

Analysis of a Work of Art in Elementary Grades

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Abstract: This article talks about the stages of the analysis of a work of art in elementary grades, and the role of the teacher in it.

Key words: School, psychology, age, method, artistic work, story, work, reading content, hero.

Enter. The tasks set before the modern school, the growth of the general development of students of primary school age, the achievements in the field of psychology and special methodology require changes in the content of reading and teaching methods in the classroom. In connection with this, the methodology of the analysis of the artistic work was improved: repetition exercises were reduced, exercises that develop the ability to express one's opinion on the basis of creative and read text, not on parts of the work, were increased. instead, they started to work on a whole work, the student's independence in explaining the idea and images of the work increased, different types of tasks were used in working on the text, technical tools and advanced pedagogical technology methods were used more in education, and etc.

In the school program created in the 60s of the 20th century, the skills of working on the text to be formed in students of junior school age were determined, and the requirements for reading skills in grades 1-4 were clearly distinguished. At the beginning of the 70s of the 20th century, textbooks were created that were closer to life in terms of content and methodological apparatus. The tasks set before the modern school, the increase in the general development of students of primary school age, the achievements in the field of psychology and special methodology require changes in the content of reading and teaching methods in the classroom. In connection with this, the methodology of the analysis of the artistic work was improved: the exercises of repeated narration were reduced, the exercises were increased to develop the ability to express one's thoughts creatively and on the basis of the read text, not on parts of the work, but as a whole. the work began to be worked on, students' independence in explaining the idea and images of the work increased, various types of tasks were used in working on the text, technical tools and advanced pedagogical technology methods were used more in education.

Literature analysis and methodology. In the methodology of the analysis of an artistic work in elementary grades, the psychological characteristics of the perception of an artistic work of young students are taken into account. According to the investigations of psychologists, along with the components that serve to perceive and gain knowledge of the work, it also includes emotional-aesthetic feeling. Understanding a work of art is not enough to understand it well. Perception of a work is a complex process, which includes the creation of some kind of attitude towards the reality depicted in the work. As a result of psychological tests, the psychological characteristics of young students' perception and evaluation of literary heroes were studied, and it was determined that they have two different attitudes towards literary heroes:

1. Emotional reaction to a literary character.
2. Elementary analysis.

Students use their personal and moral concepts to evaluate the characters in the play. Of course, such

moral concepts are limited in young students. They often use the concepts of bravery, honesty, hard work, and goodness as moral qualities. They lack the vocabulary to describe other qualities of the characters. The task of the teacher is to analyze the work with the students and introduce words describing the moral, intellectual and emotional qualities of the characters into their speech. This is one of the conditions for a good portrayal of the character of literary heroes.

Theory. In elementary grades, the work of art is analyzed based on the following important methodological rules:

1. Analyzing the content of the work and forming correct, fast, conscious, expressive reading skills are part of the same process (the task of explaining the content of the work is also a task of improving reading skills)
2. Explaining the ideological basis and theme of the work, its images, plot, composition and visual means will serve the general development of students as individuals, as well as the growth of connected speech (enrichment of vocabulary and activation).
3. Relying on the student's life experience is the basis of conscious perception of the content of the work and a necessary condition for its analysis.
4. Studying in the classroom is considered as an effective means of activating students' cognitive activity, expanding their knowledge about the environment, and forming the foundations of a scientific outlook.

One of the important factors to consider when analyzing a work is its emotional impact on readers. Let the readers not only understand the main idea of the author, but also be excited by the story that the author is excited about. It is necessary to analyze the text to provoke thoughts in the reader, to determine whether his life experience corresponds to the evidence recorded by the author. During the analysis, the aesthetic value and artistic beauty of the work are also noted. The reading methodology is based on theoretical rules developed by literary studies, psychology, and pedagogy. In order to properly organize reading in the classroom, the teacher should take into account the specific characteristics of the work of art, the psychological basis of the reading process at different stages of education, the characteristics of understanding and mastering the text of students of junior school age. necessary.

In reading classes, the ability of students to distinguish between works of art, to determine the life events of the writer through artistic means and what images he created, to read independently and to analyze the work, passes from class to class. it goes on. Pupils begin to understand the content, idea and importance of the work of art by acquiring literary information. As a result of studying literary concepts, students will learn that fiction is a type of art and that it is related to life. Along with the formation of literary concepts, the development of students' speech is also important.

In primary grades, in the analysis of the work, the types of literary genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, as well as artistic language tools - qualification, simile, animation, exaggeration are practically introduced. Through the analysis of the language of a work of art, students develop a sense of love for their mother tongue, the ability to consciously read a work of art, prepare the ground for a deep understanding of the idea of a work library, and develop students' speech.

The result. Work on a work of art in elementary grades is divided into three main stages:

First stage (first synthesis). The main task of this stage is to introduce the exact content of the work and visual means of expression based on the overall perception of the text.

The second stage (analysis). The task and work content of this stage is to determine the connection of the development of events, to determine the behavior of the participating persons and their main characteristics (why did he do it and what kind of character does it reveal), to reveal the composition of the work (node, culmination point, solution), to describe the exact content of the work. It consists of analysis along with the tools and evaluation of the behavior of the characters (what the author described,

how he described, why he chose this or that evidence).

The third stage (second synthesis). The work content of this stage includes summarizing the important characteristics of the participating persons, comparing and evaluating the characters, determining the idea of the work, evaluating the work of art as a source of knowledge about life and a work of art (what information did we get, what does the work teach, it consists of how the author conveys his thoughts and impressions clearly, clearly and effectively, etc.).

Summary. Teaching students to work on a work of art implies providing education by forming and growing the skills of literary and aesthetic analysis in them. Analyzing the text of the work helps to understand the author's thoughts, feelings and conclusions, and evokes a reaction to the events expressed in the work. The analysis of the work requires the teacher to direct the students' activities to a certain goal.

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