

THE WORKS OF L. N. TOLSTOY FOR CHILDREN

Haidarova Akila Akhmedovna

Senior Lecturer, Andijan State University

ABSTRACT

L. N. Tolstoy's ideological and creative pursuits are inextricably linked with his love for the common people, especially children. An important work of the ministry was his pedagogical activity in Yasnaya Polyana and the creation of educational books for public schools. "Azbuka" and "Novaya Azbuka" with four "Russian books for reading", written in the 70s, belong to the part of L. N. Tolstoy's literary legacy that "has not passed into the past."

Tolstoy's pedagogical views were not distinguished by strict consistency; they had the same contradictions that are characteristic of her worldview. Denying theoretically the necessity of a broad educational program for the people, he at the same time selflessly carried it out in the Yasnaya Polyana school.

Tolstoy sought to determine which books the common people loved and read and read. All the writer's sympathies belong to the people, he studies the needs of peasant readers, outlines ways to create literature for folk and children's reading.

Lev Nikolaevich observed the amazing talent of peasant children. He wrote about it: "I was both scared and happy, as a treasure hunter who would have seen the color of a fern: I was happy because suddenly, quite unexpectedly, the philosopher's stone that I had been searching for in vain for two years was revealed to me - the art of teaching the expression of thoughts..." He began working on the "Alphabet" in 1859. He reworked for her the stories printed in the appendix to the magazine "Yasnaya Polyana", and the stories of students of the folk school in Yasnaya Polyana. The genre of the short story is characteristic of the "ABC", as Tolstoy took into account the specifics of children's perception.

"The stories, fables written in books are sifted out of 20 times more prepared stories, and each of them was reworked 10 times and cost me more work than any place from all my writings," he wrote about working on the book.

The "ABC" reflects Tolstoy's many years of experience in the Yasnaya Polyana school and the intense creative work of the writer. L.N.Tolstoy studied Arabic ancient Greek and Indian literature while working on the "ABC". Selecting the best works that could be used for retelling to children. He introduced into the "ABC" the most diverse material from the treasury of oral folk art: the best of fairy tales, fables, epics, proverbs, sayings. The writer did not ignore the modern educational books. Tolstoy acted in his works as a defender of national literature, addressed primarily to children. Of course, the contradictions of his worldview also affected some of the stories of "Abc". The idea of non-resistance to evil by violence was reflected, for example, in the story "God sees the truth, but will not tell soon."

"The ABC" by L. Tolstoy was so different from all educational books in the manner of presentation that it immediately caused controversy. Some teachers reacted to her with hostility and reproached Tolstoy for the simplicity and imagery of the language. Others hesitated in their assessments and silently waited for the majority opinion. Still others approved, immediately feeling the innovative talent of "ABC". The reactionary attitude of the Ministry of Public Education turned out to be decisive in the fate of this "ABC" – the "ABC" was

not recommended for schools. The writer was extremely upset that the "ABC" was not understood, but he did not lose heart and took up the revision of the book. In 1875, the second edition of the "ABC" appeared under the name "New Abc". A little later, four volumes of "Russian Books for Reading" were published.

In the "New Alphabet" Tolstoy treats folk proverbs in a plot, framing them as miniature stories or fables. For example, the fable "Bull, dog and hay" was written on the basis of the saying "The dog lies on the hay itself does not eat and does not give to others".

During the processing of the "ABC", more than 100 new fairy tales stories were written, for example: "Three bears", "Bone", "Kitten", "Burden", "Filippok", "Hedgehog and hare". The new edition was critically acclaimed and recommended for public schools as a textbook and a book to read.

Russian Russian Books for Reading and subsequent editions of the New Alphabet were published together with the Russian Books for Reading under the general title and The Russian Book for Reading. The composition of the "New Alphabet" takes into account the age characteristics of children. At the beginning, short stories are given, just a few lines.

The sentences in them are simple, without complicating separations and subordinate constructions, for example, "The cat slept on the roof, squeezed its paws. A bird sat down next to the cat. Don't sit close, little bird cats are tricky." (The works alternate so as not to tire the child.) Gradually, the content of the works expands; alternately, a scientific and educational story is given, then a fable, then fairy tales, then the past.

The "New Alphabet" solved important pedagogical tasks: it taught the native language, developed artistic taste, introduced people to everyday life, the life of nature; helped moral education. Leo Tolstoy created most of the stories, novellas, fairy tales, and fables for the book himself. Some sections included reworked works of various genres of folk art or Russian and foreign writers. Tolstoy's educational books are distinguished by well-chosen reading material. Children are immediately introduced to the riches of oral folk art.

Proverbs, sayings, riddles, fairy tales, epics make up a significant part of the writer's educational books: "The spoken word is silver, not the spoken word is gold." "A drop is small, but a drop is the sea." "The end of the crown case." "A stupid bird doesn't like his house." "One pours, another drinks, the third grows." (Rain, earth, grass.) In the stories for the very first reading, consisting of one sentence, information of a cognitive nature or advice on how to behave is given: "The sky is higher, the sea is lower", "Sushi hay at home". In each story and fairy tale Tolstoy sets specific tasks of upbringing, education and training.

The writer's fables. Tolstoy created his fables on the basis of Aesop's, but they are perceived as original works, because they are as close as possible to children's perception, contain a chain of dynamic artistic paintings, are concise and simple ("Oak and Hazel", "Hen and Chickens", "Donkey and Horse").

The moral of Tolstoy's fables is accessible to children, the action unfolds dramatically, acutely. So in the fable "The Donkey and the Horse", the unwillingness of the horse to help the donkey turns against her. The donkey could not stand the heavy burden and fell dead, and the horse had to carry both the baggage and the donkey skin." The writer's fables foster diligence, honesty, courage, kindness ("Ant and Dove", "Father and Sons", "Liar", "Two Comrades", "Old Grandfather and Granddaughter"). The kindness and selflessness of the dove who saved the

ant cause a reciprocal desire to help, and when she gets into the net, the ant saves her; "An ant crawled up to the hunter and bit him on the leg; the hunter gasped and dropped the net."

In the fable "Father and Sons", the father clearly showed the disobedient sons that they need to live in harmony by ordering them to break a broom. It turned out that it was impossible to break the whole broom, but it was very easy to break a twig: "That's how you are: if you live in harmony, no one will overcome you, and if you quarrel and everything apart, everyone will easily ruin you."

The fable "The Liar" ridicules the frivolity and stupidity of a shepherd boy who deceived the peasants, shouting: "Help, wolf!". When the trouble really came, the boy's cry was not believed, and the whole herd was slaughtered by a wolf. The writer tries to ensure that the morality in his fables is not abstract, but lively and concrete. So in the fable "Two Comrades" it is pronounced by the one who was abandoned by his friend: "He (the bear) told me that the bad people are those who run away from their comrades in danger."

Tolstoy's fables describe the real conditions of life in the family, make you think about the attitude towards the old and helpless. In the fable "Old Grandfather and Granddaughters", little Misha gives a good lesson to his parents, who left the old grandfather unattended and caring: "It's me, father, doing a tub. When you and your grandmother will be old to feed you from this tub."

Tolstoy's fairy tales. A significant place in the educational books of L. Tolstoy is occupied by fairy tales - Russian and foreign (folk and literary).

The fairy tale "Three Bears" was written by Tolstoy in 1872 for the "New Alphabet". Her narration is extremely close to a realistic story: there is no beginning and ending in it, which is traditional for folk tales. Events unfold from the first phrases: "One girl left home for the forest. She got lost in the forest and began to look for the way home, but she did not find it, but came to the house in the forest." With expressive details, memorable repetitions depict the bears' rooms, the situation in their house, the table setting. It seems as if all these everyday details are slowly and curiously viewed with children's eyes: three cups – a large, medium and small cup. The narration is conducted unhurriedly; little listeners and readers can calmly enjoy the complete freedom of action of the little heroine and imagine themselves sitting with her at the bowls of soup, rocking on a high chair, lying on a crib. The fairy-tale situation is so saturated with dynamics and tense expectation of the denouement that there is no lack of dialogue in the first two parts of the fairy tale. The dialogue manifests itself in the last, third part and, growing, creates the culmination of the fairy tale: the bears saw the girl: "Here she is! Hold it, hold it! Here she is! Ay-ay-ay! Here you go!". Immediately after the climax, the denouement follows: the girl turned out to be resourceful – she did not lose her head and jumped out of the window. In the fairy tale, the writer created a realistic image of a peasant girl, brave, curious and playful. The writer's fairy tale "Three Bears" is still very popular among preschool children.

Russian Tolstoy included other foreign fairy tales in educational books, bringing them as close as possible to Russian reality, to Russian characters. For this he introduced new everyday details, brought the language closer to the folk-poetic. For example, the fairy tale "Tom Thumb" in the writer's arrangement resembles not so much the famous Perrault, as the Russian folk "Tom Thumb and the Ogre". In the fairy tale there are specific signs of the life of a poor peasant family: "One poor man had seven children - small, small, less." Realistic details

are intertwined with fantastic hyperbole – "the smallest was so small that when he was born, he was no bigger than a finger."

Parents send their children to the forest only because of terrible poverty: "Father and mother became poorer and poorer, and in the end they had so bad that there was nothing to feed the children." In Tolstoy's fairy tale, there is no place for parents' cruelty; they are glad to have their children back when it becomes easier for them to live. Fairy tales created by the writer often have a scientifically informative character. The animation of objects, the magical fairy-tale form help the child to assimilate geographical concepts: "Shat Ivanovich did not listen to his father, lost his way and disappeared. And Don Ivanovich did not listen to his father, and went where his father ordered. But he went all over Russia and became famous" ("Shat and Don").

Tolstoy's fairy tales are designed to make it easier for children to memorize scientific material. Many works of the "New Alphabet" and "Russian books for reading" are subordinated to this principle. In the preface to the "ABC" Tolstoy writes: "In general, give the student as much information as possible and call him to the greatest number of observations on all branches of knowledge; but as little as possible communicate general conclusions, definitions, divisions and any terminology." The writer sought to give children the information available to them about the laws of nature, advised how to practically use these laws in everyday life and economy: "There is a worm, it is yellow, it eats a leaf. From the worm of that silk."

"A swarm sat on a bush. My uncle took it off and took it to the hive. And he had a whole year of white honey." "Listen to me, my dog: bark at a thief, don't let them into our house, and don't scare the children and play with them." "The girl caught a dragonfly and wanted to tear her legs. The father said: these same dragonflies sing at dawn. The girl remembered their songs and let them go."

Geographical information and descriptions of natural phenomena, historical events, physical properties of bodies are given for educational and cognitive purposes and at the same time artistically.

Tolstoy uses a variety of methods and techniques of presentation; for example, he writes stories on physics in the form of reasoning. So, in the story "Heat", the narrative unfolds with the help of questions and answers:

"Why does a glass burst if you pour boiling water into it? Because the place where the boiling water warms up, stretches, and the place where there is no boiling water remains the same: the glass pulls apart at the bottom, but does not let it go at the top, and it bursts."

"Warmth", "Dampness", "Why do trees crack in the cold?" and many other scientific and educational stories the writer builds in the form of a dialogue that helps children analyze and generalize, reason and come to an independent conclusion. The writer teaches to peer into the phenomena of nature, depicts them poetically, using apt comparisons. Such, for example, is the story "What kind of dew is on the grass": "When you inadvertently tear off a leaf with a dewdrop, the droplet will roll down like a light ball, and you will not see how it will slip past the stem."

L. Tolstoy's stories about animals ("The Lion and the Dog", "Milton and Bulka", "Bulka", etc.) are particularly poetic. They have the greatest educational impact on young children. The writer teaches children friendship and devotion using examples from the life of animals. The action in the stories is full of drama, emotionality, imagery.

Leo Tolstoy was the founder of the zoo-fiction story in Russian children's literature. His traditions were later developed by Mamin - Sibiryak, Garshin, Chekhov.

The works of L.N. Tolstoy for children develop important moral problems, give a penetrating analysis of the inner world of the characters, are distinguished by artistic perfection of form, poetic clarity and laconism of language.

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