



Work On Teaching Classical Literature To Primary School Students

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ABSTRACT

Development of a new educational system for the formation of young people as members of a highly enlightened society through the use of classical literature, which is our spiritual heritage, the definition of artistic, aesthetic, scientific and pedagogical bases of teaching classical literature, It is important to develop methods of teaching classical literature, depending on the age of students, as well as the application of advanced innovative educational technologies in this process.

KEYWORDS

Classic work, artistic idea, analysis-synthesis, artistic taste, literary genre, sharp plot, adjective.

INTRODUCTION

As a result of the great creative work and reforms being carried out in our country, as well as the growing economic power of our country, radical reforms are taking place in public education, which is the central link in the

social sphere of society. The education system is constantly being updated, enriched with new documents, pedagogical technologies, methods of practice that will improve the education of young people, ensure their

content and continuity. As the First President IA Karimov said, "... Radical reform of public education, implementation of this program requires a lot of energy, money and opportunities from us. But from the perspective of our future, our independence, both economically and politically and spiritually, if we look at these costs, the benefits will inevitably cover and justify any costs. "

The Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" states that "Physically healthy, mentally and intellectually developed, independent-minded, loyal to the Motherland, firmly committed to life educating young people, deepening democratic reforms and increasing their social activity in the process of developing civil society ... "is an important task. At the same time, it is important to raise the level of literary education and the development of speech competence through the formation of a culture of reading, high aesthetic taste, artistic analysis competence in secondary school students. .

Just as each period has its own literature, the literature of the independence period has its own style and approach to the problem. If we can inculcate classical literature in the minds of young people, widely promote our history, national traditions, national treasures, cultural heritage, the study of works equal to gold, the growth of any literature in the literature of the independence period, thus it can be seen that special attention is paid to the essence of education.

The program of grades 1-4, which is the first stage of general secondary education, pays special attention to the development of reading culture and speech in students, the development and development of skills in working with works of art. At the same time, one of the most pressing issues today is to acquaint students with the classics of literature in the spirit of national traditions and customs. Classical literature is the source that defines our history, our nationality, and at the same time our future. The main task of the program is to develop students' ability to work independently and read the work of art by cultivating and developing the ability to read the work of art correctly, quickly and expressively. In these classes, students become accustomed to a full understanding of the content of works of art and popular science, that is, begin to feel the impact and imagery of the work. On this basis, they have a moral, aesthetic, figurative impression. Classical literature creates art, increases interest in literature.

The use of classical literature samples in primary school reading lessons is one of the tools for developing students' speech and is a well-organized retelling. The school experience includes full, abbreviated, selective, and creative retelling. It is much easier for primary school students to retell a text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should focus the students on thinking about the details of the story, the causes and effects of the connection between individual events. Through the study of classical literature and the representation of reality, students are introduced to the image of the protagonist. The people involved in the development of the

plot of the work, their behavior play a key role. Children get a better understanding of our history, national traditions, national customs, national identity by analyzing the content of the work, the people involved in it and their behavior, characteristics. The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place, the coherent narrative, and the interrelationships.

The student should be able to analyze the work through questions and answers to make it easy for the reader to understand and apply it to life. The student uses not only analysis but also synthesis to tell the content of the work read with the help of the teacher's question: connects (synthesizes) some facts, compares them, discusses them and draws conclusions. Often, elementary school students do not understand the content of a work because they do not understand the behavior of the people involved in the work, and sometimes because of a misunderstanding or superficial understanding. That is why the teacher should make the question very thoughtful, it makes the child think, think, discuss the behavior of the participants, the connection of events, compare them, help to identify the pros and cons. should be. The more clearly the reader can visualize the behavior of the participants in understanding the classical literature, the more deeply he understands the main content of the story, the more independently he retells the story.

Working on literary concepts in teaching elementary school students examples of classical literature requires skill and self-discipline on the part of the teacher.

In the primary grades, students learn about classical literature, including fairy tales, stories, parables, poems, proverbs, riddles, excerpts from popular science works and epics, and the events, images, and their behavior. They learn to evaluate the works they read, they begin to form the first literary concepts about the language, style, image and means of expression used by the author.

As students master the content of classical literature, they learn to identify the main idea expressed in it and to establish connections between ideas. Reading a work of art gives children an idea of the environment around them, the Motherland and its nature, and human labor.

Reading lessons develop students' ability to distinguish between classical literature and fiction, to determine how the writer portrays life events and what images he or she creates, and to read independently and analyze the work. Through the acquisition of literary knowledge, students begin to understand the content, idea, and significance of a work of art.

In addition to the above, the formation of classical and literary concepts also plays an important role in the development of students' speech. As a result of studying classical and literary concepts, students learn that classical literature and fiction are a form of art and that it is related to life.

The analysis of classical literature takes into account the life impressions of the students and the aesthetic feelings they develop as a result of studying the work. Otherwise, students' interest in learning will wane.

The teaching of children's literature in schools is based on accurate information, the feelings

of students as a result of the study of classical literature and fiction. This helps students to form elementary literary concepts such as author, image, idea, literary genre, plot.

Classical literature analysis should also be carried out when introducing primary school students to samples of classical literature, as classical literature requires some thought, reasoning, and the means of artistic language in analysis - adjectives, analogies, animations, rhetoric, and literature. genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, etc. are also practically introduced in connection with classical literature.

In classical literature and in art, the ideological content is expressed through images. Images are created using words. The word is a tool for creating an artistic image in literature. The artistic expressiveness of a work depends on how well the writer uses it. Artistic language is the main tool in the figurative representation of life events described in the play. Therefore, the observational work on the work of art is of great importance in revealing each image, in general, classical literature and the content of the work of art.

Through the analysis of the language of fiction in the teaching of classical literature in primary school, students develop a sense of love for their native language, the ability to read a work of art consciously, prepare the ground for a deeper understanding of the idea of the work, students' speech is developed.

One of the reasons why folklore is well received and read by children is that it connects them with examples of folklore in the introduction of classical literature to primary school students. examples of folk oral art are

the language of sensitivity, sharp plot and closeness to the vernacular. When teaching elementary school students to combine classical literature with folklore, special attention should be paid to working on its literary language after the work has been read.

Conclusion The task of teaching primary school students to read classical literature correctly, quickly, consciously and expressively is, of course, accompanied by the formation of students' analytical skills. The interrelationship between reading skills and working on a text determines how you approach the analysis of a work. This means that classical literature gives good results by working on the artistic age. The stage of working on a work of art is the analysis of the work. The main direction of the analysis of the work is to determine the exact content of the text (events and its development), composition, morals and characteristics of the participants, the idea of the work. We need to develop methodological conditions for the analysis of works in the teaching of classical literature.

One of the methodological conditions for the analysis of the work is to look at the content of the work in relation to its descriptive means. Another basic rule is the general implementation of educational tasks in the process of working on the work. These rules define the main direction of work on the work, as well as help to determine the nature of the tasks that students will perform in the process of analyzing the text and the questions they will be asked to discuss.

Teaching classical literature in primary school is also one of the methods and techniques that have a strong impact on the student's personality in the study of works of art, in

general, in the study of works of art, in accordance with their level, ensuring the acquisition of knowledge. types can be used.

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