

## WAYS TO INCREASE THE EFFICIENCY OF WORK ON ARTISTIC TEXTS IN PRIMARY CLASSES

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### Abstract:

In this article, the issues of formation and development of hermeneutic abilities of elementary school students with the help of artistic texts are considered, and effective methods are described.

**Keywords:** work of art, hero of the work, folklore, fairy tale, proverb, episode, image, subject, plan, conclusion.

### Introduction

Socio-economic development in the society, general development of young people in the educational system, in particular, students of junior school age - the relatively rapid expansion of their knowledge, technical and technological capabilities, and their worldview with the help of the flow of information in the fields of general pedagogy and private methodology. It also demands that there be an increase, that changes be made to the content and methods of teaching. Based on this, it is the demand of the times to improve the methodology of primary literary education. In the literary education of elementary grades, reducing repetition exercises, increasing exercises that develop the ability to express one's own thoughts about the creative and read text, expanding the process of working on parts of works and the whole text, artistic writing it is desirable to increase the independence of students in working on the content and images, to create various types of tasks in the didactic analysis of texts, to make maximum use of technical tools and advanced pedagogical technologies in education. For this, it is appropriate to first get into the essence of the concept of "didactic analysis". Q.Yoldoshev in his monographic study entitled "Fundamentals of Artistic Analysis", speaking about the types of analysis of works, defines didactic analysis as follows: vital and artistic sense and aesthetic self is an aesthetic-pedagogical activity aimed at forming good moral qualities in students by realizing their uniqueness, and the time for educational analysis is determined during the course, in a specific place, between students of similar age and intellectual level, within the framework of their intellectual capabilities, it is planned to be carried out in a collective way. In the didactic analysis of scientific literary works, the teacher uses the following three methods of joint activity of students announces the organization of:

- a) analysis following the author or within the text;
- b) analysis based on artistic images;
- c) problem-based learning analysis.

In the monograph, in the first method of didactic analysis, the teacher follows not only the aesthetic essence of the artistic text, but also its construction order, and without changing the logic of the text, its internal order, discovers the meaning and artistic appeal of the work together with the students. insists that he will go. He says that this can be called textual analysis, that is, a method of analysis based on the text of the work, and in such an analysis,



the teacher acts as a guide.

The second direction, i.e. analysis based on images, informs that the teacher's attention should be focused on the symbols in the work and the artistic meaning and charm of the work will be revealed in the process of understanding the psyche of the images. The author prefers to call the analysis of this method symbolic analysis and says that the students will be able to participate more actively in the analysis carried out in this direction. In the monograph about the third method of didactic analysis of works - problem analysis, it is noted that the analysis is mainly carried out by students. It is said that the teacher should put an artistic or life problem in front of his students based on the text of a work of art and show them the ways to solve this problem and provide them with additional literature that can be used in this evening. In the process of analysis of the work. It is reported that students will not only use the concepts they know, but also have to independently acquire a number of new aesthetic and logical knowledge. In the event of collective problem analysis, certain changes occur in the spiritual world and mental world of students, problem analysis can be carried out not only in a collective form, but also in an individual way, the vital aesthetic of a work when problem-solving is assigned as homework, individual problem-based learning analysis is said to occur. In agreement with all these points, it can be said that this type of didactic analysis in primary literary education is problematic, given the age characteristics and intellectual capabilities of students. it may not give the expected result. Therefore, the problematic method of didactic analysis is in accordance with the goal of higher stages of literary education. - In the didactic (educational) analysis of the monograph, it is necessary to achieve that students perceive literary characters as living people with their own destiny and unique nature, so that the emotions felt by these characters can infect and affect the students, that is, it is possible to agree with the view that it educates. These views are directly related to elementary school students. During the didactic analysis of works of art, the scientist's views on the need to avoid dividing symbols into mutually contradictory groups, such as positive and negative, and to achieve a correct assessment of each artistic symbol from the perspective of people with opposite natures, are also noteworthy. It is explained to young students that it is impossible to divide the people around them into good or bad, that there are positive and negative qualities in the nature of each person, that perfection belongs only to the Creator, using the example of artistic symbols, analyzing their behavior and attitudes. The reforms implemented in the field of education due to independence include the creation of the concept of primary education and the State Education Standard, the updating of curricula based on the requirements of the time, decades later, this is of national importance. the improvement of pedagogical documents and the updating of textbooks indicate that certain progress is being made in the field. of course. In the didactic analysis of artistic works in the literary education of elementary grades:

- an attempt was made to systematize the analysis of the content of the works and the formation of correct, fast, conscious, expressive reading skills;
- attention was paid to the fact that the explanation of the ideological basis and theme of the works, its images, plot line, composition and visual means serves the general development of students as individuals, as well as the growth of their communicative speech;
- it began to be prioritized that relying on students' life experience is the basis of conscious perception of the content of the work and a necessary condition for its analysis;



- studying in the classroom began to be approached as an effective means of analysis based on the improvement of students' cognitive activity, expanding their knowledge about the environment and enriching their scientific worldviews.

But due to the speed of global development, these methods are no longer able to fully meet the requirements of primary literary education today. One of the important factors of the analysis of a work of art in primary literary education is its emotional impact on students. It is important for young students to not only understand the author's leading thought in the work, but also to feel the truths, events and events that excited him, to be excited, and to enjoy reading and working on a work of art. In the course of the didactic analysis of artistic texts in the process of literary education of primary grades, the emergence of independent thoughts and attitudes in students, regardless of whether they agree with the arguments noted by the author or implied by the teacher it is necessary to determine his views. In the analysis of artistic works in primary literary education, it is necessary to pay special attention to the aesthetic value and artistic beauty of the work, and at the same time, it is necessary to ensure the artistic literacy of students. Reading lessons enable students to distinguish between works of art, to determine how the writer reflected life events through artistic means and what images he created. It is desirable to develop the skills of independent reading and analysis of his work. Pupils' acquisition of literary information. During the analysis of a work of art, they understand the importance of its content and leading ideas. Along with the above, the formation of literary concepts is also important in the development of oral and written speech of primary school students. As a result of studying literary concepts, students will learn that fiction is a type of art and that it is related to life.

In the literary education of primary grades, students learn artistic language tools - attribution, simile, animation, exaggeration, and types of literary genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, etc. they get to know practically. By analyzing the language of a work of art, students develop a sense of love for their mother tongue.

Similes, animations and exaggerations in fairy tales enrich the world of thinking and imagination of students and increase their literary literacy. guiding students to find such features in the text during the didactic analysis of the works, teaching them to use them when answering questions is the basis for the enrichment of their oral speech and the improvement of their literary literacy. Metaphorical words are also often used to explain the allegory in parables. Because they prevent children from understanding the meaning of the parable, some metaphorical words make the work will be explained before reading. It is desirable that the methodology of primary literary education be based on the theoretical rules established in literature, psychology and pedagogy. For the effective organization of reading in the classroom, didactic analysis of the artistic material, the teacher should take into account the specific characteristics of the artistic work, the psychological basis of the reading process at different stages of education, the characteristics of the perception and mastering of the material by the students of junior school age. necessary. In the literary education of elementary grades, it is impossible to meet the requirements of the program on the basis of introducing students only to the text of the work. After all, educational education based on the text shows its effect only as a result of its understanding and perception. In other words, the magic of any work can attract the reader's attention and have a positive effect on his spiritual maturity when



he understands the hidden content of the text.

This is achieved by mastering literary-theoretical concepts and forming analysis skills in students during the didactic analysis of works in primary literary education. In elementary literary education, when working on a work of art and defining its main stages, the teacher should take into account the specific characteristics of the work of art as a work of art and the level of preparation of students. In the development of the subject of the work of art, new aspects of the characters are revealed. These features require a comprehensive reading and understanding of the text when working on it. Teaching students to work on a work of art implies education by forming and developing the skills of literary aesthetic analysis in them. Didactic analysis of the text of the work helps young students to understand the thoughts, feelings and conclusions of the author, awakens their independent attitude to the events expressed in the work. The analysis of the work requires the teacher to direct the students' activities to a certain goal. If the reader gets acquainted with the content of the work while reading it, he will turn to poetic tools in the course of his didactic analysis. If reading enriches the emotions and prepares the mind, analysis helps to deeply understand the meaning of the work.

The didactic analysis of works of art in elementary school reading classes is carried out in three main stages: 1. The first stage (synthesis). At this stage, young readers perceive the text as a whole. they get acquainted with the content of the work and its visual means of expression. 2. At the second stage (analysis), students are able to determine the consistency of the development of events in the work, to determine the main features of the character's behavior and nature (why the character did what he did in this situation and the reasons for this are studied), the specific content of the work along with visual aids consists of analysis and evaluation of the behavior of the characters (what the author described, why he chose this or that argument).

3. The third stage (second synthesis). Summarizing the important characteristics of the heroes of the work at this stage. comparing and evaluating characters with each other. identifying the leading views in the work, evaluating the artistic work as a source of knowledge of life and a work of art (what benefits it has, what the work teaches, how the author was able to convey his thoughts and impressions in a clear, clear and effective way etc.) consists of If the didactic analysis of the work is organized in an appropriate manner, the independent activity of elementary school students will increase. Because during the analysis of the work, they experience the creative process and discover a number of unknowns. In primary literary education, before starting to read the work, it is necessary to prepare young students to read the literary text. In order for readers to understand the content of the text correctly, it is necessary to have a certain idea about the artistic life described in it and the real life. For this, preparatory work is carried out before the reading. It is known that the "Reading Book" textbooks of elementary grades contain artistic and popular scientific texts for reading in the classroom. Acquaintance of students with texts of this type of content begins at the stage of preparation for reading. In the preparatory stage, the writer or poet will tell about his childhood memories, interpretation work will be carried out so that the students can perceive the events described in the work and feel the pathos of the work. If the work is about the seasons, organizing a trip to nature also serves to ensure the success of studying in the classroom. From





such trips, one of the forms of preparation, is devoted to the image of nature, production. construction. can be used when studying topics and historical works related to urban and rural life, profession. Organization of trips to production enterprises, museums and other places also ensures the correct perception of historical events, introduces the work of adults, instills a love of work in the student, guides him to the profession, etc. If a related film is shown even before studying historical materials, students' perception of the work will be activated, and their ideas about this historical event will be clarified. The teacher's brief information about the author, poet and writers related to the writing history of the work also has a positive effect on the mastering of the literary work. While the teacher is speaking, showing their portraits, works written for children, and documentaries about them also arouses students' interest in the author's work. The fact that young students know a lot about the writers whose works they want to study is a guarantee of the effectiveness of primary literary education.

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