



METHODOLOGICAL CONDITIONS FOR THE ANALYSIS OF A WORK OF ART IN ELEMENTARY GRADES

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Abstract.

The tasks set before the modern school, the growing development of um um umiy students of younger school age, achievements in the field of psychology and private methodology require changes in the content and teaching methods of studying in the classroom.

Keywords: Fiction, vocabulary, worldview, continuing education.

INTRODUCTION

In connection with this, the methodology for analyzing a work of art was improved: repeated narrative exercises were reduced, creative and reading exercises were increased, the ability to express one's opinion on the subject of the art was increased, the work was not worked on parts of the work, but on a holistic work, the independence of my reader ing increased when explaining

The school program, created in the 60s of the XX century, determined the skills of working on art, which are formed in students of younger school age, and also quite clearly allocated the requirements for the qualification of study in grades 1-4. In the early 70s of XX century, reading books were created, which were brought closer to life in terms of content and methodological apparatus.

Due to independence, major reforms were also carried out in the education sector. In 1999, the "state education standard" was created, the training programs were updated. Taking into account the experience and test results of 2005, the standards and training programs of the state educational institution were revised, textbooks "reading book" were also updated.

Famous Russian methodist-scientists in Uzbek schools T. G. Ramzayeva, M. S. Vasilyeva, V. G. Goresky, K. T. Golenkina, L. A. Gorbushina, M. I. Omorokova, E. A. Nikitina, N. S. Rozhdestvensky, from Uzbek scientists A. Zonnonov, K. Qasimova, Q. Abdullaeva, S. M. Atchonov, M. Yusupov, M. Hemarova, X. The methodology of studying in an improved class developed by others is being used creatively. In elementary grades, a work of art is analyzed based on the following methodological provisions in mind: 1. The analysis of the work in itself and the formation of correct, fast, conscious, expressive reading skills go in one process (the task of explaining the work in itself is also an assignment to improve reading skills)

2. Explaining the ideological foundations and theme of the work, its images, plot line, composition and pictorial means will serve well for the development of um umiy as an

individual, as well as provide for the growth (enrichment and activation of his vocabulary) of connected speech.

3. Relying on the life experience of my reader is the basis of a conscious perception of the content of the work and a prerequisite for its analysis.

4. Studying in the classroom, my student is considered as an effective means of activating cognitive activity, expanding his knowledge about the environment and the formation of the foundations of a scientific worldview.

One of the important factors that must be taken into account when analyzing a work is its emotional impact on readers. Let the readers not only understand the main idea of the author, but also get excited about the story in which the author is excited. The analysis of the text is necessary for the reader to provoke an opinion, to determine whether his life experience coincides with the facts recorded by M wallif. In the course of the analysis, the aesthetic value, artistic beauty of the work are also noted separately.

The methodology of study is based on the theoretical provisions that literary studies, psychology, pedagogy have developed. In order to properly organize reading in the classroom, it is necessary for the teacher to take into account the specifics of the work of art, the psychological foundations of the reading process at different stages of education, the features of the perception and assimilation of text in my younger school-age student.

Reading lessons are able to distinguish the differences of works of art in students, to determine through what artistic means the writer's life story was reflected and what images he created, the skills of independent reading and analysis of asami are cultivated from class to class.

Readers begin to realize the content, idea and significance of a work of art by mastering the literary m excellence. As a result of studying literary concepts, readers will learn that fiction is a kind of art, its connection with life. Along with the formation of literary concepts, the cultivation of pupil ing speech also occupies an important place.

In primary classes, in the analysis of the work, the types of literary genres — fairy tale, story, parable, poem, epic, proverb, riddle, along with the means of artistic language — adjective, analogy, animate, M-are also practically introduced.

Through the analysis of the language of a work of art, students are grown a sense of love for their native language, the skill of conscious reading of a work of art, the ground is laid for a deep perception of the idea of the work library, students ' speech is developed.

One of the reasons why the genre of fairy tales in folk oral creativity is well received and read with interest from the moment of the children's roof is the influence of the language of the fairy tale, its rich plot and its proximity to the folk language. After reading a fairy tale, it is necessary to give a special coherence to work on its artistic language.

In the 2nd grade "book of Reading", in the tale "The King of Kamichi", as long as yov is closing like a black cloud", in the fairy tale "The Singing Poplar", "the branches of the Poplar sound as if they were playing a trumpet, and the leaves were dancing with a rattle", "the Torghays sing and make them soul", "Oh, moaning as Poplar", "the column there are a lot of described. Working on them, along with cultivating the reader's speech, also teaches them to think, to joke. In fairy tales, analogies, revivals and obolagas were used. It is necessary to teach students to interpret them, later find them in text, to use them in their speeches in retelling.

Once the work is read, artistic language tools are worked on. Because their meaning is understood from text, the work from flour. Especially in the parables, when opening an allegory,

the words Avalanche a m are used a lot. They explain to children the words used in some avalanche A m A'no before reading asam I, as the parable hinders the understanding of M azm flour.

In the poem "Ayamajiz"(at Power Hikm), which is contained in the 3rd grade "book of O 'winter" (at power), the verses "B wind snow Butterfly", "The Gardens are quiet m wandering, the example is white butterfly", "m TR Windows eat cold" likening, revitalizing; "generous Mother Nature", "Air in the arms of so f' metaphor in verses; "Ayamajiz rummage, catching on the streets, and imitations were applied.

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