

On Reading and Analyzing Literary Texts in Primary Education

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Abstract: *This article provides a scientific and theoretical analysis of the importance of analyzing poetic texts in primary education.*

Keywords: *Poetic texts, children, self, emotions, expression, works of art, understanding, ability, development, etc.*

Introduction

When teaching children of primary school age, a special type of mental activity is formed in them based on scientific concepts. For this, they must master specific operations; comparison, abstraction, analysis and synthesis. Studies by psychologists (J. Piaget, L.S. Vygotsky) show that in the learning process, the student's mental activity acquires the properties of reversibility and certain structural forms, which indicates that he has mastered specific mental operations. Based on this, it can be concluded that a student of primary school age is ready to study the language system and master specific scientific concepts.

The primary education stage is an important period for children to form basic knowledge and skills. At this stage, working with literary texts is not only a key tool for developing language skills, but also for expanding children's imagination, and for forming cultural and spiritual education. This article discusses the methods of analyzing literary texts in primary grades and their importance in the educational process.

A literary text is one of the main types of literature, in which artistic images, events and ideas are expressed through language tools. By reading and analyzing literary texts in primary education, students:

Increase their language skills;

Expand their imagination;

Get acquainted with moral and spiritual values;

Develop critical and creative thinking skills.

Analyzing literary texts helps students delve deeper into the content, structure and ideas of the text. The analysis process includes the following stages:

1. Getting to know the text;

The teacher selects a suitable literary text for children. The text should be appropriate for the age of the children, and the words and expressions in it should be easy to understand. In the selection process, works with interesting, educational significance and high artistic value are preferred.

2. Understanding the content of the text;

After reading the text, a conversation is held with the students about the main content of the text, the development of events and the characters in it. At this stage, it is important to focus the students' attention on the important aspects of the text.

3. Analyzing images and events;

The characters and events in the text are analyzed. For example, a conversation is held about the actions of the characters, the problems they face and the solutions to these problems. At this stage, open-ended questions are asked to stimulate children's creative thinking.

4. Studying the artistic characteristics of the text;

The descriptive means used in the text (epithets, metaphors, comparisons) and their significance are analyzed. This helps children understand the artistic means used in the language.

5. Drawing conclusions;

A conclusion is drawn together with the children based on the text. At this stage, students summarize the moral lessons learned from the text and express their attitude towards them.

Various methods can be used to analyze literary texts in primary grades:

Conversation method: After reading the text, questions and answers are organized about the characters.

Role-playing: Developing a creative approach by dividing the events in the text into roles among students and staging them.

Creating drawings and images: Students draw the events or characters in the text using their imagination.

Written work: Children's writing skills are developed by writing a short essay or diary based on the text. When working at the text level, the subject of the educational activity of a primary school student is the semantic field of the text, its meaning. The operations of comparison, analysis, synthesis, etc. are the means of activity. The method of action is determined by the content of each specific linguistic category, linguistic and literary concept. The path to achieving a specific result in the process of forming the linguistic personality of a primary school student.

Readiness to analyze a literary text is associated with the main components of culture, the richness of its content, the culture of self-determination, reflecting vital ideals, which are the means of creating the inner world of the primary school student. In this regard, it is necessary to separately highlight communicative culture, which can be considered through a complex of components that form this culture. Revealing the dynamics of the author's thoughts and feelings through linguistic material, the student turns to the aesthetic function of the literary text. At the same time, he develops his creative inclinations, improves and deepens his knowledge of the surrounding reality. Here, an important role is given to the perception and linguistic abilities, which reflect the cultural level of development of the language personality, the environment and spiritual needs. – The problem of developing the ability of primary school students to fully perceive fiction is one of the most difficult problems both in science and in school practice. The vague understanding of specialists of what it means to “teach children to perceive fiction” leads to insufficient clarity in determining the level of requirements for students at certain stages of education. –

As psychologists have established, the ability to perceive –is given to all living beings with a nervous system from birth. Only humans and higher animals have the ability to perceive the world in the form of images that develop and refine through life experience; –

Perception always acts as a reality that is subjectively connected with the existing reality, structured in the form of objects. Objectivity, integrity, –constancy and categoricity are the main properties of the process of perception and the image that appears as a result.

A lot of useful information for understanding the physiological mechanisms of perception was provided by the Russian scientist I.M. Sechenov, who directly linked them with the work of muscle tissue.

Conclusion

In primary education, the analysis of literary texts plays an important role in the intellectual and creative development of students. Properly selected texts and effective methods increase children's interest in literature and have a positive effect on their spiritual education. The task of teachers is to organize this process in an interesting and effective way.

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