

## Teaching Classical Literature in Primary Schools

Jorayeva Dilnoza Ro'zimat qizi

Teacher of social sciences in primary education at Namangan State University

### Annotation

This article discusses the methodology of teaching classical literature in primary school and the difference between teaching classical literature and other subjects.

**Keywords:** Classics, literature, elementary, class, teacher, student, school, education, lesson, spirituality

The dramatic changes that have taken place in the science and practice of pedagogy, in the educational process since the independence of the country. Rather than giving children ready-made knowledge, they try to find new ways to strengthen their spirituality, focus on independent thinking, and ensure their participation in the learning process. The main subject of teaching is the textbook, methodical manual, methodical recommendations, and rather than the training of qualified personnel in the science of methodology. ensures the priority of educating a generation that is well versed in the field.

Teaching classical literature is very different from teaching other subjects. Accordingly, while those who view it as a science form a group, there are those who view literature teaching as an art form and those who view the work of a literature teacher as an artistic work. So, they equate the teaching of literature with the teaching of art. From a practical point of view, literature teaching methodology is considered to be an area that directly contributes to the teaching process and can help to make each lesson more effective.

Theoretical information is the scientific key to a classic work. They can be given before the study, as well as during the study and after the analysis of the work. It is up to the teacher to decide whether the theoretical information will be given before or after the study of the work of art, depending on the specific situation. A literature teacher cannot analyze these kinds of works without giving theoretical information about tuyuk, muashshah, rubai, quartet, and a number of other genres, because the charm of such works is hidden in the genre-related side of the text. and it is useless to try to analyze these works until something hidden is found. In the study of theoretical data, it is of fundamental importance to act on the assimilation of general phenomena from specific facts or on the study of information about specific aspects in general. Since fiction is a holistic aesthetic phenomenon, it is worthwhile to study its theoretical aspects as a whole. In the upper grades, more complex theoretical issues and concepts can be discussed.

Highlighting the importance of studying a creative biography at different stages using school textbook materials will make it more understandable to elementary students. Classical literature is studied in the primary grades, and scientific and didactic analysis is used to draw conclusions. In order to draw scientific conclusions from the analysis of a work of art, it is necessary to understand the position of the author, which requires acquaintance with the biography of the creators, so that one can know how the writer reacted to this or that life

event. In school literary education, the biographies of writers are studied for two reasons: 1) Writers are people who are in the spotlight of the nation, and there are many aspects in their personal lives and nature that can serve as role models for students. Therefore, the life of a writer is taught to students as a school of spiritual example. 2) The way of life of writers leaves their mark on the works of sajiya. Consequently, information about the lives and careers and personalities of the artists is also key to understanding their work.

Information about the author's biography is provided in all classes. However, the study of the biographies of adolescent students and adolescent students is a kind of didactic process. Adolescents or students in grades 5-6 still do not understand the importance of creating literary works. And they don't fully understand how a writer's personality is reflected in a work of art. For this reason, textbooks for grades 5-8 provide students with the most general information about writers. Usually, in grades 5-8, there are no special hours for studying the biographies of writers. So, there is no need to dwell on the author. Therefore, textbooks provide information that students can read on their own. Adolescents at this age have strong emotional cognition, abstract thinking, and the deductive method of cognition is underdeveloped. Therefore, the concepts seen and perceived by the senses are firmly assimilated. Feedback on cause-and-effect relationships may be less clear.

While classical literature is taught in the primary grades, expressive reading plays an important role in the child's development. There is a pedagogical and psychological basis to expressive reading. Only a person who is acquainted with fiction, who feels it deeply, who understands the feelings reflected in the literary text, can enter the path of perfection. To do this, students need to be educated not only to understand art, but also to understand and feel it.

It is argued that expressive reading is a means of aesthetic education. The ability to enjoy beauty and marvel at nobility are among the virtues of a good person. He who possesses the same qualities cannot be indifferent to ugliness, vices, meanness, and evil. This means that only a student who reads works of art expressively, understands and comprehends its content, will have high human qualities.

It is argued that expressive reading is a teaching tool. The post-Soviet "Literature" program is not a work of art, but a teaching of theoretical ideas about it. During this period, the main purpose of literature classes was to determine the idea of the work. That's why there is a pattern in the analysis of works. This is one of the reasons why works of art seem to come out of the same mold and give students the impression that they can express their opinions without reading them. To overcome this, special emphasis should be placed on expressive reading in literature classes. Expressive reading, especially in grades 1-4, is crucial in increasing the emotional impact of a work and making it the property of students.

A literature teacher must be able to read expressively. It is important to remember that expressive reading is not only the proper use of punctuation and logical emphasis and dictation, but also the ability to feel the spirit of the work, to find the expression that comes from its content. Expressive reading is also a way to convey the text to the reader and to convey the author's intended effect. Expressive reading is a tool that deeply and accurately expresses the emotional side of the content of the work, thereby enabling the aesthetic education of students. By the way, expressive reading is not only a means of aesthetic education, but also a factor of learning.

The use of visual aids in literature lessons in the primary grades also works well. Demonstration is one of the basic principles of education. One of the most important principles of didactics is its expediency, which is not the result of the will of any educator or methodologist, but the law of knowledge theory, which is the methodological basis of didactics. The student is experiencing an emotional phase of learning, especially in the elementary grades. That is, it better perceives events that directly affect the senses. For this reason, it is permissible to use visual aids in literature lessons, but it is important to remember that literature is the art of words, and that all its power is in words, and all its essence and charm is expressed in words. There is no need to fill the lessons with unnecessary diagrams, drawings and pictures.

The great Czech educator Jan Amos Comenius was the first to scientifically substantiate the issue of visual aids in his books, such as *The Great Didactics* and *The World of Sensitive Things in Pictures*. In the works of I. Pestalozzi, this doctrine was further developed and enriched. It should be noted that the contribution of the Russian pedagogue K. Ushinsky in the issue of demonstration in education is enormous. The Russian pedagogue, who carefully studied the age characteristics of children and their cognitive activity at different stages, noted that education based on a clear image, rather than abstract words, would be more effective, and if a lesson was included in the picture, a dumb child would speak. The above-mentioned views of classical pedagogical scholars are further confirmed by the research of modern educators. Because the stages of the learning process emphasize the importance of self-demonstration.

Modern pedagogy classifies visual aids as follows:

1. Natural visibility.
2. Descriptive Demonstration.
3. Graphical representation.
4. Artistic expressiveness.

In general, the role of demonstration in literary education is invaluable. The role of technical means, ie information and communication technologies, in the organization of teaching literature is also invaluable, especially in the course of lessons from the electronic board, "Teacher-60", overhead projector, various video and audio recordings, television programs. The use serves to increase the effectiveness of the course.

#### **LIST OF USED LITERATURE**

1. [https://n.ziyouz.com/books/kollej\\_va\\_otm\\_darsliklari/onatili\\_va\\_adabiyot/O'zbek%20mumtoz%20adabiyoti%20tarixi%20\(Rahim%20Vohidov,%20Husniddin%20Eshonqulov\).pdf](https://n.ziyouz.com/books/kollej_va_otm_darsliklari/onatili_va_adabiyot/O'zbek%20mumtoz%20adabiyoti%20tarixi%20(Rahim%20Vohidov,%20Husniddin%20Eshonqulov).pdf)
2. <http://www.ziyouz.com/uploads/books/555273/54338d5d18054.pdf>
3. <http://uzviylik.tdi.uz/upload/iblock/6c5/6c5250bf9823629f27bfa7b600157225.pdf>
4. <https://goaravetisyan.ru/uz/vneklassnoe-chtenie-po-literature-pochemu-vvodit-vneklassnoe/>
5. [http://library.navoiy-uni.uz/files/adabiyot\\_o'qitish\\_metodikasi\\_q\\_husanboyeva\\_r\\_niyoymetoa\\_2.pdf](http://library.navoiy-uni.uz/files/adabiyot_o'qitish_metodikasi_q_husanboyeva_r_niyoymetoa_2.pdf)
6. [http://ares.uz/storage/app/media/2020yil/Vol\\_1\\_Issue\\_3/354-359.pdf](http://ares.uz/storage/app/media/2020yil/Vol_1_Issue_3/354-359.pdf)