

Scientific and Theoretical Foundations of an Integrative Approach to the Formation of Literary Concepts in Primary School Students

Asadovna Yulduz Pulatova

*Teacher of the Department of Primary Education Methods,
Bukhara State University, Uzbekistan*

ABSTRACT

Abstract. *It is a material expression and a supporting word of the concept. In fiction, too, the word is a tool for creating an artistic image and imagery. The imagery of the work depends on the extent to which the writer uses the art of speech. Concepts are formed on the basis of intuition, perception, imagination, with the help of words, speech. Therefore, in reading lessons, special attention is paid to increasing the vocabulary and speech of students. The essence of teaching is also to achieve the goal of education by arming students with concepts. Concepts about things and events in reality develop in everyone's mind from childhood to the end of life. Therefore, it can be said that the formation of literary concepts in students from primary school is one of the main tasks of in-class and out-of-class reading lessons. Reading lessons develop the ability to differentiate between works of art studied in primary school, to understand the means by which a writer reflects life events, what literary heroes he created, to express his attitude to the behavior of the protagonists, to evaluate them and draw appropriate conclusions. In the process of teaching literary concepts, the teacher uses the methods of expressive reading, memorizing the text, retelling, working on questions and assignments, writing creative works.*

Keywords: *literary understanding, reading lessons, artwork, mental activity, speech culture, reader, text, integration.*

I. Introduction

In the system of primary education, the development of students' interest in fiction from childhood, the development of their figurative thinking, in many respects depends on the correct application of the principles and methods of education. Properly chosen method on a scientific basis plays a key role in the development of the student's personality, activation of mental activity and the formation of the ability to think independently and creatively.

The vital root of the problem is that, as the researcher N. Juraev rightly points out, "Today, with the continuous increase of educational technologies, students' attitudes towards reading are changing, their ability to master all this knowledge is declining, and interest in reading is fading. Therefore, it is expedient to teach them to use this knowledge, to restore it, to improve reading, to teach processing strategies"[1; 2; 3].

The teaching methodology is based on knowledge of pedagogy, psychology, mother tongue, literature and a wide range of pedagogical experiences.

It is well known that perception is formed from interconnected judgments about things and their properties, their interrelationships. In forming an understanding of something, a number of judgments about that thing constitute the content of that concept as a whole. The more we can judge about something, the richer the content of the concept.

Through the elementary knowledge generated from literary concepts related to the formation of speech culture, students gain an understanding of the importance of artistic speech in expressing people's thoughts, feelings, and inner world. In developing literary concepts in students, it is important to make them understand that fiction is a form of art. To this end, fiction can be interpreted as an art form, like fine art, by demonstrating the representation of the events depicted in a work of art through colors in a painting. It is useful to give information about the reflection of life events in both, through colors in fine arts, and in words in fiction. It is important to make students aware that in order to create a work, a writer must be rich in words, which can be achieved through reading and learning. In order for students to master literary concepts in the primary grades, the teacher must have a scientific understanding of literary theory, distinguish what to focus on in the analysis of the work, know the teaching methods, creative approach to analysis, take into account students' interests.

In elementary school reading lessons, the analysis of the work and the student's personal creativity are of special importance in educating students as qualified readers.

II. The Main Part

There are two requirements for reading a work of art: first, students must understand the content of the work in the sample, and second, they must be able to feel the events described in the work from the heart.

The development of the ability to directly understand the art of speech in primary school students depends on the acquisition of literary analysis skills in the form of identifying the most interesting aspects of the plot, evaluating the behavior of the protagonists, summarizing their conclusions.

The level of perception of a work of art by students is determined on the basis of the analysis of the results of reading activities. The full understanding of the work in the process of literary education testifies to the deep mastery of literary concepts.

As a result of the study of scientific and methodological literature and experimental work, we found it necessary to distinguish four levels of perception of a work of art on the basis of literary concepts for primary school students.

First degree. Children belonging to this group are not able to comprehend the works as a whole, their attention is focused on individual events in the plot of the work, and they do not understand the connection between the episodes. They may have a direct emotional impact on reading and hearing the text, but it is difficult to express their feelings in words. Children in this group are not always able to determine the behavior and mental state of the protagonists.

Second degree. Students in this group are distinguished by their correct perception of the work. But they also have a hard time expressing their feelings because the imagination is different for everyone. This group of students easily recalls the sequence of events in the work in their memories, but they do not always understand how they are connected to each other. They are able to correctly identify the characteristics of the protagonists of the work with the help of special questions. Based on their life perceptions, they explain the reason for this or that behavior. But they cannot draw conclusions from what they have read.

Students of the third level are distinguished by their knowledge of the internal connection of the events described in the play. They have the ability to recreate images based on the details of the work because they have a certain imagination. In the play, they are primarily interested in the image of the

protagonists, based on the teacher's guiding questions, they are able to correctly determine the main idea of the work, the reason for the behavior of the protagonists. But they make some mistakes in generalizing their conclusions on the basis of existing literary concepts.

Fourth-grade students are influenced not only by the events of the work, but also by its artistic expression. Their imagination is developed and they recreate the image based on the details of the work of art. They like to re-read the text, to reflect on what they read. They will be able to identify the author's point of view, the main idea in the text. Although their generalizations about the events of the work are very vague, it is important that they think independently and try to identify the problem posed in the work. Accordingly, it can be said that the formation of literary concepts in students can be determined by the level of perception of the work.

The first level of cognition is suitable for children aged 3-5 years. The fact that primary school students belong to this level indicates a lack of knowledge of literary concepts. When confronted with reading lessons as a science, only a few students in the second and third grades will have the ability to comprehend what they are reading at the third level. By the end of primary education, fourth-level cognition is a characteristic of all learners. The fourth-level perception of a work of art by an elementary school graduate means that literary concepts are formed.

III. Discussion and results

K.Kasimova, S.Matchonov, K.Abdullaeva, T.Gafforova from Uzbek Methodist scholars and N.N.Svetlovskaya, M.I.Omorokova, T.Ramzaeva from Russian Methodists studied the issues of teaching methods.

It is no coincidence that in the works of Professor K. Kasimova and S. Matchonov on the methodology of reading, the student is mentioned as an active participant in education, a "methodological factor." According to them, the analysis of the work and the student's personal creativity are of special importance in educating students as qualified readers in primary school reading lessons.[5] This requires primary school students to continue to form basic literary concepts such as poetry, verse, story, parable, riddle, proverb, literary hero, title, text, plan. Literary analysis aimed at this goal requires a consistent collaboration between teacher and student based on a rigorous plan. Without it, the reader will not be able to aesthetically comprehend and comprehend the work to the extent provided for in the program. The analysis should move from general to specific, that is, to identify the general content and details that help to understand the work. At the beginning of the analysis, it is required to ask the questions in a consistent and comprehensive manner, taking into account the genre features of the work, based on the existing understanding of the students. On this basis, if students' thoughts and feelings are focused on a specific goal, it will not be difficult to achieve the desired result in primary education.

Including, M.P.Voyushina distinguishes and describes the principles of art analysis in primary school:

1. Goal-oriented principle. According to this principle, the main task of the lesson is defined with the aim of fully understanding the work, focusing on the understanding of its idea.

2. The principle of a holistic, coherent, emotional perception of the read work. This principle implies an internal connection with the basic cognitive requirements of the work of art and the improvement of the quality of cognition, thereby creating the need to return to the work and analyze it.

3. The principle of taking into account the age and individual characteristics of students in

the perception of the work. In this case, the analysis of the work requires the choice of methods of analysis, taking into account the age and individual characteristics, ensuring that students have a deep understanding of the content of the work.

4. The principle of creating conditions for the analysis of the work. According to this principle, text analysis must meet the needs of the reader to understand the literary text.

5. The principle of the need to read the work independently for the second time. This principle is very important for the initial stage of literary education: small school-age students complete the content of the text before the analysis.

The result of reading is an understanding of the content of the work. This result is not only in reading technique, but also in raising the level of the student's thinking, forming the ability to generalize, the level of speech development - the richness of the vocabulary, a clear understanding of the meaning of the word; it is determined by the understanding of the features of the text being read, the existing knowledge about life, as well as the ability to demonstrate experience.

Depending on these factors, a certain level of text comprehension is achieved as follows:

- The level of understanding of the content of the work - the selection of individual components of the text, their connection, generalization, communication, determining the course of events; understand the content of the image;

- The level of thinking - to understand the purpose of the author, the ideological and artistic features of the work, to determine the relationship between the protagonists, to evaluate them. draw conclusions, interpret the evidence presented, interact with life experience.

Research on the problem has shown that there are different approaches to the analysis of a work of art. Let's look at some of them.

The analysis of the language of the work is organized in order to determine the means of visual expression used by the author in this work, as well as the speech of the protagonists and the writer's attitude to them. For example, in the 4th grade, when studying Rauf Talib's "Land of the Sun", the following questions can be asked to identify the pictorial means in the poem: Find and read the sentence "As long as the sun is not visible from the mountains and gardens." How do you explain why the sun loves our country? " and so on. Such assignments serve to increase students' vocabulary richness, expressiveness of speech.

Literary analysis studies the character, emotions and character traits of the protagonists. For example, in the 4th grade, when Normurad Norkobilov's story "Map" is studied, their character traits are revealed by describing the character of the protagonists Samad and Rasul. Organizing literary analysis in the same way can be applied to other works as well.

The analysis of the events of the work is based on the problem of determining the connection between the plot and its main parts. In such an analysis, one moves from behavior to character, from event to textual content. In particular, in the 4th grade, the following plan can be used to determine the course of events in Pirimkul Kadirov's story "Dangerous Encounter" and the connection between them: 1. I call living beings dogs. 2. I was suddenly frightened. 3. I sat in the snow. 4. It is a matter of intellect and will. Narrating the content of the work according to the plan will help the students to understand the main idea of the work.

Problem analysis is organized on the basis of problematic issues and situations in the work of art. [3; 4; 5] For example, when Hakim Nazir's story "The Almighty and Patience" is read (Grade 4)

“When will there be friendship between children? Are children who walk together always friends?” A problematic situation is created based on questions such as and resolved based on students’ feedback. This lays the groundwork for their creative and logical thinking.

The methods of reading include verbal and graphical representation of analysis, analysis of visual aids, observation, finding meaningful words, staging the work, expressive reading and role-playing, retelling, storytelling with personal changes.

The choice of the method of analysis in the organization of work on a work of art is determined by the characteristics of the text of the work and the tasks that need to be solved in the process of analysis.

Professor Askar Zunnunov divides the process of compiling literary concepts in the upper grades into 5 stages:

1. *Identify a component of a literary work and its ideological and artistic significance.*
2. *Track, mark, and generalize components (or images).*
3. *To apply the acquired knowledge in practice (in the analysis of a literary work and writing creative essays), practice.*
4. *Enriching and expanding the previously mastered concept (component) with new knowledge.*
5. *Identify how these concepts relate to other important elements in a literary work and to the writer’s creative style. [1]*

The study of literary concepts in the primary grades is different from that in the upper grades. Because the age, level, experience of students of small school age does not raise the work on the work of art on the basis of strict theoretical concepts. In the course of scientific and methodological research, we have come to the conclusion that it is expedient to conditionally divide the composition of literary concepts in students in the lessons of primary school reading into the following stages:

1. Preparatory stage. Observation of the aesthetic educational idea of the work in the 1st grade, where this stage is applied, the division of the events of the work into parts; identifying the subject of a work of art, working on concepts related to observing the differences between poetic speech and prose speech. More emphasis is placed on students’ pronunciation and oral presentation.

2. The initial stage. Observation of the ideological and artistic content of the work at this stage, which is practiced in the 2nd grade; work on the theme and idea of the work; give a general idea of dialogue; to divide the work into parts and to form an idea that it consists of interrelated events; to determine the artistic features of the words in the work, to reduce, to flatter, to convey; works on the notions that poetic speech is composed of verses and verses. Students are taught to distinguish between literary genres, the constituent elements of a work, the events described in a play, and the interrelationships of literary heroes.

3. The main stage. Observing the image and biography of the heroes of the work in grades 3-4, where this stage is applied, to gain an understanding of the relevance of the described events to life, to work on the writer's attitude to the heroes of the work; understanding of story and image; work on the image of nature, the image of the hero; to divide the work into parts and provide information about its plan; to determine the development of events in the work, the cause-and-effect relationship; imitate, animate, form an understanding of a phrase; observation of the peculiarities of prose and poetic speech; to form a practical understanding of the repetition, eloquence inherent in poetic speech; in poetic speech it is envisaged to carry out such works as the order of words, the structure of the poem - rhyme, the

formation of a general idea of the band.

Although the formation of literary concepts in primary school students requires learning in stages according to their linguodidactic, pedagogical and psychological features, it is unfortunate that the system of formation of literary concepts in students has not yet been developed. Based on our experiments on the research problem, we have roughly distributed the system of practical and gradual formation of literary concepts in primary school students as follows.

The content of literary concepts formed in primary school reading lessons

The system of literary concepts studied	The content of literary concepts to be studied in the 1st grade	The content of literary concepts studied in 2nd grade	The content of literary concepts studied in 3rd grade	The content of literary concepts studied in 4th grade
Information about the components of the work	Identify the protagonists and events of the work.	To form an overview of the subject of the work.	Work on the interaction of the protagonists of the work	Observing the development of events in the work.
The composition of the work information about	Divide the work into main parts.	To form an idea of the interdependence of the events of the work.	Divide the work into main parts and make a plan.	Determining the cause-and-effect relationship of events.
Work on the language of the work	Observing the emotionality of the language of a work of art.	Observing the exciting speech in the play. Minimize, pamper, identify words with portable meanings.	To create an understanding of analogy, animation, expression.	Animation, analogy, observation of the peculiarities of a phrase in a prose and poetic text.
Poetry structure information about	Observing the difference between poetic speech and prose speech.	To give an idea of how poetic speech consists of melodic words.	The structure of the poem is to form an idea of rhyme, verse, band.	Creating an understanding of image, animation, simile, expression, landscape in poetic speech.
Information	Poetry,	Poetry,	To form	Distinguish

ion on literary genres	song, fairy tale, riddle, proverb, quick tell, distinguish stories.	song, fairy tale, riddle, proverb, quick to tell, to give an idea about the story.	an understanding of the general features of a narrative, parable, anecdote, rhyme, line, busy, epic.	h title, image, animation, simile, phrase, landscape, dialogue, idea-specific features.
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The analysis of a work of art in the primary grades takes into account the age, life experience, level, imagination, and mood of the students formed during the acquaintance with the work. When the study of literary concepts is not linked to students' inner emotional experiences, their interest in literature diminishes. In order to arouse aesthetic pleasure in students, the teacher should use literary concepts as a tool. In the primary grades, literary concepts are formed in the process of analyzing the text of a work of art. Including poetry, song, fairy tale, riddle, proverb, quick tell, story (grades 1-2); narration, parable, anecdote, rhyme, verse, band, epic (3rd grade); practical knowledge is formed on literary concepts such as title, image, animation, simile, phrase, landscape, dialogue, idea (4th grade). These concepts are formed in accordance with the requirements of the program, starting from the 1st grade, in connection with the ideological content and artistic features of the work of art.

Grade 1 students read works belonging to the genres of fairy tales, parables, narrations, poems, stories, proverbs, riddles, rhymes, and in the process begin to distinguish them from each other according to the characteristics of the genre. What poems and stories did you read in the section "Uzbekistan is my homeland" in the review-generalization lesson on the teacher's section? Tell me proverbs about the homeland? " Seasonal puzzles help students become more familiar with the world around us as they study the chapters on the seasons.

Find the answer to the riddle "Piece a piece of cake to the world" to teach students to think in 2nd grade. What helped you to find it ?, Why do we say find it? ", "What is the proverb "If you plow the land, plow in the fall, if you don't plow in the autumn, plow in the face" ?, Who created it ?, we call them proverbs? ", "Which fairy tales have we read ?, Which stories have we read ?, Who creates fairy tales ?, Who creates stories ?, Which of the following happens in life? How does your story begin and end with what words? Questions and answers, such as "Does the story begin with such words?" Are organized in relation to the topics being studied.

In Grade 3 reading lessons, students' knowledge is enriched with concepts related to genres such as phrase, loaf. In our research on the problem of research, it was observed that when studying works of one or another genre, comparisons with works of other genres have a positive effect. When works of one genre are studied, their differences are taught by comparing them to works of another genre.

In the 4th grade, based on the didactic requirements, the work of art is worked on the knot, the course of events, the plot, the composition, the idea, the means of visual expression. Demonstration in the primary grades, increasing the activity of students, the principles of individual approach to analysis determine the methods and techniques used in the teaching process.

In primary school reading lessons, works of art are explored in descriptive reading and expressive reading methods. The purpose of reading lessons is to form students' reading skills, to

improve correct, fast, conscious, expressive reading skills; to arouse interest in fiction, to bring up a real reader who loves to read and can enjoy it; to provide students with basic knowledge about society and existence, people's behavior, work, life; enriching vocabulary is to cultivate connected speech. In elementary school reading lessons, students also acquire the skills of practical analysis of the work.

Uzbek scientists such as A.Zunnunov, K.Kasimova, K.Yuldashev, S.Matchonov, M.Mirkasimova, M.A.Ribnikova, T.G.Ramzaeva, M.R.Lvov, V.G.Marantsman, O. Y.Bogdanova, S. A, Leonov, M.I. Omorokova, M.P.Voyushina, I.R.Nikolaeva, E.I.Matveeva, I.E. Patrikeeva, T.G. Galaktionova, T.V. Merkureva Russian scholars such as have stated in their scientific work that they have made careful observations on the study of literary concepts in relation to literary analysis skills. However, the work on literary concepts in the primary grades has not been put into a certain consistency in the classroom. In particular, the problems associated with the study of literary concepts on the basis of the principle of continuity and continuity have not been resolved in the scientific and methodological literature. The curriculum only covers a few pages of work. The analysis of the work of art ignores the issues of identifying the speech of the author and the protagonists, the dialogic places in the text, from which class the concepts of telling the events of the work of art in the language of the author or protagonists are taught, from class to class.

The study of literary concepts in the reading lessons of the primary grades is carried out in connection with the development of students' oral and written speech.

In the process of learning literary concepts, students learn folk phrases, words with emotional color, words with character-quality, expressions used for simulation and animation, words with portable meanings. For example, in the process of telling a riddle and finding the answer, when asked questions such as "Which words in the text helped to find the answer to the riddle?" Or "Which words did you pay attention to to find the answer to the riddle?", Students focus on words use in speech. As a result, these words become the reader's own words.

With the educational process, the environment serves as the main source for the spiritual and moral maturity of students. Proper and effective organization of this process imposes a great responsibility on the teacher. Therefore, every teacher, especially an elementary school teacher, should strive to form positive qualities in themselves, such as multi-faceted knowledge, high skill, talent, and psychological literacy.

IV. Conclusion

Due to the fact that the formation of literary concepts is carried out directly in the study and analysis of the work of art, advanced and effective methods of artistic and aesthetic analysis are also relevant to the scientific and methodological problem we study. Different teaching methods are often used in https://www.ijirset.com/upload/2021/january/48_Rozumbetov_Biological_Sciences_NC.PDF in https://www.ijirset.com/upload/2021/january/48_Rozumbetov_Biological_Sciences_NC.PDF combination in primary school reading lessons. Necessary methods are selected according to the purpose of the lesson, the requirements of the situation. Ultimately, literary concepts play an important role in the formation of skills such as educating students, understanding the literary work, independent thinking, feeling beauty, clarifying their concepts and imaginations, drawing general life conclusions.

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