

EDUCATIONAL SIGNIFICANCE OF BOOKS FOR PRIMARY SCHOOL CHILDREN

Usmanova Zulfiya Ilhomovna
Bukhara State Pedagogical Institute
Department of "Primary Education"
teacher

Khurshida Salimova is Yunusovna
Bukhara State Pedagogical Institute
Primary education
3rd grade student

ABSTRACT: This article highlights and analyzes the content of the educational value of books for children of primary school age.

KEY WORDS: children's literature, fairy tale, proverb, riddle, fiction, poetry.

Children's literature is a set of artistic, scientific, scientific-popular and journalistic works created for children and teenagers. The main part of these are artistic works. The children's literature of the nations of the world, including the Uzbek people, begins with examples of oral creativity, most of which are created for children, such as quick sayings, riddles, game songs, narratives, legends, fairy tales, proverbs, parables, and epics. Children's literature can be divided into works that were created directly for children and works that were not originally intended for children, but later became children's literature.

The peculiarity of children's literature is that it is a changing phenomenon, which is directly related to the age of the reader, historical period and social environment. Considering the age of the reader is one of the main features of children's literature. For example, in children of preschool age, this exhibitionism is based on simple conflicts between the forces of good and evil, while in the literature created for teenagers, the psyche of complex people in complex lives begins to open.

Another feature of children's literature is its richness of action. From this comes the demand for a plot in children's literature. It requires quick, interesting, imaginative, humorous resolution of events.

In the written literature of the East, works classified by such names as "pandnoma", "mav'izatnoma", "nasihatnoma", "moral books" are the first examples of children's literature. For example, "Maviizatnomai Kaikovus" ("Nightmare") by Kaykovus, "Gulistan" and "Boston" by Sheikh Sa'di, and "Bahoristan" by Jami are among them. These have entered the Uzbek

children's literature through translation. Alisher Navoi's works "Hayrat ulabor", "Mantiq ut-tayr" and "Mahbub ul-Qulub", "Miftah ul-adl" and "Gulzor" by Khoja, and "Zarbulmasal" by Gulkhani are classic examples of Uzbek children's literature. With his articles and stories, he has been serving to educate the young generation in the spirit of good human qualities for centuries.

Uzbek children's literature has developed under the influence of the leading traditions of world children's literature. Rare samples of world children's literature have been translated into Uzbek, such as "Gulliver's Travels" (J. Swift), "Robinson Crusoe" (D. Defoe), "Uncle Tom's Cabin" (Bicher Stowe), "Sona" (E. Voynich) rare works of literature became the property of Uzbek children.

In Uzbek children's literature, the genre of literary fairy tales has developed in particular. Hamid Olimjon's "Aigul and Bakhtiyor", "Semurg or Parizod and Bunyod", Mirtemir's "Ajdar", Shukur Sadulla's "Three Bears", "Cunning Sparrow", Zafar Diyar's "Yangi Ertak", "Tashkhan with Moshkhan", "Fox's trick", Sultan Zhora's literary tales such as "Zangor Gilam" and "Kaldirgoch" belong to the ranks of works of art created on the basis of the traditions of folk oral creativity, elaborated in terms of form and content. In the 1930s, Uzbek children's poetry flourished and its subject range expanded.

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, Said Ahmed, Shuhrat, Mirzakalon Ismaili, Mirkarim Asim also created works for children. The peculiarities of children's literature are more vividly manifested in the image of its hero. For example, examples of children's literature at the beginning of the 20th century are characterized by the activity of the creator, rather than the image of the hero, and the priority of the promotional spirit, while the children's literature of the 30s referred more to folklore, and the works created during this period still had almost no active hero image. The examples of children's literature of the 50s and 60s became real children's literature, with the decisive role in the events of the works of young heroes.

In the 70-80s, the examples of children's literature began to embody the image of a young hero who increasingly looks at life from his own point of view, and whose critical gaze is sharper than lofty, rhetorical definitions. During this period, for the first time, the unique, newly awakening pure love of children entered Uzbek children's literature. In the literature of the 1990s,

a new step was taken in this regard, the Uzbek child being proud of being the child of an Uzbek, the idea of true patriotism in the spirit of being worthy of the great ancestors was fortunate enough to read priority works. The textbooks contain artistic works of various genres and popular scientific articles. The objective content of any work is the whole being, existence, its various aspects, evidence and their influence on each other. In a work of art, life is depicted through images. It should be noted that at the heart of an artistic work is a person, his relationship to society and nature. The rules of depicting existence and reality in an artistic work by means of images, giving objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology.

Teaching students to work on a work of art implies providing education by forming and growing the skills of literary and aesthetic analysis in them. Analyzing the text of the work helps to understand the author's thoughts, feelings and conclusions, and evokes a reaction to the events expressed in the work. The analysis of the work requires the teacher to direct the students' activities to a certain goal. "The main goal of analyzing a work of art at school is to introduce students to the world of fiction by illuminating the life event expressed in the work, to create an opportunity to notice the author's attitude and intentions towards the depicted events. It is impossible to fulfill the task of literature in educating young people without achieving a complete understanding of the ideas and problems put forward by the writer.

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