

TEACHING OF REPRESENTATIVES OF WORLD LITERATURE AND THEIR WORKS IN CLASSROOM LESSONS OF THE PRIMARY CLASS

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Abstract: In this article, theoretical information is given about the status of teaching representatives of world children's literature and their works in extracurricular reading classes of elementary school, its importance in the development of children's speech, and its role in the formation of children's reading culture.

Key words: reading outside the classroom, reading culture, world children's literature, traditionalism, artistic skill, creative ability, creative approach, educational institution.

The role of "Reading Literacy" lessons is incomparable in improving the spirituality of elementary school students, increasing their intellectual potential, creative thinking, ability to make independent decisions, and the development of reading culture. What is reading literacy? Literacy is a familiar concept, I think. When you hear this word, you definitely think of a young school student who has just entered school and is just getting acquainted with simple examples of reading, writing, numbers and calculations. In fact, this is too narrow-minded. Reading literacy is the ability of a person to understand texts, use them, reflect on them and react to them in order to achieve the goal of developing his knowledge and potential, finding his place in society.

President Sh.M. Mirziyoyev rightly said that "a child's outlook, taste, and potential are formed in the primary classes." Reading literacy classes are of great importance in the emergence and further development of such characteristics in students.

In schools, reading literacy lessons are divided into 2 parts:

- 1) teaching in the classroom;
- 2) teaching outside the classroom.

The main purpose of the organization of extracurricular reading classes is to introduce children's literature, colorful examples of folklore, rare and masterpieces of world literature to children of primary school age, and to develop reading culture.

In out-of-class reading lessons, introducing students to examples of world literature, assigning works as a task to gain independent knowledge and skills, and analyzing them in the classroom or through mutual discussion and debate between the

teacher and the student after reading, expands the child's worldview, enriches his thinking, and strengthens his memory. He learns to quickly perceive the happenings in the environment and to react to them correctly and independently.

In December 2023, an extended meeting was held at the Writers' Union of Uzbekistan, with the participation of members of the Writers' Union of Uzbekistan, the Information and Mass Communications Agency, the Republican Children's Library, the National Library of Uzbekistan named after Alisher Navoi, and the publishers, on the issues of publishing a set of 100 books called "Masterpieces of World Children's Literature". The "Masterpieces of World Children's Literature" complex will be prepared for publication in 2024-2026 by the Association of Writers. The collection includes poems, stories, fairy tales and novels written for children and teenagers by representatives of literature from the 5 continents of the world: Europe, Asia, Africa, Australia, and America. Also, special attention is paid to examples of children's literature of Eastern Turkic peoples. After this collection is published, if it is used as a resource in primary school extracurricular classes, it will make a significant contribution to students' acquaintance with the culture, customs, and traditions of other nations.

In independent Uzbekistan, the role of translated works is incomparable in the development of children's literature, unlike adult literature, and in the emergence of new series. In extracurricular reading classes, samples of foreign children's literature are selected and analyzed in accordance with the child's age and character. Every reader's opinion and imagination about the world will be enriched and they will become familiar with the living conditions, language, religion, values, dreams, hopes, past experiences and future strategies of that people. "Little Red Riding Hood" (S. Perrault), "Robinson Crusoe" (D. Defoe), "Gulliver's Travels" (J. Swift), "Dumchahan" (H.K. Andersen), "The Goldfish" (A.S. Pushkin), "From the Beginning of Tom Sawyer", which have been passed from hand to hand, from language to language, and even conquered the stage like a fairy tale for centuries. works like "M. Twain", "Captain Grant's Children" (S.J. Verne), "Don Quixote" (J. Cervantes) have already entered the magical world of young readers. This means that students are already familiar with world children's literature, it is not a foreign concept for them. The main idea of the above works is to make the students love life more and to make them interested in adventure. Forms feelings of heroism. "Mowgli" (R. Kipling), "The Little Prince" (A. De Saint-Exupéry), "Big and Little Carlson" (A. Lindren), "Tashkent Bread City" (A. Neverov), "Doctor Aybalit" (K. Chukovsky) Temur and his team" (A. Gaidar), "The Adventures of Chippolino" (J. Rodari), "Who I am" (V. Mayakovsky), "In the City of the Unknown Sun" (N. Nosov), introducing, teaching, analyzing and paying attention to the reader's opinions and impressions of elementary school students with works such as "Kim Bolsam Ekan" (V. Mayakovsky) It serves as an important

tool for the formation of creative qualities in the fields. But now we live in a time when science and technology are developing day by day. At the same time, freeing children from the Internet and instilling love for books is an art. The use of innovative technologies during the training will definitely instill a love for books.

The results of the latest observations show that the attention of children to the given knowledge is decreasing, the lessons are not completely completed according to the plan, the lessons completed do not fully meet the requirements, the lessons of study outside the classroom are not regularly organized and are not conducted according to a clear plan, which significantly reduces the interest of students in learning as well as the quality of education. In order to eliminate such shortcomings, the content of fundamental reforms carried out in Uzbekistan is aimed at educating the young generation into a mature generation with intellectual potential.

"A book-loving nation is a developing nation," says our honorable President Shavkat Mirziyoyev. In modern conditions, the problem of children's reading in the development of society has become public. Targeted organization of children's reading should be one of the priority tasks of the school, especially the elementary school. The following are the priorities of the Cabinet of Ministers' National program "Development and support of reading culture for 2020-2025":

- To publish high-quality books that meet the spiritual-educational, artistic-aesthetic requirements of the population, first of all, to support the activities of publishers and creators, to support the publication of children's literature;
- To translate the best examples of national and world literature, to raise the culture of reading, to develop age-appropriate reading in remote areas of the republic;
- To improve the system of ordering foreign works online, bringing them to the territory of the republic, and expanding international cooperation on the development of reading culture.

If each of the adopted beneficial decisions is applied in the school starting from the elementary school students, if the program is implemented, the result will definitely be more than expected. In order to implement this law and other orders of this type, and to record positive results, the study lessons outside the classroom are the same term. As a result of consistently conducting extracurricular studies, several achievements are achieved at the same time. First of all, students' free time is meaningfully organized. A new book is introduced every week. This plays an important role in the spiritual nourishment of the student. Foreign children's literature representatives and their masterpieces are introduced to foreign children's literature and their masterpieces, the spiritual and cultural heritage of other nations is taught, and our achievements and shortcomings in the world of science and technology are analyzed in comparison with the land we live in. Moral standards are compared. Advantages

will be considered, and a conversation will be held about measures to eliminate defects in society. In addition to works of art, poems and stories are studied, and didactic games are organized to enrich students' thinking.

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