

FORMATION OF READING SKILLS OF STUDENTS THROUGH CHILDREN'S LITERATURE

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Abstract: This article explores the methodological foundations of teaching children's literature in primary education and the role of literary education in shaping aesthetic and moral values among students. The authors emphasize the importance of considering the methodology of children's literature as an independent academic discipline, analyzing modern pedagogical approaches and integrating them into classroom practices. The study outlines the core objectives of literary education, such as developing expressive reading skills, instilling national pride and cultural values, fostering critical thinking, and promoting a strong reading culture among students. Additionally, it presents effective strategies aimed at enhancing literary and aesthetic thinking and suggests individualized approaches to working with students. The article serves as a valuable theoretical and practical resource for primary school educators.

Keywords: children's literature, literary education, reading classes, methodology, primary school, aesthetic education, reading culture, pedagogical technologies, student engagement, independent thinking.

Since literature has its status as an independent subject in secondary general education, methodologists are trying to scientifically and methodologically substantiate the need to consider the methodology of teaching children's literature as an independent subject in primary education. It is known that in the second half of the 20th century, the idea of studying a work of art as a work of art was put forward in primary school methodology, while psychological research suggests that the potential abilities of young students

require a different approach to introducing them to the world of literature. In particular, N.N. Svetlovskaya developed a theory of independent reading of the student, Ye.A. Adamovich, M.S. Vasileva, V.G. Goretsky, M.I. Omorokov, T.G. Ramzaeva and others put forward the idea of analyzing the form and content of a work of art, L.A. Gorbushina, O. V. Kubasova, L.N. Mali, L.V. Nefedova and others put forward the idea of developing the creative work of students in the methodology developed, and some put forward the idea of developing reading techniques. Thus, the methodology of primary education has passed the stages of formation as a methodological discipline.

Just as each discipline has its own object and subject of study, today the idea is being put forward that the methodology of reading children's literature in primary grades should work as a methodology of literary education. Indeed, the methodology of teaching children's literature as a preparatory subject for a systematic course of teaching literature defines its goals and objectives based on examples of children's literature. Based on this, it is appropriate to define the object of study of reading lessons in primary school as the process of reading and studying examples of children's literature by students.

The term "literary education" includes three interrelated processes: 1) education of the individual in the process of communication with literary and artistic works; 2) teaching, that is, teaching children's literature as one of the school subjects; 3) formation of the self-development of the individual.

Developed by V.V. Golubkov, the following are the main principles of the pedagogical process: "Why teach?" (the purpose of teaching a work of art), "What should be taught?" (the content of literary education), "How should be taught?" (the purpose, content, appropriate methods and techniques, tools of the students - the future teacher), "Why should we teach this way, and not otherwise?" (the scientific validity of the chosen path) is based on the methodology of literary education. In today's methodology, this issue is

considered from the perspective of the student. According to it, the following are defined as the learning goals recognized by the student:

- 1) “What am I learning?” (the content of literary education perceived by the student);
- 2) “How do I learn?” (what methods of mastery the child uses);
- 3) “Why am I learning in this way, and not in another way?” (understanding which of the learning methods is effective)

The development of methodology as a science is based on the connection of one paradigm with another. In this case, the answers to the questions “Why does the teacher teach?”, “Why does the child study?” correspond.

Aesthetic education of the individual in connection with reading works of art, that is, imparting knowledge, education and forming beliefs; that is, studying examples of children's literature as works of art, like subjects taught at school.

A 1st grade student cannot set such goals for himself (goal: spiritual perfection, filling cultural gaps, mastering the art of speech.). The teacher sets out these goals and directs students towards the goal. What are you reading? Think, why are we reading this work? Have you been able to master this work well with our current method of reading and analyzing it?

Later, during the lessons, the student will learn what he needs to know to become a reader, how a good book causes various experiences (sadness, anxiety) in the reader, encourages him to think, and allows him to choose his own position.

Teaching literary education at school involves determining the following:

- 1) determining the purpose and content of literary education;
- 2) the reader's perception of the work of art;
- 3) analyzing the work at school;
- 4) reading techniques;
- 5) interest in reading;
- 6) methods, techniques and means of teaching;

- 7) oral and written speech of students;
- 8) development of independent reading skills;
- 9) individual and differentiated approach to students in literary education.

M.A. Rybnikova cites 4 didactic rules as the basis of the methodology:

1. Education should be of a comprehensive nature that affects students' understanding.
2. Students should clearly understand the problem set before them.
3. The methodologist should have the ability to easily present new complex phenomena as familiar ones.
4. Connect deduction with induction.

M.A. Rybnikova notes this methodological system as a living process and emphasizes the need to focus on the methodological system.

In teaching modern literary education, the school encourages the growing younger generation to master the culture that was created centuries ago and has been replenished until now throughout the history of mankind. At the same time, the school sets the requirement for students to prepare the child for real life, to achieve a conscious choice of profession. For this, it is necessary to determine the basic goals of school literary education at each stage of education, taking into account the capabilities and main activities of students.

It should be noted that the stages of literary education do not correspond to the current modern stages of education. The main task of primary schools is to teach students to interact with people around them in a civilized manner.

In primary grades, children's literature reading lessons occupy a special place in the education system due to their essence, goals and objectives. After all, it is based on the foundations of literacy and moral and educational education. Therefore, the education of other subjects is unthinkable without reading education.

The student first encounters reading the text correctly, quickly, with understanding, and mastering its content in reading lessons of children's

literature. Reading lessons pave the way for students to acquire the learning skills and knowledge that are required to be mastered according to the requirements of the State Educational Standards (SES). It is precisely in the education of children's literature that the human desire to understand, first of all, his own identity, and also the world is stimulated.

For this purpose, the "Reading Book" textbooks include artistic, moral-educational, scientific-popular works designed to provide comprehensive understanding on various topics such as mother nature, the world around us, the history and current image of our Motherland, the life of adults and children, hard work, independence and national-spiritual values, friendship of peoples and peace.

Reading lessons are organized during the literacy period in the form of practical introduction of students to syllables, words and sentences and their reading, and storytelling based on pictures, then after mastering the reading technique, reading is carried out on selected artistic, scientific-popular texts on specific topics.

The specific topics included in the primary school "Reading Book" textbooks are determined by the fact that they introduce students to the magical world of fiction and correctly form their worldviews based on the ideology of national independence. Accordingly, the leading feature of reading lessons is to ensure the literacy of students, as well as to educate students in the spirit of high moral values based on national ideology.

The subject range of works studied in reading lessons in primary schools is quite wide, and they are united within the framework of general topics such as mother nature, seasons, folk oral literature, love of labor, major holidays, national independence and spirituality.

The topics selected for reading lessons also provide students with knowledge and education in everyday life, strengthening independence and human relations. Among these, topics about independence, homeland,

spirituality and nature stand out. The intended goal of them is to awaken feelings of identity, independence, homeland and nature.

Topics such as homeland, the world around us, labor are among the most comprehensive topics in textbooks. Topics of socio-historical content give a certain idea of the past of our homeland, the life of our people, their heroic struggle, the work done by great figures, and historical dates. These include texts about Beruni, Amir Temur, Alisher Navoi, Babur and other ancestors. Such works not only acquaint students with our past, but also help them to deeply understand their filial duty and responsibility to the Motherland. In this way, a sense of love for the Motherland is formed in them. In the process of getting acquainted with and analyzing works that tell about the past of our homeland, students will have the opportunity to compare the past with the present, and will gain a brief understanding of the development of society. Works related to national independence are especially helpful in this regard.

With the help of nature-related topics, students acquire knowledge about changes in nature, the change of seasons, and the animal world. Works on such topics teach students to be observant, love nature, and have the right attitude towards it.

If, when working on texts about the description of nature, a trip to nature is organized and children are taught to be observant, and if the analysis of works about patriotism is carried out through meetings with famous people of the homeland or through the screening of films related to the topic, the effectiveness of the lesson will increase even more.

In general, all the topics in the "Reading Book" textbooks, in addition to educating students, are also aimed at enriching their vocabulary, correctly forming oral and written speech, and cultivating speech culture.

Unlike other stages of continuous education, in the lessons of reading children's literature in primary grades, the didactic goal of education is to form students' reading skills, work on the text of the work. It is carried out in close

connection with spiritual-moral, literary-aesthetic education through work on texts on various topics.

Special attention is paid to the genre diversity, poetic perfection, and correspondence of the texts selected for each topic in textbooks to the level of knowledge and age characteristics of students.

One of the important tasks of teachers is to ensure that students understand that the knowledge, skills and competencies acquired with the help of textbooks will be necessary in future life.

The implementation of the requirements for reading education in the DTS and the curriculum for primary education largely depends on the proper organization of reading in the classroom, the stages of teaching, principles and methods, and, first of all, the appropriate use of advanced pedagogical technologies.

The current era of globalization requires a new approach to organizing reading lessons in children's literature in the classroom in primary grades. As is known, the program specifies the topics of reading and works on this topic. Abandoning the tendency to define a specific topic and force the student to read the work given in the textbook gives the student the opportunity for free activity and independent thinking. This requires changing the conditions and forms of education. The organization of schools for primary grades, separate from the upper grades of general education, and the basis of education on the free movement and interests of children will help to educate real readers. To do this, it is possible to fulfill the requirements of the state educational standard by organizing rooms in schools where children can sit, lie down, and read, and libraries equipped with artistically decorated books. Then a community of readers - students will emerge, who will exchange ideas with each other, and will interest each other in reading books.

In general, the didactic tasks set for children's literature reading lessons are as follows:

1. To form reading qualities in students: correct, fast, conscious, expressive reading skills.

2. To teach students to use books, to obtain the necessary knowledge from them, to instill a love for books; to raise them from an ordinary reader to a deeply reflective, creative reader.

3. Expanding and enriching students' knowledge of the environment and forming their scientific worldview.

4. Educating students in a moral, aesthetically mature and labor-loving spirit.

5. Developing students' coherent speech and literary and aesthetic thinking.

6. Enriching students' imagination.

7. Forming elementary literary imagination.

It should not be forgotten that there are clear and scientific methodological methods for performing each educational task, which are being enriched by modern teaching methods. These tasks are solved in the classroom and in the process of extracurricular reading classes in connection with others. Arousing students' interest in reading fiction in primary education classes, stimulating their interests, is the basis for ensuring the effectiveness of literature lessons in higher grades.

Conclusion

The methodology of teaching children's literature in primary education is an integral part of literary education and requires a distinct scientific and methodological approach. As demonstrated throughout this article, literary education today must not be limited to reading instruction or the technical decoding of texts. Rather, it should serve to develop students' aesthetic sensibilities, moral values, cultural awareness, independent thinking, and sense of identity.

The theoretical approaches, advanced pedagogical perspectives, and practical methods discussed herein highlight the importance of the teacher's

methodological expertise in awakening and sustaining a student's interest in literature. It is through reading lessons that students begin to grasp the power of artistic expression, the potential of figurative thinking, and the fundamentals of literary and aesthetic evaluation. Therefore, literary education in the early grades lays the foundation for future stages of literary study.

Moreover, fostering students' interest in reading and cultivating a community of genuine readers can be achieved by organizing school libraries and classroom environments in line with modern standards. The literary materials presented in textbooks must be thematically and stylistically appropriate to the cognitive and emotional development of students, encouraging personal reflection and emotional engagement.

From this perspective, literary education becomes a primary tool in the moral and cultural development of students, playing a vital role in shaping knowledgeable, ethically mature, and patriotic individuals. Teachers must rely on their professional competence and apply modern educational technologies to meet these goals effectively.

In conclusion, literary reading lessons in primary education serve as a vehicle not only for teaching reading skills but also for guiding students through aesthetic, ethical, and social development. These lessons enhance critical thinking, encourage reflection, and improve students' ability to express their thoughts clearly—laying a strong foundation for raising a well-rounded and enlightened generation.

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