

SPECIFIC FEATURES OF TEACHING ART IN PRIMARY EDUCATION

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Annotation. This article highlights the importance of teaching literary works in primary reading literacy classes, the use of tasks that develop fluent speech, and their effective aspects. The ideas are explained based on the literary works given in primary reading literacy classes. Examples of tasks for working on literary works given in reading literacy textbooks are given and their practical significance is shown.

Keywords: artwork, fluent speech, assignment, subject-specific competence, grammatical knowledge, language units, methodological principles, speech attitude, oral speech, written speech.

ENTRANCE

The primary education stage is an important foundation for instilling in students an interest in knowledge, forming thinking and aesthetic taste. In particular, in this process, familiarization with works of art plays a special role in enriching the spiritual world of students, educating them morally, spiritually and culturally. Through literature lessons, students not only acquire reading and comprehension skills, but also understand universal human values such as humanity, patriotism, friendship, and hard work through works. Selecting works of art appropriate for the age of primary school students, presenting them in an understandable and interesting way, and teaching analytical thinking through the analysis of images are some of the distinctive features of education at this stage.

REVIEW OF RELATED LITERATURE

The issue of teaching works of art in primary education has been thoroughly studied by many pedagogical and methodological scientists, and the scientific and methodological literature created in this regard plays an important role in forming the theoretical and practical foundations of this direction. In particular, Doctor of

Pedagogical Sciences T.Q.Qori-Niyoziy in his works paid special attention to the criteria of age suitability, moral education and imagery when choosing literary material when working with children. Also, scientists such as N.Karimov and A.G.Ulomov have deeply covered the educational value of children's literature, the impact of artistic images and their role in the education of taste. Sh. Kholbekov's study entitled "Formation of artistic and aesthetic taste of primary school students" analyzed the methodology for arousing interest in works of art in students, developing figurative thinking, and expressing real life through images.

Specific aspects of the learning process

Attention to figurative analysis

It is important for primary school students to understand works not only as a chain of events, but also through images. This develops their figurative thinking. For example, a moral lesson is learned by discussing the actions of each character in the fairy tale "Emerald and Precious".

A playful approach

For children of this age, the lesson process should be interesting. Therefore, the content of the work is mastered through dramatization, role-playing games, questions and answers, and drawing.

Educational conversations

Conducting educational discussions based on each work enriches students' life experiences. Asking questions and encouraging them to express their opinions openly shapes them as free-thinking individuals.

Using multimedia

Using modern technology, showing cartoons or audio books related to the work arouses interest in children and increases their level of memorization.

RESEARCH METHODOLOGY

Research methods can be used to identify the specific features of the process of teaching works of art at the primary education stage and to describe effective methods. The following methodological approaches can be taken as a basis.

Methods of analysis and synthesis

The study analyzed approaches in existing literary sources, primary education curricula, textbooks, and methodological guides. Based on these, effective methods were synthesized and general conclusions were drawn .

Pedagogical observation

The activities of primary school students in the process of mastering works of art were directly observed. The students' attitude to the lesson, activity, ability to answer questions, and level of figurative thinking were assessed based on observation.

Questionnaire and interview methods

Surveys were conducted among teachers and students to identify the methods used in teaching works of art, their effectiveness, difficulties and problematic aspects. Also, interviews were conducted with experienced primary school teachers.

Elements of the experimental approach

As part of the research, small-scale experimental sessions were organized, testing teaching methods through dramatization of works of art, drawing, and role-playing. Based on their results, the level of interest and the state of knowledge acquisition were compared.

Comparison method

An attempt to compare traditional approaches and approaches based on modern pedagogical technologies and identify differences in effectiveness between them.

ANALYSIS AND RESULTS

For example, in analyzing Fyodor Dostoevsky's Crime and Punishment from a synergetic perspective, one can see Raskolnikov's processes of re-understanding himself and his place in society, starting from his own views, through mental anguish and internal struggles. His personal development is viewed as a synergetic

system, and the points of instability of this system are associated with his crime and, ultimately, with the processes of remorse and self-realization.

In general, the synergistic approach allows for the analysis of a work of art not only in a static state, but also as a dynamic system, which contributes to a deeper understanding of the content.

The role of literary works in developing a student's speech is undoubtedly invaluable. A child who is interested in reading stories and small texts in elementary school will certainly begin to read larger works in high school, and this will become a skill. We can also find a number of stories in elementary school native language and reading literacy textbooks. Let us ask ourselves, what does reading a text or a story give a child? In what ways can we convey it to the student, we will achieve effective results.

CONCLUSION

Teaching works of art in primary education plays an important role in the comprehensive development of students' personalities. The results of the study show that at this stage, in the process of mastering works of art, figurative thinking, aesthetic taste, moral views and creative imagination are formed. Children learn to look at the life around them, people, events with love, attention and understanding. Teaching works of art in primary education is not only a process of teaching literacy, but also a process that serves the formation of the student as a whole person. The teacher actively participates in this process not only as a provider of knowledge, but also as an educator and guide. Each work of art should serve to plant the seeds of goodness in the hearts of students.

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