

DOSTON LANGUAGE LEARNING IN PRIMARY SCHOOLS METHODOLOGY

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ABSTRACT

While language is the most important means of human communication, it is the main tool of fiction. Fiction is word art, and a writer is a word artist. He uses rich, colorful, sharp, expressive, carefully and carefully selected words, created by the people, a wonderful product of his many years of creative work, to create an image, draw a landscape, narrate a plot and create a compositionally holistic work of art.

INTRODUCTION

If the school teacher is able to explain to students the linguistic features of the work of art created by the author, ie the language of the author and heroes, the visual aids, the student will have a practical idea of the continuous growth of the Uzbek literary dictionary. compassion increases. Noble concepts and ideas take up more and more space in his mind, and his oral and written speech, as well as his aesthetic taste and thinking ability, grow and develop. Studying the language of a work of art helps to better understand its essence, ideas, and the characteristics of the participants. For this reason, it is important to pay close attention to learning the language of the work of art in the classroom from the elementary grades. When learning the language of a work of art in school, it is necessary to strictly adhere to the unity of form and content. Because the language of a work of art is a means of reflecting the content and is inextricably linked with that content. Therefore, in the process of studying the language of the work of art at school, if the use of language tools for the content and ideological direction of the work is carefully explained in accordance with the unity of form and content, the student will more fully understand the ideological content of the work.

Working on the language of fiction in secondary school is one of the key conditions for a successful study of literature.

The analysis of the language of the work, along with a deep understanding of the content of the work of art, is necessary to develop students' speech, increase their vocabulary, explain the imagery of the native language.

In writing a work of art, the writer sometimes uses elements of living folk language, rhetoric specific to certain groups, some jargon that corresponds to the norm of literary language, in order to typify the characters and emotionally evaluate life. Therefore, it is necessary to be able to clearly distinguish between the literary language and the language of a literary work.

Literary language is based on the language of the people, it derives from it and always draws nourishment from it. The language of a literary work, on the one hand, should not deviate from the language of the people, and on the other hand, should not be complicated by dialectics, various terms, jargons that are incomprehensible to the general public. But sometimes writers can make full use of all the richness of the vernacular, including dialectal features, to typify their heroes. The task of analyzing the language of the work is to group the elements of the living vernacular in the language of the work.

Analysis of the language of a work means the study of a particular literary text as a work. Through the analysis of language, it is determined that the ideological content of the work and the unity of language means of its expression, plot and genre, theme, features of artistic images, creative method and literary direction are related to the personality of the writer.

The most important task in analyzing the language of a work of art in school is to determine the relationship between word and image. The word is not only the appearance of the image, but the only living form of that image. The writer chooses certain words not only to express an idea, but also because they are semantically attractive, a means of creating an artistic image. The aesthetic function of language as an element of literature is manifested, first of all, in the artistic image, in the artistic context. Accordingly, in the analysis of language, emphasis is placed on identifying the word that most vividly reflects the writer's style.

Thus, in learning the language of the work of art, the teacher faces the following tasks:

- 1) aesthetic education of students by determining the ideological and artistic content of the work;
- 2) to expand students' understanding of lexical and phraseological richness, to teach them to use these riches effectively, to develop speech.

In carrying out these tasks, the methodology is, of course, based on the writer's personal style, as well as the interrelated style of popular and literary language.

When studying a work of art, the reader first assimilates its content, but does not notice the artistic features associated with the language of the work.

Our observations on the problem showed that primary school students did not pay enough attention to the language of the work, focusing more on the plot, the behavior and actions of the protagonists.

In order to cultivate a sense of love for fiction in students, it is necessary to achieve their creative understanding of vocabulary in their native language.

As a result of mastering their mother tongue, young children themselves become creators of new words. Preschoolers rarely use words they don't understand in their speech. Such unintelligible words are more common in the speech of school-age students. The main reason for this is that the words and terms that school students need to know are not sufficiently explained to them. This has a negative effect on the quality of students' speech.

Therefore, the main task in reading in primary school and learning the language of a work of art is to explain to students the importance of the word in the text, i.e. to explain the different meanings of the word.

Drawing students' attention to the words in the text of the work of art, achieving an accurate and deep understanding of each word plays an important role in their development as a spiritual person. The teacher focuses on certain words and phrases in preparing students for expressive reading, explains their importance in the context of the text, then points out the students' successes and shortcomings in reading, drawing their attention to more specific words and phrases and explaining why they need to read correctly. While one student reads a work of art in class, others point out mistakes in his or her speech. This instills in them a sense of focus on the word.

Grade 3 Teaching a passage from the epic Alpomish included in the Reading Book begins with explaining words that are difficult for students to understand. Because only if the content of some words in the work is explained in advance, the reader will easily know the content of the text.

The following words are explained in the lesson: "*madrasa*" - a place of learning, "military science" - the art of fighting; "Offspring" - a child; "Original breed" - generation; "Sniper" - a clear target, "alp" - a huge, huge.

Expressive reading of the epic helps to better understand the meaning of each word, phrase and verse, the ideological content of the epic. Because of this, some passages from the text are first shown by the teacher himself as an example of expressive reading. As the teacher reads the text, she draws the students' attention to the author's and participants' speech, emphasizing the meaning in the verses. For example, from Boybori's speech in the epic:

–Hakim bolam – Qo'ng'irotning avlodi,

Zurriyodimni endi sizga topshirdim.

O'zbek deydi asli zoti,

Yozgin deydi, Hakim otin.

Saboq bering har tomondan,

O'lsam boshga panoh bo'lsin,

Elga ota-ona bo'lsin.

as the passage is read, the teacher tells the students to read with an emphasis on the words

«Qo'ng'irotning avlodi, zurriyod, asli zoti, saboq bering, panoh bo'lsin» in it.

If a reader misreads certain words and phrases, it means that reading the word or phrase incorrectly will interfere with understanding the content of the text. Then the synonyms, adjectives, phrases, analogies in the epic are determined. This type of work is done through conversation. The interview is based on the following questions:

1. What words were used to describe the qualities of Alpomish?
2. Find and read the sentence used to show the power of Alpomish.
3. Say the words that mean "Alpine".
4. Find words that mean "offspring".
5. How do you imagine Alpomish? Describe your idea in words or pictures.

Naturally, when students answer such questions and assignments, they use adjectives such as "great, alp" from the epic, phrases such as "fourteen batman parli yoy", polvon, hero, brave, courageous, brave, hero, which means "alp". The synonyms of the word "offspring" such as child, child, generation. The teacher then asks the students to give examples of what the artistic means were used in the story.

The main directions of the reform of general secondary education are the need to improve the work of literary education and aesthetic education of students. After all, the formation of literary analysis skills in students, the development of aesthetic abilities, teaching them to understand and appreciate the work of art, the beauty and richness of Mother Nature in words is a requirement of the time.