include bench graphics, book graphics, newspaper and magazine graphics, applied graphics, and poster graphics. Of these, the art of book graphics is the most deeply ingrained in human life.

A unique type of book graphics is called the art of engraving. Gravvura is also divided into the following types:

1. Lithography - mainly carved in stone.
2. Linocut - engraved on linoleum.

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3. Xylography - wood carving.
4. Etching is engraved on aluminum and other metals [2].

Book graphics is the art of decorating books. Books are decorated according to their content and essence. This is why fairy tale books and fiction book illustrations are different. The potential of book graphics is fully reflected in the artistic design of literary works and fairy tales.

One of the visual effects of book graphics is illustrations. An illustration refers to an artistic fairy tale or work, and refers to a picture that depicts an image of any plate on which that fairy tale or work is depicted. The artist carefully reads a fairy tale or book before embarking on an illustration, studies the character of each image in the text, the characteristics of the scene, and only then begins to work on the illustration. The purpose of an illustration is to help the content of a fairy tale or work of art become more open and effective.

The fairy tale is also remarkable in the idea that it is inextricably linked with all aspects of people's life. Fairy tales have given a person spiritual nourishment even to children, as they evoke confidence in their strength, courage and feelings of love for the motherland. They also recommend reading and hearing fairy tales conditionally divided into the following stages:

- Tales to be read and told to preschool children;
- Tales recommended for young children of school age;
- Tales recommended for reading to middle-aged and older children.

The volume of fairy tales recommended for preschool children will be simple and short. Children this age do not yet have a complete knowledge of the universe. Therefore, it is good that the fairy tales recommended to them are about nature, wildlife, friendship, community, morality, and have a lot of illustrations for the fairy tale. It is useful to read fairy tales such as "Flyboy", "Jealous dog", "Leopard with ostrich", "Proud rabbit", "Honest child", "Wrath of bees", "Crane with fox", "Turnip", "Ant", "Pigeon Gift" for the children of this period.

Fairy tales, which are a unique means of education, are very interesting and valuable for children. We know that fairy tales are born as a product of human imagination and inner experiences. Significantly, they always have a sense of humanity, love for the motherland, honesty, integrity, and each fairy tale ends with the victory of good over evil. The fact that the phrase "... So they achieved their goal" occurs at the end of almost every fairy tale confirms our opinion [3].

Experts say that fairy tales broaden a child's worldview and shape his or her conscious attitude to life. Through fairy tales, a child learns to distinguish between kindness and harm, good and evil. This notion is imprinted on his psychology for a lifetime. Under the influence of fairy tales, a child becomes accustomed to good deeds when he grows up.

As it is known, narrating is an art to tell a story in a fun and rhythmic way, and thus attract the attention of the child. In addition, fairy tales, which are a shining example of folklore, are not only a means of education, but also a bridge between parents and children. That's why parents need to tell their children more stories. One thing to keep in mind is that although fairy tales are based on life fiction, they naturally reflect the realities of life. Enriched with an interesting plot, these stories help the child to consciously understand life.

Most Uzbek national tales begin with "Once upon a time..." and the most important events take place after "the road is full." "What happened to the heroes?" At the end of the story, the question is answered in the form of "the goal has been achieved." In Uzbek nation, when the sun goes down, it has become a tradition to find a child and tell a story, and this tradition has been preserved for centuries. Because the fairy tale not only developed the child's mental capacity and ingenuity, but also helped him to spend the night in peace and quiet [4].

Tales recommended for preschool and primary school age children should be small in size, simple in content, rich in illustrations in addition to depth. Through the fairy tales recommended to the students of these two groups, such noble feelings as about nature, motherland, wildlife, honesty, politeness, respect for adults, respect for the little ones are instilled in their minds.

For children of this age, "Hercules Rustam", "Three brothers are heroes", "Honest and evil", which call for courage, patriotism, good profession, sacrifice for the people and the Motherland. "Mother Earth Child", "Sardor's Catch of the Moon" (Turkish folk tale), "Snake-skinned warrior" (Nogai folk tale), "Wise Girl" (Chinese folk tale), "Nail of the dear house" (Swedish folk tale), "Old men, oxen, wolf and pop"(Georgian folk tale). There is a saying left by our ancestors: to live a good life depends on the person himself. No matter how straightforward, intelligent, prudent, pure-hearted he is, if he does not betray a friend or a country, if he does not lie, if he does his job on time and keeps his promise, people love from the heart. Whoever is unjust and arrogant will one day be punished for it. If we look at history, we can see that many people with great powers and powers have drowned in the whirlpool of need and necessity on the contrary. because we see that they have happiness, wealth and state. Yes, there is the greatest and most honorable way in life for children. It is important not to stray from this path and not to get lost. This path is the path of humanity. Whoever follows it will always be blessed. He gives people spiritual strength, leads one to righteousness. It is also a human duty to live for the happiness of the people, to do well, to respect the elders. Our idea can be proved by the tale of "Straight with Curves" [5]

Fairy tales serve as a powerful, effective means of educating children mentally, morally, and aesthetically, which has a major impact on the development and enrichment of children's speech. Through images, fiction reveals and describes to the child the life of society and nature, the world of human emotions and relationships. It enriches the senses, nurtures the imagination, and gives the child beautiful examples of literary language. These patterns differ in their effects:

- In stories, children learn the conciseness and accuracy of the word;
- Capture music, singing and rhythm of speech in poems;
- Folk tales reveal to them the accuracy and expressiveness of the language, show how rich the native language is in humorous, vivid and figurative expressions, comparisons.

Preschoolers are not students, but listeners, and the work of art is brought to them by a teacher or educator. The educator is faced with the complex task of communicating each work of art to children as a work of art, revealing the content of the work, infecting the audience with an emotional response to literary characters, their feelings, actions or lyrical experiences.

The ability to comprehend a literary work, along with the content and elements of artistic expression, does not come spontaneously to the child: active listening to the work must be developed and nurtured from an early age to form the ability to listen.

O.I. Nikiforova identifies three stages in the perception of a work of art:

- Direct perception of images (based on imagination);
- Understand the ideological content of the work (based on thinking);
- The influence of fiction on the student's personality (through emotion and consciousness).

The child's interest in the book emerges early. At first, they are interested in flipping through pages, listening to adult readings, and watching illustrations. As interest in the image grows, so does interest in the text. One of the characteristics of children's perception of a literary work is its adaptability to the character. Preschoolers are very active in cognition. The child puts himself in the place of the hero, activates his emotions, fights with his enemies.

E. A. Florina notes this feature as the simplicity of children's perception:

- Children do not like bad results;
- The hero must be lucky (children do not want a mouse to be eaten by a cat).

During the preschool years, a child's artistic perception develops and improves. It is necessary to take into account the age-related features of the literary perception of preschool children. If a child does not separate life from art between the ages of two and five, then after the age of five, art, including the art of speech becomes more valuable to the child in itself. Based on the characteristics of cognition, the main tasks of getting acquainted with the book at each age stage are put forward.

Let's take a brief look at cognition and its age-related features. For small preschoolers, the following is described: the comprehension of the text depends on the child's personal experience; establishing connections that are easily made when events follow each other; the main character is in the spotlight and children often do not understand the protagonist's experiences and reasons for action; the emotional response to the characters should be brightly colored and rhythmically organized.

There are some changes in comprehension and comprehension of the text during the preschool years, which are related to the expansion of the child's life and literary experience. Children establish simple relationships in a fairy tale and usually evaluate the actions of the characters correctly. In the last year of the preschool period, there is an attitude to the word, an interest in it, a desire to reproduce it over and over again, to play, and to perceive.

In preschool, children begin to experience events that are not in their personal experience, they are interested not only in the actions of the protagonist, but also in the motives, experiences, feelings of the protagonist. The emotional attitude of the protagonists to the characters arises on the basis of the child's understanding of the whole contradiction in the work and taking into account all the features of the protagonist. Children develop the ability to perceive text in the unity of content and form. Comprehension of the literary hero becomes more complicated, and some features of the form of the work become apparent (stable twists in the fairy tale, rhythm, rhyme).

The ability to comprehend a literary work, along with the content and features of artistic expression, does not arise spontaneously; it is gradually formed in the preschool years. Interest in the book is due to the highly professional illustrations that take into account the peculiarities of children's cognition.

Preschoolers do not pay much attention to textual literature alone. The illustration developed in the literature has an aesthetic effect on the child, first and foremost, giving him knowledge about life and art. When a book-art illustration and a literary text function as a whole, it helps the child to accept the book as a work of art and is the basis for the enrichment of the spiritual world.

Illustration is a powerful tool. It can both enrich and impoverish a work of art. It depends not only on the skill of the illustrator, but also on his attitude to the details described, to what extent he has mastered the events and his worldview. So, the solution of beautiful decoration is decided not only by the skill of the graphic artist, but also to the extent to which he reads and understands the work. Illustrations always reflect the artist's individual approach to the plot, the characters, their destiny and actions.

Knowing how useful a good book is for adults is invaluable in helping young children grow up. In this regard, the illustrator, the graphic artist, is the first educator to educate children about the worldview. The image of brightly colored cheerful lines will remain in the memory of a young child for a lifetime. To decorate books for children, the artist is required to approach the object being depicted with the mind and eyes of a young child.

Success is achieved through such an approach. The book will be an artistic connection between the artist and the reader. Usually children try to copy from pictures they like, thereby trying to show their abilities. Their experience and thinking are not enough to draw illustrations (ornaments) independently. Particular attention should be paid to the fact that the colors in the illustration affect the imagination of children.

Illustration serves as the most important element of a book for children, which determines its artistic value, the level of emotional impact, the possibility of its use in the process of aesthetic education of the reader. Painting helps to increase children's knowledge, develop moral values, aesthetic ideas, and deepen their understanding of works of art. Preschoolers choose a book based on its illustration. In addition, the illustrations help children to master the text of fairy tales and works of art, to form their ideas about the theme, idea, images of fairy tales and works of art.

Illustrations are an interesting and motivating factor for children to read fairy tales and fiction books.

As a specific type of fine art, book illustration has a great influence on the formation of emotional perception of the world, develops aesthetic sensitivity in the child.

The picture in the book is the children's first encounter with the world of fine art. Book illustration plays an aesthetic role in filling and deepening the content of the book, awakening in the child the feelings and emotions that arise in a real work of art, enriching and developing his visual perception.

Interest in the book arises because of the illustrations that take into account the peculiarities of the child's perception. With this information in mind, it is recommended that the teacher use them as a means of aesthetic and moral education of preschool children.