



**METHODOLOGICAL ASPECTS OF USING CHILDREN'S
LITERATURE OF THE INDEPENDENCE PERIOD IN
CLASSROOM LESSONS IN PRIMARY GRADES**

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ABSTRACT	KEYWORDS
<p>This article provides information on the formation of children's literature, children's literature of the period of independence, and methodical aspects of using children's literature of the period of independence in extracurricular reading classes in elementary grades.</p>	<p>young generation, children, literature, education, science, enlightenment, writer, prose.</p>

Introduction

Your article of a wide range of educational variables and objectives provides many important insights. Formation of speech culture of primary school students is an important task of teachers. In this regard, the teacher plays a major role in the development of students through his speech and teaching methods. It is very important that the teacher supports students in the formation of speech through their own speech and external programs. In order to form speech culture, fluent and literary language, the teacher should work well on speech. It helps students to learn to read accurately, consciously, fluently and expressively.

It is shown as an important part of students' formation of skills such as teaching reading and recitation lessons of extracurricular reading classes, dealing with books, the rules of reading books and feeling that the book is spiritual, observing the actions of the heroes of the work, following their exemplary deeds, hating the negative, describing impressions. It helps in developing the love of reading and reading culture among the students.

He faces the spiritual and enlightened side of choosing the right book. Choosing the right book is aimed at recognizing the interests of readers, their impressions and thoughts. This is very important to inspire students to read on their favorite subjects if they are not interested in them.

Creative abilities of teachers and students are developed in extracurricular reading classes. It gives students the opportunity to express themselves, analyze fiction, and learn to think structurally.

Your demonstrated speech techniques, problems, and prompts serve students well in approaching independent reading and thinking. It should be useful for teachers and students. Your speech will be used as an aid to teachers and students in making important and unrealized decisions. It's great for teachers and students to provide introductory vocabulary and vocabulary building techniques.

In general, teachers should make great variables in students' formation of speech, love of reading and development of reading culture. Your featured endorsements can help in this direction.

DISCUSSION AND RESULTS

This article discusses the importance of reading classes beyond the elementary grades in engaging students in culture, literature, and spirituality and in their independent learning. The purpose of studying outside the classroom is independent learning and mastery.

In the first part, it is described how extracurricular reading is carried out in elementary grades and how it is important in the process of reading lessons to bring students closer to reading culture, literature, and national traditions. It serves as an introduction to books, literature, and reading for children.

In the program, the reading framework at stage 1 shows the students which books they will learn to read with and what skills and competences they will need to develop in order to learn to manage them. In these lessons, students are aimed to develop their ideas about the motherland, national values and improve their independent studies.

In the second part, the content of the program of study outside the classroom is divided into educational stages. It is aimed at how students get to know and assimilate artistic, scientific and spiritual themes in fairy tales. This level is important in preparing students to learn to read books and works, making them easy and simple in the learning process.

The program advises to arrange meetings with creators and writers on various topics between teachers and students outside the classroom. It strives to praise the motherland and national values of students and increases aesthetic and moral abilities in their educational process.

The article describes the goals and objectives of extracurricular activities for each stage of education. This is related to learning to read outside the classroom and its own sections of student achievement. These classes provide aesthetic and spiritual development of students and give them the opportunity to express their thoughts and create independently.

In addition, the article describes the important role of the "Reading corner outside the classroom" in teaching students to express themselves, draw, and create. This angle is very important for students' self-expression and helps prepare them as independent learners.

In the final part, the article describes how reading classes outside the classroom can introduce students to writers and poets, giving them the opportunity to develop their spiritual and literary skills. It makes students interested in understanding literature, literature and our national values and ensures their spiritual and aesthetic development [4].

The importance of extracurricular activities is emphasized as part of the process of learning about the cultural and national values of our society, learning about ourselves and having our own spiritual values. It helps students learn to express themselves, draw, and create independently, and plays an important role in shaping their upbringing.

In your comment, there are very important insights about the future of Uzbekistan and children's literature aimed at the goals of national revival and development. The national recovery of your country is found in the elimination of vital problems and global threats, the development of a democratic society, and the further expansion of respect for human rights and values. This is the most important basis for the development of Uzbek society.

Despite your emphasis, children's literature is very important for the society of Uzbekistan. It is important in educating the young generation to start artistic creation and develop human qualities. Children's literature has its own characteristics, it is a collection of works created for Uzbek children and teenagers. These works are related to the social and historical environment of the republic, the age of the reader and changing events.

The examples you used are also important because they show the complexity and uniqueness of children's literature. It shows how to train young readers in the process of educating literature. Children's literature opens the psyche of the young generation, inspires them to read and creates an opportunity to develop their creative abilities [5].

Children's literature also plays a very important role in the development of Uzbekistan's national literature. According to this theme, the art and responsibility of the artistic word should be highlighted in putting behind the scary situation in the world of literature and uniting the younger generation. Your work will help make a big difference in this direction.

With all these variables and goals in place, Uzbekistan can help transform its younger generation into citizens who develop a stronger and more democratic society. Your experience and your thoughts on this topic are very valuable and can help changers to increase the power of the masses even more.

The formation of children's literature in almost all nations is closely related to enlightenment and reforms of the school education system. The stabilization of Uzbek children's literature goes back to the enlightenment movement of the second half of the 19th century and the beginning of the 20th century. About fifty alphabet and reading books created by Saidrasul Azizi, Munavvarqori, Abdulla Avloni, Hamza and dozens of other enlighteners for the students of Uzbek schools in the "new method" ("usuli jadidiya") are considered bright examples of Uzbek children's literature in the literal sense. Viewing children's literature as works specially created for children and determining its specific principles is characteristic of the beginning of the 20th century. Uzbek children's literature developed under the influence of the leading traditions of world children's literature. Rare examples of world children's literature have been translated into Uzbek, world literature such as "Gulliver's Travels" (J. Swift), "Robinson Crusoe" (D. Defoe), "Uncle Tom's Cabin" (Bicher Stowe), "Sona" (E. Voynich) rare works became the property of Uzbek children. Translation of the best examples of Eastern literature from Arabic and Persian is one direction in the translation of children's literature, while Uzbekizing examples of Western literature, especially Russian literature, is the second direction. Fables by I. A. Krylov, "The Tale of the Fisherman and the Fish" by A. S. Pushkin, K. D. Ushinsky and L.N. A number of Tolstoy's stories, fairy tales and others were translated in the same period and included in the alphabet and reading books of the new schools. The creators mastered the specific features of realistic children's literature more perfectly through translation. A group of writers for children was formed. In the 20s and 30s of the 20th century, Hamid Olimjon, Gafur Ghulam, Ghairati, Shakir Sulayman, Ilyas Muslim, Gulam Zafari, Ainiy, Elbek, Zafar Diyar, Sultan Jora, Kudrat Hikmat, Quddus Muhammadi, Shukur Sadulla, Hakim Nazir, Polat Momin and the works of other creators were important in the development of Uzbek children's literature, in its formation as a special literature. In Uzbek children's literature, the genre of literary fairy tales developed in particular. Hamid Olimjon's Aigul and Bakhtiyor, "Semurg or Parizod and Bunyod", Mirtemir's "Ajdar", Shukur Sadulla's "Three Bears", "Sly Sparrow", Zafar Diyar's "Yangiertak", "Toshkhan with Moshkhan", "Fox's trick", Sultan Jora's Literary fairy tales such as "Zangor Gilam" and "Kaldirgoch" belong to the

ranks of works of art, created on the basis of the traditions of folk art, which are elaborate in terms of form and content. In the 1930s, Uzbek children's poetry rose, and its scope expanded [6].

In the 1940s and 1960s, Uzbek children's literature developed further. The number of children's writers expanded to include Nasir Fazilov, Khudoyberdi Tokhtaboyev, Talib Yoldosh, Farhod Musajonov, Latif Mahmudov and other writers. Representatives of adult literature, such as Uygun, Mirtemir, Asqad Mukhtar, Syed Ahmad, Shuhrat, Mirzakalon Ismaili, Mirkarim Asim, also created works for children. Quddus Mohammadi's "Alphabet of Nature" consists of five books, which educates young readers in the spirit of love for mother nature, the world of animals and plants. mixed with laughter, the themes are remarkable for their colorfulness and the perfection of the image. In the 50s and 60s, Gafur Ghulam's "Shum Bola", Oybek's "Childhood", Abdulla Kahhor's "Stories from the Past", Nazir Safarov's "What I've Seen" are worthy of the development of prose children's literature. added as a share. Khudoyberdi Tokhtaboyev's works "Magic Cap", "Riding the Yellow Giant", "Death of the Yellow Giant" were among the works. These have been translated into many foreign languages. Hakim Nazir's stories "Unstoppable Lightning", "Yonar Daryo", "Kichkintoy", "Falcon's Wings" have gained attention due to the fact that they cover the current problems of the time and the originality of the artistic image. In the children's literature of the 80s, Anvar Obidjon, Safar Barnoyev, Rauf Tolipov, The works of Qambar Utayev, Hamza Imonberdiyev and other artists were noted for the fact that they serve to educate the young generation in the spirit of the best human qualities [7].

Along with enlightenment and art, children's literature was also important in terms of enlightenment and education. This is a very good teaching method that helps to educate the young generation in the spirit of human virtues. During the periods described in your comment, the development of children's literature was marked by a change in children's creativity due to the enlightenment and education.

At the beginning of the 20th century, Uzbek children's literature included the ideas of enlightenment, that is, teaching human dignity, attitude to human life, and development of enlightenment. During this period, enlighteners of Uzbek literature used artistic means to explain the importance of educating and teaching the young generation in different ways.

In the 1930s, the principles of realistic literature became a priority for children's literature. During this period, children's literature began to teach human qualities and educational values through realistic characters and events.

In the 1950s and 1960s, children's literature contained elements of adventure and fantasy literature. During this period, heroes encountered adventures, fantastic events and fantastic characters.

In the 80s, more attention was paid to psychologism, that is, psychological education and the mental state of a person in children's literature. During this period, young characters are portrayed as people who are not afraid of their studies and experiences, and who have their own views and beliefs.

In the 90s, children's literature was renewed, and the glory of independence and the revival of national, cultural, literary and religious values influenced its history. Uzbek national image and values were depicted in his works [8].

The priority of topics related to the development of the current literary society (the works of writers such as S. Bamoyev, E. Malikov, T. Malik), character traits of children and adolescents, fantastic, adventurous expressions (K. Tukhtayev, A. . Obidjon's work), a deep reflection of the complex mental landscapes of children and teenagers (N. Fozilov, M. A'zam), works reflecting the spiritual and philosophical problems of the wider world, nature and society (M. A'zam, A. Obidjon, T. Adashboyev) will contribute to the analysis of Uzbek children's literature. These writers express their

thoughts about the problems of the historical and current times, the complexities of human thinking, the natural problems of society, and the spiritual and philosophical importance [9].

He studied the history and problems of Uzbek children's literature with scientific-theoretical aspects through monographs, analysis and researches, pamphlets and literary-critical articles created by them. These analyzes are important in explaining the history of creation of Uzbek children's literature, artistic environment, creative methods, the role of changes in society and its future development [10]. R. Barakayev's treatise "Uzbek children's literature and Abdulla Avloni's work" (2004) also plays an important role in defining the image of Uzbek children's literature with a century-old history. Also, among the studies devoted to the work of poets in children's literature, B. Ashurov's book "Poetic skills of Tursunboy Adashboyev" (T., 2009) deserves recognition. Already, T. Adasfaboyev's poems are researched from the point of view of new principles of children's literature, issues of artistic skills that have not been taken into account in children's poetry, interpretations of the theme of the Motherland and patriotism, which are important for the education of the current young generation, the description of natural landscapes, The peculiarities of creating the image of a lyrical hero, their classification as a means of creative study of the traditions of folklore and world children's literature, attract attention from the point of view of their popularization. In 20th century, the work of many poets and writers, including Q. Hikmat, M. Azam, N. Fozilov, H. Tokhtaboyev, A. Obidjon, who defined the image of Uzbek children's literature high artistic works are in great need of analyzes on the basis of general literature. From this point of view, a number of collections and monographic pamphlets about representatives of children's literature are becoming a unique tool in defining the progressive and genre principles of Uzbek children's literature. In short, children's literature It is a powerful weapon of our time in educating people of faith and love for the country. The best books of children's writers teach the young generation to have the right attitude to life, educate them in the spirit of love for our motherland, work, and loyalty to our time. calls to be worthy children of our country [11].

CONCLUSION

To sum up, the main task of extracurricular reading classes is to arouse the student's desire to read fiction books, to teach him to keep a daily life based on the books he has read, and to familiarize him with the life and work of famous writers of children's literature in an elementary way. This will help students to become fluent in their speech, develop their thinking skills, expand their worldview, increase their creativity and, of course, develop speech culture.

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