

THE IMPORTANCE OF CHILDREN'S LITERATURE IN RAISING THE YOUNG GENERATION AS ACCOMPLISHED INDIVIDUALS

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Abstract

The article provides information about the great importance of children's literature, which is an integral part of adult literature, in raising the young generation as perfect people, and that children's literature is distinguished by the great and complex task of raising the future generation as physically strong, spiritually mature, mentally healthy, with complete faith and belief, knowledgeable, highly spiritual, courageous and patriotic individuals.

Keywords: Children's literature, spiritual mindset, accomplished individual, ideological content, artistic, enlightening ideas, a reader.

Introduction

When issues such as the perfection of a child, his upbringing, health, affection towards national values, and his homeland are raised, it is realized how true the meaningful thoughts of the ideologist Abdulla Avloniy are: "Education is a matter of life or death for us, salvation or destruction, happiness or disaster." The family is considered as the center of education which is a sacred place that preserves the continuity of every people and nation, ensures the development of national values, brings up and educates a spiritually as well as physically mature generation, and raises patriotic defenders of the country. A person receives his first education from the family, from the cradle of love, from maternal milk and lullaby. Its influence is firmly embedded in human nature and heart. The perfection, spirituality, kindness, and morality of a child are formed on the basis of internal, unique laws and rules established in each family. As our President emphasizes: "It is clear to all of us that the noblest dreams, goals, and vital interests of every person in our country, and of every family, are manifested and realized, first of all, by the person's offsprings."¹ The issue of children's spiritual education is also important. Scientist Safo Ochil, who explained the word spirituality, states that "Spirituality" means the beauty of human behavior, generosity, nobility, faithfulness to promises, imagination, learning, wisdom, tolerance, decency, neatness and purity, innocence of the heart, politeness, as well as similar pleasant traditions and customs are also understood as this notion.²

¹ Mirziyoyev Sh.M. 2016. December 8. "Xalq so'zi" newspaper.

² S. Ochil. Issues of independence and education. "Uzbekistan", 1995.



Admittedly, when a child is born, such beautiful qualities as purity, justice, and trust are born in his soul. Now, in order to preserve these beautiful qualities in the child's heart, the family, society, and education system must be ready for this. In order to fulfill this lofty task, large-scale work has been organized in our country to create all the necessary conditions, and only the issue of its productive and rational use remains relevant. Moreover, reading enriches a person spiritually and ensures his spiritual and educational development.

The formation of a person as an individual depends on the stability of his spiritual thinking. This stability is created by teaching children from the womb to love books and to recognize the usefulness of books in solving certain problems encountered on the path of life.

Children's literature, which is an integral part of adult literature, is also of great importance in raising the young generation as accomplished individuals. Children's literature is distinguished by the fact that it sets itself the great and complex task of raising a future generation that is physically strong, spiritually pure, mentally healthy, full of faith and belief, knowledgeable, high in spirituality, courageous and patriotic. Children's books rely on artistic language in fulfilling this task. The language of a literary work is a means of clearly and expressively revealing its ideological content. A work written in a good, clear, fluent, figurative, rich language quickly and easily conveys the author's goals and thoughts to readers. This is what the writer Alisher Navoiy described in his work "Mahbub-ul-qulub" as the "lock of the treasury of the heart." The great poet calls on people to speak briefly and meaningfully, with deep logic. This requirement, of course, also applies to children's writers. A children's writer must be able to write simply, fluently, interestingly, and meaningfully. And for this, he must have a thorough knowledge of the vernacular. Works of literature written in a fluent language also have a great influence on the speech of young readers, increasing their vocabulary. Any work of art written for young people must be appropriate for their age characteristics and levels, awaken deep thoughts in their hearts, be rich in vivid images and lofty ideas, and inspire them to great and brilliant deeds. Most importantly, the topics must be covered in understandable, simple, and interesting language. Children's literature is a powerful tool of our independent country in educating young people as people of faith and in the spirit of love for the homeland. Only true works of literature can have a strong influence on children and meet these high requirements. Therefore, such books are of particular importance from a pedagogical and psychological point of view.

Most of the works of the world's writers, including Uzbek children's literature, such as riddles, rhymes, songs, legends, fairy tales, parables and epics, arose on the basis of folk oral works created for children. Children's literature can be divided into works created directly for children and those written for adults and read with pleasure by young readers. One of the important conditions of children's literature is to bring to life real and imaginary scenes appropriate to the age and level of knowledge of the reader in question, using language, form and figurative means understandable to children of this age. For example, in works created for young children, the imagery is often of a demonstrative nature, while in works intended for high school students or students of academic lyceums and vocational colleges, the characters' lives, nature, and social phenomena are relatively complex, expressed in a variety of colors and emotions.

Based on this, children's literature is divided into three parts:



- 1) literature intended for children of preschool age (3-6 years old);
- 2) works created for young school – age children (7-12 years old);
- 3) literature intended for middle and older children (13-18 years old).

The great contribution of writers such as Abdulla Avloniy, Hamza, Elbek, G. Gulom, Oybek, H. Olimjon, Gayratiy, Zafar Diyor, Pulat Mumin, Quddus Muhammadiy, Yokubjon Shukurov, Qudrat Hikmat, Askad Mukhtor, Khudoiberdi Tokhtaboev, Latif Makhmudov, Tursunboy Adashboev, Anvar Obidjon and Hamza Imomberdiev to the formation and development of Uzbek children's literature is significant. The role of children's literature in ensuring that children, the future of our society, grow up to be educated, polite, loyal to their homeland, dutiful to their parents, and active citizens of their time is immeasurable. As Maksin Gorky said, “. . . It is possible to talk to children about even the most serious topics without any didactics, simply and interestingly. Achieving simplicity and clarity is achieved not by reducing literary quality, yet as a result of true skill. An author who wants to work in the field of children's literature must take into account all the characteristics of the reader's age. Otherwise, his book will become an unnecessary, incomprehensible book for both children and adults.”³

Along with artistic qualities, enlightenment also plays a leading role in children's literature. Because examples of children's literature also serve to educate young people in the spirit of human virtues. The principles of development of children's literature of all eras are reflected, first of all, in enlightenment and upbringing. However, as children's literature develops, its striving to master the elements of pure art and its interaction with the principles of development of general literature also become noticeable. In particular, if at the beginning of the 20th century Uzbek children's literature was dominated by more enlightening ideas, then in the 30s realistic literary principles prevailed in children's literature, and in the 50s-60s elements of adventure and fantasy literature became stronger in children's literature. In the 80s there was a focus on psychologism in children's literature, a desire to portray the young hero not as a young child, but as a person who is increasingly entering life, with his own views.

The 90s were a period of renewal in the development of Uzbek children's literature. Thanks to independence, the restoration of national, cultural, literary and religious values had a significant impact on the work of representatives of children's literature, and the image of a truly Uzbek person began to occupy a leading place in their works.

The peculiarities of children's literature are even more clearly reflected in the image of its hero. For instance, while the examples of children's literature of the early 20th century were distinguished more by the activity of the creator, the primacy of the spirit of propaganda and agitation, rather than the image of the hero, in the 30s children's literature turned more to folk oral creativity, and even in the works created during this period, there was almost no active image of the hero. The examples of children's literature of the 50s and 60s turned into a real children's literature, with young heroes playing a decisive role in the events of the works. The examples of children's literature of the 70s and 80s increasingly began to embody the image

3 A. Suyumov, M. Jumaboev. Children's literature Guide for educational institutions of pedagogy and preschool education — T.: “Teacher” 1995. p. 3.



of a young hero who looked at life from his own point of view, with a sharper critical eye than lofty, rhetorical descriptions. During this period, the unique, only just awakening pure love of children entered Uzbek children's literature for the first time. A new step was taken in this regard in the literature of the 90s, when the Uzbek child was honored with the happiness of reading works that were based on the idea of patriotism in the true sense, in the spirit of pride in being a child of the Uzbeks, worthy of their great ancestors.

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