



ANALYSIS OF WORKS OF ART(ON THE EXAMPLE OF FAIRY TALES)

Erkinova Gulzhakhan Olimovna

Theory And Methodology Of Educational Education Of Andijan State
Pedagogical Institute, Master Of The 2nd Year, Uzbekistan

Abstract.

This article is devoted to the topic of the role of works of art in teaching teaching teaching, which today is considered the most important issue in the field of education, and the process of working on them, and the article discusses the importance of using works of art, their types and methods of analysis in the effective organization of reading

Keywords: Work of art, story, poem, fairy tale, parable, proverb, riddles, story plot, speech, phrases, perception, memorization.

INTRODUCTION

In elementary grades, stories, poems, fairy tales, parables, proverbs and riddles are practically studied from the types of works of art. In addition to these, practical Popular Science articles are also taught. The construction of works of art of different genres has its own characteristics in terms of stylistic genres, and the impact on readers will also be different. Accordingly, when reading works of art of different genres, the teacher requires a selection of methods and processes suitable for him.

A story is a small-scale work of art in which a certain event in a person's life, important aspects of life are summarized and described. "The story often depicts an episode in which a person is in his life. Its content is more vital than in a fairy tale." The story content is a suitable genre for elementary school students. Little Readers are more interested in the behavior of the hero, appearance, portrait image, stories about events. Therefore, introducing children to a story that is a type of work of art is carried out by linking its plot to an explanation. Opening the content of the story read in explanatory reading lessons dedicated to reading the story in elementary grades, working on the dictionary, retelling the read text are considered the main types of work. The content of the story is usually analyzed based on questions. Such questions will be aimed at analyzing the behavior and character of the attending person. It is used to analyze the content of the story and 60 comparisons of facts, conclusions, to identify and summarize the links between events, behavior. In a story reading lesson, it is also important to explain the meaning of words and phrases that students do not understand the meaning, otherwise they will not be able to understand the content of the story. Without spending much time explaining the meaning of the word, the most necessary in understanding the content of the work is explained by a short explanation of the word. The central place in the reading of the story is occupied by

the analysis of the content of the story and, on the basis of this, the cultivation of readers' speech. Once the story is read, it takes time for readers to think, to prepare to say their own reasoning. The purpose of the initial questions asked about the work read is to know if the story liked the children, did not like it, what character of the character in it influenced the child, who or what the children want to give as a story. Only then will the plot of the story be used, questions that will help to finally find out the conditions for opening the direction of the story, the understanding of the character of the characters, the main volume of the work. When analyzing a work of art, a complete explanation of the plot should be given, and the participants should not be overlooked by such types of work as a description, examination of the work and analysis of the language. Questions are usually asked by the teacher, but it is also very useful for students to draw up a question on the content of the work, the disclosure of the behavior of the participants. This method is very fond of children and invigorates the work, helps students to master the skills of a good understanding of the content of the work, a consistent statement of their opinion, to fully remember the connection between the content and events.

In order for the story to be well mastered by readers, to find out the idea put forward in it, in the process of working with the text, selective reading is used, answering re-reading questions with a specific task, drawing up a question for the part of the story themselves, drawing in words and graphically, drawing up a plan, all kinds of In elementary grades, fairy tales about animals are taught more. Fairy tales such as "animal controversy", "goat children and Wolf", "cow animals", "Fox with dog", "Two Greedy bears" are taught and analyzed in a clear way of life stories. Even when working with text, selective reading is used to answer questions, the students themselves draw up and answer questions, draw in words and graphics, make plans, retell stories, tell fairy tales. In these tales, the habits of animals are analyzed, but it is not recommended to compare them with the character of people. From school experience it is known that younger students know perfectly well that animals in fairy tales do not speak, and foxes and cranes do not go to visit each other, but perceive the world of fairy tales as a life story. When reading and analyzing a fairy tale, all work is directed to a good perception of its content to the correct perception of the development of the plot, the behavior of the participating characters, their interaction. At the final stage of working on a fairy tale, "read where you really liked from a fairy tale, tell us why you liked 61, it is with the help of such questions and tasks that there were events in your life similar to those in this fairy tale that readers will be able to understand the conclusion of a fairy tale. In addition to fairy tales about animals, elementary school students also read fairy tales such as "Yilbobobo", "The Lying shepherd", "the tale of yesterday, today and early". When working on a fairy tale, it is important not only to teach children to read a fairy tale, but also to teach them to tell it. Telling a fairy tale cultivates oral speech, enriches children's speech with new words and phrases. Nurtures love for the mother tongue. Reading a fairy tale the construction of a lesson can be as follows: 1) prepares students for the perception of a fairy tale; 2) expressive reading of a fairy tale, telling by iodine; 3) conducting a brief conversation with the aim of determining how much the readers perceived the fairy tale; 4) reading and analyzing the fairy tale in parts, finding pictorial means, synonymous words, understanding; 9) checking and completing the task; 10) getting ready to read a fairy tale so that others are also interested in it at home. In the study of parables in elementary grades, it is important to teach children to express the parable and tell its content

in short, sometimes in a few words the characteristic features of some participants and compare them among themselves. The parable is a work of art whose moral content is reflected through ironic images. It is written more poetically. In the parable, the characteristic of human character ironic images are transferred to the world of animals, animals and plants. In the introduction to the parable, sometimes at the end, a contribution is made from the narrative, that is, an instructive conclusion. This makes it a great opportunity to educate students from the moral side. The short, concise, beautiful and expressive depiction of thought in the parable is an important material in the cultivation of the speech and thinking of students of the sharpness and folk language. The parable is reminiscent of a small play with a small volume, but rich meaning, a knot, a culmination and a solution.

He can serve as an excellent example in a short and meaningful description of an event-phenomenon. 62 without dwelling on the allegorical content of the parable, one proceeds to analyze the image of the main character. If in grade i children perceive the parable as a funny story similar to a fairy tale about animals, then from Grade II they begin to find out that the parable is a story that gives moral knowledge, that sometimes people also meet, in a more poetic way, in which certain shortcomings in people are described. When working on the language of parables, figurative expressions, artistic means used in it to enrich the speech of students are independently found in students. Students replace the sentence or phrase given by the teacher with the phrase in the parable. In place of the conclusion, it is worth noting that speech is associated with thinking, therefore it is grown in close connection with thinking. In order for students to understand consciously, understand the main content, idea of the work studied in the lesson, such logical works as analysis, synthesis, generalization of comparison are used. When analyzing a read work, various methods of work are used. Children tell the main participating persons in the story, draw up a plan for the work under the guidance of a teacher. By taking classes in this way, it is possible to achieve an increase in the reading potential of Primary School students.

REFERENCES

1. Umarova M, Hamraqulova X, Tajibaeva R. Textbook" reading book " 3rd grade. B.204.
2. Matjanov S, Shojalilov A, Gulumova X, Sariyev Sh, Dolimov Z. "Reading book" 4-
3. class textbook. 2017. B.108.
4. www.amazon.com
5. <url>eportm_uz
6. Эрнзарова М. Н. Реформирование и совершенствование системы образования в Республике Узбекистан //Актуальные научные исследования в современном мире. – 2020. – №. 1-6. – С. 157-160.
7. Жабборова Э. Р. и др. Использование наглядности при совершенствовании обучения орфографической грамотности //Science and Education. – 2022. – Т. 3. – №. 3. – С. 708-712.
8. Ernazarova M. N. Linguoculturological Aspect of Language Learning in National Groups //Eurasian Scientific Herald. – 2022. – Т. 4. – С. 107-110.

9. Ernazarova M. N., Jabbarova E. R. Formation of the worldview principles of the growing generation //EPRA International Journal of Research & Development (IJRD). – 2021. – Т. 6. – №. 11. – С. 1-1..
10. Эрнazarова М. Н., ЖизПИ У. Р. THE FAMILY IN THE DEVELOPMENT OF WOMEN'S SPORTS POSITION.
11. Эрнazarова М., Жабборова Э. Педагогические технологии на уроках русского языка //Общество и инновации. – 2022. – Т. 3. – №. 4/S. – С. 251-256.
12. Жабборова Э. Использование дидактических игр на уроках русского языка как средство развития познавательной активности учащихся //Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar. – 2022. – Т. 1. – №. 1. – С. 560-562.
13. Ibragimov X. FEATURES OF PEOPLE'S LANGUAGE AND LITERARY LANGUAGE //Архив Научных Публикаций JSPI. – 2020.
14. Ibragimov X. TURA SULAYMON 'S MASTERY OF THE ARTISTIC USE OF SYNONYMS //Архив Научных Публикаций JSPI. – 2020.
15. Ziyayeva M. Innovative teaching methods of the russian language //MODERN SCIENTIFIC RESEARCH. – 2019. – Т. 46.
16. Зияева М. Ф. Обучение иностранному языку с использованием компьютерных технологий //Наука и мир. – 2020. – Т. 2. – №. 5. – С. 45-46.
17. Ziyayeva M. F. Teaching a foreign language using computer technologies //SCIENCE AND WORLD. – 2013. – Т. 46.
18. Зияева М. Ф. ШАХС МАЪНАВИЙ КАМОЛОТИДА ТИЛШУНОСЛИКНИНГ ТУТГАН ЎРНИ //Academic research in educational sciences. – 2022. – Т. 3. – №. 2. – С. 555-559.
19. Зияева М. Ф. Важность инновационных педагогических технологий в совершенствовании образования //Science and Education. – 2022. – Т. 3. – №. 3. – С. 700-704.
20. Ziyayeva M. FEATURES OF EFFECTIVE EDUCATION FOR ADULTS //Конференции. – 2021.
21. Ziyayeva M. SOCIAL ACTIVITY OF STUDENTS ON THE BASIS OF PEDAGOGICAL NEOLOGY //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 7. – С. 153-156.
22. Ziyayeva M. STUDYING NEOLOGISMS AT SCHOOL (METHODOLOGICAL RECOMMENDATIONS) //Conferencea. – 2022. – С. 53-54.

