

METHODS OF FORMATION OF LITERARY CONCEPTS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article will cover the content of formation of literary concepts in pupils in primary school reading lessons. An analysis of the methods of formation of literary concepts in primary school students is given.

Keywords: Elementary class, reading classes, pupils, literary concepts, formation, pedagogical system, principles of analysis, techniques, artistic work.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the reading lessons, the formation of literary concepts in primary school students, the identification, justification, creation of the method of its, use the effective methods and means of spiritual, mental, aesthetic development through teaching them to independently analyze the work of art, determines the relevance of our research. An integral unit of education, with education in primary school reading classes, increasing the activity of students in reading classes, the scientific and methodological basis for the formation of reading motivations in students was studied by R.Yodgorova, M.Mirfayozov and F.Xaydarov.¹ The scientific and methodological basis for increasing vocabulary of Primary School students was investigated by G'.Azizov, T.U.Ziyadova, SH.Koyenov, G.M.Axmedova, M.B.Mirmaqsudova, A.Q.Nisanbayeva, SH.SH.Yo'ldasheva.² The issues of formation and improvement of theoretical concepts of literature in students are analyzed in the scientific works of F.Badriyev, Q.Yo'ldoshev, S.Matjanov, M.Mirqosimova, Q.P.Husanbayeva, R.X.Niyozmetova, U.M.Marasulova.³ At present, the implementation of large-scale scientific work in the

¹ Yodgorova R is an integral unit of upbringing with education in the annotated reading lessons of primary classes: Phil. science. the village. ...disse., 1968; Mirfayozov M. Spectacle is a means of increasing the activity of students in the lessons of high-class Uzbek literature: Phil. science. the village. ...disse., 1968; Heydarov F. Formation of reading motivation in rural schools students: Phil. science. the village. ...disse., 1996.

² Azizov G. Methods of enriching students ' speech with synonyms in the 5th grade native language lessons of Uzbek schools: Phil. science. the village. ...disse., 1968. - 317 B.; Ziyadova T.It's him.To increase the vocabulary of students in the process of native language education: Phil. science. the village. ...disse., 1968. - 317 B.; Sh.Koenov explained the system of teaching writing and the problems of raising the speech of Primary School students in Uzbek schools: Phil. science. the village. ...disse., 1973. - 175 B.; Akhmedova G. LocationThe methodological basis of enriching students 'speech with the words" make-up " in Uzbek lessons: Phil. science. the village. ...disse., 2003. - 175 B.; Mirmaksudeva M.The B.Linguistic basis of the use ofmatikmatic terms in improving the speech of students: Phil. science. the village. ...disse., 2004. - 175 B.; Nisanbaeva A.The Q.Methodological basis of students ' speech development in Uzbek language lessons: Phil. science. the village. ...disse., 2008. - 175 B.; Yuldasheva Sh.Sh. Scientific and methodological basis of the development of students ' speech skills in the education of the state language: Phil. science. the village. ...disse., 2008. - 175 B. Masharipova methodology of formation of speech culture of Primary School students in innovative educational conditions: Phil. science. the village. ...disse., 2018. - 175 B.

³ Badriev F. Types and methods of Organization of extracurricular reading from literature in the upper classes of Uzbek schools: Phil. science. the village. ...disse. In 1969. - 175 B.; Mirgasimova M.Location Methods of formation and improvement of skills of literature analysis in students :Phil. science. the dock. ...disse., 1995.; 1

monographic plan, which covers the research of methods, methods of improving the process of formation of literary concepts in students in the primary school reading classes, will come to the field as one of the pressing problems of today. It is well known that it is necessary to organize the formation of literary concepts in students as a scientifically based process leading to the ultimate results. However, in the following years, the study and analysis of the accumulated experience of students on the formation of literary concepts has shown that some serious shortcomings are observed in the process of forming literary concepts in students. On special literature, on the analysis of scientific research work, these shortcomings are manifested in the following areas: the fact that special large-scale scientific research work on the formation of literary concepts in students has not been carried out, the diversity of certain conditions in the process of formation of literary concepts in students and the content of its implementation, the extension, the need to create textbooks and manuals, the need to pay full attention to the application of advanced pedagogical and information communicative technologies in the formation of literary concepts in students. Through the reading lesson, elementary students enrich their embodied imagination and concepts with new facts, information and images. In reading lessons, the initial knowledge gained by the students through the formation of literary concepts serves as the foundation for mastering other educational lessons (geography, history, literature, Natural Science). The importance of reading books is expressed in the fact that readers are characterized by the behavior of people, Behavior, way of life, the events that have occurred, when assessing them, expanding their range of emotions. In the reading lessons, through the formation of literary concepts in students, ethical concepts, aesthetic ideas are brought up in them. In reading lessons, emotional relations with the book and knowledge of working with the book are formed. The main direction of the formation of literary-theoretical concepts is aimed at providing a practical aspect of the power of the miraculous influence of art work on the minds of students at different stages of Education. The growing age consists in the formation of a positive and creative attitude to beauty in the soul, in them the development of love and affection for the work of art – the book, and in the basis of this, the improvement of the artistic and aesthetic taste in it. The content of the process aimed at forming literary concepts in students, working on the artistic text, revealing its artistic and aesthetic aspects should be expressed in the activities of the teacher-reader in the reading lessons. Accordingly, textbooks and manuals created for the educational stages, samples of artistic works included in them, should be appropriate and appropriate to the literary preparation and tastes of the students, their age, fulfilling the function of an important factor in their formation as a harmonious person.

There is a serious difference between the content of the reading lesson in terms of the content of other subjects in the curriculum of the primary school. The subjects in the curriculum of primary school education are intended to teach the student the system of scientific truths, which was discovered during the experience of mankind. Bunda assimilates the contents of the pupil's education, but does not invent anything, because there will be facts that the child learns, previously discovered, found scientific proof. The content of the reading lesson is absolutely unique in character, because the work of art is required to be discovered exactly by the pupils every time. Another peculiarity of literature education is that students come to the only solution

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and conclusion in the course of teaching other subjects. And in the lessons of reading, each student in the class on one work can come to an unusual solution, a different conclusion. This is considered natural in reading lessons. Before embarking on any pedagogical activity who?, why?, what? it is necessary to answer these questions. The sum of the pedagogical activities carried out in order to achieve the goal of forming the concepts of literature in the pupils in the primary school reading lessons and the educational results achieved represent the function of literature education. In the process of forming literary concepts in the pupils in the primary class reading lessons, the preparation of a reader from a simple reader to a reader, the formation of the personality of a reader who is able to analyze his work and draw a more specific conclusion from it, who can express his views verbally and in writing fluently and effectively, they took second place the aesthetic impact of literature, helping the individual to find perfection in all aspects, sometimes completely forgetting this feature of literature. Indeed, the teacher should give the students a thorough understanding of the basics of reading science, the history and theory of literary education. Also, in explaining the basics of reading science, it is necessary to integrate its viability, the focus on some purpose into the minds of the readers. Only then will the impact of literature be properly revealed and students will be able to link literature with their own life experiences. Fiction increases the level of the younger generation, students' imagination kengaytiradi, opens up a new world, a new life before their eyes, brings them to different eras, introduces them to different people and social classes. In this way, the artistic literature goes to the readers' imagination about man and society, regulates and deepens their personal experiences, sharpens their observations, teaches them to know the nature of man. Another virtue of the formation of literary-theoretical concepts is that reading and the study of the work strongly influence the development of oral and written speech of the readers. Giving moral and aesthetic education to the students through the means of artistic literature is the main task of our current schools. It is necessary that the teacher in the teaching of each work take into account how much the students are able to make a lesson on the ideological and artistic characteristics of that work. In the analysis of the work, the teacher should distinguish images, events and views that are close to the understanding of the reader, and also explain them by linking them to the student's life experiences. All this will serve to educate the confidence of the students. The theoretical knowledge recommended for the study in literature education should be defined as the main objective, proceeding from the main tasks, ensuring that both the form and the content of the artistic literature are studied in a way that is mutually compatible, focused on specific objectives and at the same time subordinated to the evolutionary system. Through the study of literature-theoretical concepts, students will acquire the following skills and competences:

- they understand the content of the artistic text;
- based on the originality of a literary genre and genre, they are accustomed to approach every subject that is being read;
- the nature of the images in the work, the type of images and the thoughts, ideas and experiences expressed through them begin to reflect;
- according to the basis and factors of the aesthetic reality that occurs in the text, they begin to have the potential to know and analyze artistic realities;
- achievements and shortcomings of the heroes of the works of fiction, according to the experience of the plot to be able to analyze.

In the study of literary works, it is best to begin with the study of the language of the work, the means of description, only after identifying such basic and major issues as its subject, content, ideological orientation, the purpose of the writer. Aesthetic or complete didactic analysis of the materials studied in the primary classes is not defined as a task, but is considered important in the production of didactic conclusions from the texts read. It is possible to give a wide place to the didactic analysis of texts in 3-4-th classes according to the level of class students, the level

of preparation. In the middle classes, skills that begin to form in the primary classes are developed, promoted to the level of qualification. In the primary classes, the selected literature material is significantly complicated. The child at this age develops day by day, week by week, month by month physically, physiologically, intellectually. Therefore, the task of the teacher is to ensure the consciousness and spiritual development of the student on the basis of the lesson material chosen in accordance with this growth. The need to improve both the demand and the form put forward in the analysis of the work in this case comes to the fore. It is worthwhile to widely support such methods as comparison, comparison, contrast in the analysis. The cartoon, which was previously seen by children, appeals to the heroes of the film, the images of the studied work, the reality, gradually serves as an object of comparison of the plot of people in life, the heroes of Events, Other Works read. This will lay the groundwork for a full-fledged study of a wide range of stories, contributions and fragments from the novel in subsequent classes. It turns out that the analysis is complicated from the subject to the subject, starting from the 2nd grade, and this will be the basis for the development of both the skills and skills of analysis of students. Also, the illustrations in the proverbs and riddles of the beginning of the 2-th class, their comparison with examples in the form of text, lay the groundwork for the study of works of art, which will be studied in the next quarter. In the process of forming literary concepts in primary school students, the introduction, application of pedagogical technologies, the use of interesting methods give its effect. It is known that pedagogical technology is a systematic method of creating, applying and defining knowledge, taking into account the technical and individual reserves and their interaction, which in the whole process of teaching and mastering put before itself the task of increasing the effectiveness of educational forms. The role-based play in reading lessons concentrates students as a method of learning and formulate cognitive capabilities, literary concepts. Role-playing games on the content of the studied artistic work create an opportunity for the child to freely think, tell, ask, prove, explain something to the interlocutor. Difference from dialogue and role-playing games that in role-playing games you answers such questions as why? (motivation) and why? (purpose, reason). Thus, the main attention of the students participating in the game will be focused on the content of the conversation. Students can achieve the expected result if they perform the game with a clear objective. Roller game should be familiar to them, which is considered of interest by a group of students. Previously, each image in the artistic work should be interpreted. The reader can participate in the game process in secondary roles, but not in the lead role. Because in this case, the role-play becomes one of the traditional ways of training. It is desirable to discuss the shortcomings allowed in communication not in the process of the game, but after it. During the formation of literary concepts in primary school students, it is important to apply methods that motivate independent thinking, questionability and generalization. Didactic games can be used in introducing students with new material, strengthening previously mastered knowledge, increasing their vocabulary and developing their thinking. Giving students an individual side-by-side and appropriate assignment will ensure their ability to grow. It is permissible to focus the attention of students on the most important and more complex aspects of the task, increasing their interest in the characters. Tiradi it develops the characteristics of creativity in them. It is worth noting that simplicity, uniformity, involuntary repetitions make children tired, indifferent. During the game "who performs fast?" increasing activities that arouse interest in them. Also, in the performance of tasks, children act with a sense of winning, not lagging behind others, showing that they are able to perform them. The application of the methods and tools used in the process of formation of literature concepts in primary school students taking into account the age of the students is important in ensuring the effectiveness of reading classes in a certain way. According to the form and content of these didactic activities should not be both heavy and light in relation to the age of the pupils, because the lessons will take a dull tone, the goal pursued due to the inconsistency in their

implementation will not be realized. Conversation, reproductive techniques are effective techniques that have always been used at all stages of education regardless of the age characteristics of the students. In the stages of primary school education, methods such as "smart attack", "work in small groups" are actively considered in connection with the possibility, potential, most importantly, the pedagogical skills of the teacher. The smart attack is the organization of conversations on the content of the art work under study. "Smart attack", "working in small groups", "networks" in general allow to create imagination by combining different concepts into one concept. For example, the reader is entrusted with the adjective heroes of the work studied: the hero of the fairy tale "Emerald and expensive" can give such a definition to the Emerald; hardy, strong, unsuspecting, kind, beautiful, caring. Reading lessons in the process of elementary education increases the activity of students reading two stories at a time. The class is divided into two groups. The first group reads one story, the second group reads another story. After reading, naturally questions arise in the reader: What kind of story did you read?", "Are you?", "Who is the author of the story you read?", "Yours?", "Who is the judge of the story you read?", "What is told in your story?" I'm sorry. Through this method, the organization of the conversation and the requirements for its content will grow from year to year, the topics of the conversation will be discussed, the structure and content of the questions will be complicated, the independence of the readers will increase.

The organization of reading lessons through these methods in the process of primary education creates favorable conditions for achieving effective results. After all, it finds its own proof in experiments that these techniques are a rudimentary and effective approach. At the same time, it is permissible to emphasize the fact that in the process of forming literary concepts in primary school students, each teacher should be blind to the methods of education, taking into account the peculiarities of the work being studied and the sufficient number of opportunities for students, and not creative.

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