

**METHODOLOGY FOR TEACHING JUNIOR SCHOOL CHILDREN WORKS OF ART**

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**Annotation:** The article discusses modern approaches to the analysis of poetic text in literary reading lessons in primary school.

**Key words:** Poetic text, primary school, cognitive activity, junior schoolchild.

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The model programs of primary general education have been replaced by a new system. The latest requirements have improved approaches to studying material in school. In this regard, the system of children's literary education, based on its special material, is aimed at achieving the general goals of primary general education:

- formation of the personality of a junior schoolchild, his creative abilities;
- preserving and maintaining the individuality of students;
- education of spiritual, aesthetic and moral feelings, emotional and value positive attitude towards oneself and the world around us.

Studying the works of classics of literature for children introduces younger schoolchildren to the cultural heritage of different peoples, gives them the opportunity to reflect on the history of their native land, its traditions, foundations, the present day and the future of the country. In this way, civic identity and a sense of pride in the Motherland, its people and history will gradually develop. The purpose of studying a literary reading course in elementary school is to educate a competent reader who has a formed spiritual need for a book as a means of knowing oneself and the world, as well as a developed ability for creative activity. Primary school, as an intrinsically valuable and significant stage in the formation of personality, lays the foundation for achieving this goal.

Reading is one of the main sections of the primary school curriculum for literary reading in secondary schools. When developing a methodology for conducting reading lessons, many researchers came to the conclusion that the pedagogical tasks that a teacher faces in literary reading lessons are varied. This includes the formation of interest in reading, and the development of improving reading skills, and teaching the skills of speech culture and writing literacy, as well as expanding the vocabulary of a primary school student, developing memory, and so on [2; p. 54].

In addition, children's literary reading lessons should be used by the teacher as a source of moral education. The method of reading works of various genres at the elementary level has its own rich history of development, its controversial issues are being resolved to this day. Concern for the full poetic development of young generations has been characteristic of the Soviet school since its inception. But today, the urgent question facing our society is that each individual acquires the need to "appropriate" the greatest spiritual values of humanity and is capable of independent creative communication with art [1; p. 4].

To fully perceive and understand a work of the poetic genre, primary school students must be imbued with the emotional state of the lyrical hero, put themselves in his place, that is, experience his feelings. But it is quite difficult for primary school children to assume the role of the main character, since their emotional and volitional sphere is poorly developed in order to

fully empathize and sympathize with what they read. Often, younger schoolchildren, after reading poems, perceive the picture depicted inaccurately and even incorrectly. Therefore, the task of the teacher is to develop the abilities of children of primary school age associated with artistic perception. The leading activity for children in elementary school, under the guidance of a teacher, is the analysis of a poetic work. Its analysis must be carried out at every classroom reading lesson at the elementary level.

Analysis of a poetic text is a rather complex process, in which not only students, but also their teachers experience difficulties in comprehending it. The problems in this situation may be the following: on the one hand, there is a limited number of hours for studying the theory of literature and the theory of poetic speech in general, and on the other hand, there is a lack of teaching aids. Those that are available are represented by lengthy treatises for narrow specialists, or it is some kind of set of schemes, following which can “dry up” even the most piercing texts of the lyrical genre. The authors of textbooks on literary reading have identified a system of skills that are implemented in the analysis of works, which includes:

- the ability to perceive visual means in accordance with the functions of language in works;
- the ability of children to recreate in their imagination the pictures of life that were created by the poet;
- the ability to perceive an image in accordance with the text - a character as one of the elements that serves, along with others, to reveal the idea of the work;
- the ability to see the author's position (his attitude, assessment) in all elements of the work;
- the ability to understand the idea of a poem;
- the ability to identify a problem, conflict, theme of a work.

At the preparatory stage, it is proposed to carry out the following types of work that contribute to the perception of the poetic text:

- consider various books by the author;
- allow children to speak freely based on their own impressions;
- talk;
- tell children about the author and his creation;
- conduct excursions related to the topic of the lesson;
- look at the illustrations;
- invite children to watch a film;
- listen to a piece of music;
- conduct a quiz, crossword puzzle based on books or works of the author;
- discuss a situation similar to the one depicted in a literary work, etc.

One of the generally accepted methods of analyzing a poetic text in literary reading lessons in elementary school is asking questions about the text read. They help children understand the facts of a poetic work, find out their ideological orientation, that is, understand the cause-and-

effect relationship, understand the position of the author, and also identify their own attitude to what they read.

Another important element in the analysis of each part of a poetic text is dictionary work. Clarifying the lexical meaning of words helps to understand the content, includes the recreating imagination of younger schoolchildren, and helps to identify the author's attitude to the events depicted. In the course of analyzing a poetic text, dictionary work also involves observing the visual and expressive means of the poem's language [2; p. 17].

#### Components of poetic text analysis

1. Initial reaction. After reading the poem, primary school students can talk about the impression that the poetic work made on them. Let their answers be immediate, and the form of expression of feelings and thoughts free.
2. Preliminary information. You can continue the analysis of a poetic work in the following sequence: - when the poem was created; - what exactly caused its creation; - what event or to whom it is dedicated; - what events in the poet's life is it connected with?
3. The meaning of the title. Often the meaning of the title can help to understand the essence of a poetic text. It can correlate with the content of the work or be opposed to it. This manifestation is used mainly in satirical and ironic poems.
4. Genre specificity. The definition of genre must precede thematic and ideological analysis. So, knowing the signs of lyrical genres, you can tell a lot about the content of a given work.
5. Types of lyrics. There are several types of lyrics: love, political, civil, landscape, philosophical. This division is very arbitrary, since several types of lyrics can be used in one poetic work.
6. Theme of the poem. If we translate the term "theme" from Greek, it means "what is the basis." Vladimir Ivanovich Dal formulated the topic as "a position, a task that is being discussed or explained." In lyric poetry, the theme of a poem is quite difficult to determine, sometimes even impossible. This is especially true for modernist poets. You need to know that in lyrics, what is important is not the description (of someone or something), but the poetic feeling. Thus, what is important is not what is described, but by whom and how it is described.
7. The figurative structure of the work. At this stage, the images that fill the poem are studied. Leonid Ivanovich Timofeev wrote that an image is a holistic picture of human life.
8. The idea of the work. This is an emotional generalizing, figurative thought underlying the poem. It is determined by the peculiarities of the poetic worldview. An idea is a unique response by the author to the main problems or questions of the text. In other words, an idea is a thought for which the poet's hand "reaches to the pen, the pen to the paper." The teacher needs to tell students how to formulate it correctly. Verbal nouns most often help with this: protest..., criticism..., affirmation..., denial... and many others. If the theme of the poem lies on the surface, then the idea must be extracted from the content itself.
9. Pathos of the poem This is the passion, emotional inspiration that permeates the poem; what can be called the soul of the work; the most important condition for influencing the reader. Works may contain the following types of pathos: tragic, heroic, sentimental, dramatic, humorous, romantic, satirical and others.

10. Lyrical hero is a conventional literary term; one of the ways to reveal the author's consciousness; an image that appears in the reader's mind based on the perception of a given poem. This concept was first used by Yuri Nikolaevich Tynyanov in relation to the lyrics of Alexander Alexandrovich Blok. Basically, the image of a lyrical hero is autobiographical, but it cannot in any way be compared with the author, even if the narration is told in the first person. This concept was introduced into fiction in order not to combine the artistic image of the poet that appears in the lyrics with the author as a private individual.

Sergei Polikarpovich Redozubov identifies a number of techniques that can help primary school students achieve a vivid perception of artistic images. These include [3; p. 221]: 1) a preliminary conversation or story by the teacher in order to introduce students not only to the topic of the poetic work, but also to the era and environment depicted by the author; 2) reading with expression of the work by the teacher himself, thanks to which much of the read text becomes completely understandable to students without further explanation; 3) carrying out work on the visual means of poetic texts (in conjunction with the disclosure of their content); 4) reading excerpts of the poem selectively; 5) further work on the expressiveness of reading the work by students in the classroom.

There are a number of techniques that help organize work on the analysis of poetic text in literary reading lessons in elementary school. For example: 1) students are asked to independently name the character trait of the hero, describe nature; 2) the heroes of one work or similar poetic works are compared.

The easiest type of comparison is contrast. N.Ya. Meshcheryakova identified a number of techniques that help identify the author's attitude towards lyrical characters [4; p.42]: 1) the teacher himself characterizes the author's attitude towards the hero, and the students confirm this with the help of the text; 2) the teacher draws the children's attention to the words of the author; 3) together with the teacher, students conduct an "experiment", that is, they exclude from the text words and expressions that contain the author's assessment, which helps to better understand the role of this assessment in the character's characterization.

When reading a poetic text, you can invite students to: 1) draw an illustration for the text they read; 2) sculpt a hero from plasticine; 3) find a riddle for the poem, draw a solution; 4) find proverbs and sayings on the theme of the poem; 5) find additional material about the author of the poetic work; 6) prepare an exhibition of books by the author of the poem; 7) write an essay on the main theme of the poem. Children's literary reading is intended to teach younger schoolchildren not only to read the text, but also to perceive the content of works of literature as a special form of art.

Works of the poetic type contribute to the enrichment of the student's spiritual world as a result of receiving sensory experience, developing the stock of information from life and emotional impressions that a person expresses through language.

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