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METHODOLOGY OF FORMATION OF LITERARY CONCEPTS IN STUDENTS IN ELEMENTARY READING CLASSES

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Abstract. This article analyzes the theoretical issues of the formation of literary ideas among primary school students. Reading a work of fiction develops students’ speech, activates their vocabulary while forming clear images and concepts in their minds, and comments are given on the free expression of their thoughts orally and in writing.

Key words: primary grade, reading, reading skills, text, technology, conscious reading, formation, work, thought, speech, image, literacy.

Enter. In the course of education, students will understand the content of the work, the main idea, characteristics of the characters, they will have a certain idea about the visual means in the language of the artistic work. Each work is viewed as a window showing one or another aspect of life. Indeed, fiction remains an important tool for students to understand the world around us. In the process of the analysis of an artistic work based on literary concepts in the reading classes of elementary grades, the knowledge of the students about the environment, their peers, their lives, games, adventures, nature and its preservation, the first lessons from the history of the Motherland "information helps to expand their social and moral concepts, plays an important role in forming their moral ideas and educating their feelings.

The process of communication between people is carried out on the basis of four different cognitive skills, these speech skills develop interdependently. These skills are related to oral and written communication. Speaking and listening skills are related to oral speech, while writing and reading comprehension are related to written speech. Also, these skills differ from each other in terms of expressing or perceiving content in the process of communication.

The ability to read and understand a text is influenced by the above skills of the reader and the ability to process information. If the reader does not know the meaning of the word, he spends a lot of time processing the text, because he tries to understand the misunderstood words in the text individually, which also allows understanding. There are many exercises to develop reading comprehension skills, including vocabulary building, critical analysis, and skim reading.

The main goal of teaching the mother tongue in the national programs of continuous education of the Republic of Uzbekistan on the subject of the mother tongue is defined as follows: "To enable students to express their thoughts orally and in writing in the process of studying and working." articulates clearly and fluently, expresses his opinion independently in various speech situations in public places, has oral and written literacy skills, has developed a culture of reading, can think independently and creatively, understands the opinions of others - communication and to develop a person with a developed speech culture" [2: 204].

The Republic of Uzbekistan demands to determine the goals, tasks, contents, means, methods of formation and continuous development of cognitive activity of the young generation based on scientific pedagogical principles. The solution to this problem depends on the students' creative thinking, their active knowledge acquisition, and the formation of independent cognitive activities. It is evident that the formation of cognitive activities of young schoolchildren is of urgent importance. Oral literature existed long before the emergence of written literature. This literature is an inexhaustible treasure of the nation's artistic maturity and spiritual wealth. Folk art was created on the basis of his life experiences and is closely connected with the labor process. People's wisdom created wonderful fairy tales, songs, riddles, proverbs for children in accordance with the various and unique conditions of this work process. Children love to listen and read them. Children begin to get acquainted with folklore from preschool age. Features such as brightness of images, clarity of word meanings, melodiousness, and musicality of the text in the folk poetic works give peace and tranquility to the child's soul, make it charming. Young and middle-aged children read heroic epics with pleasure, are very interested in fairy tales, songs and riddles. That's why folk poetry always takes place in children's reading. In fact, it is a requirement of independence to prepare students for folk art in the spirit of developing their intellect and perception, to enjoy the benefits of enlightenment, and to educate them in the spirit of universal values. Therefore, today's teacher is an active participant in the fundamental reform of the education sector, freeing it from the ideological views and prejudices of the past, raising the educational process to the level of world-developed education. It is important to educate the hearts and minds of students on the basis of folklore, to form the skills of reading and listening comprehension in elementary school students. It should be noted that the education of students based on folklore is formed first in the family, then in kindergarten, and then in school. The stronger the foundation of education, the more the student's worldview develops.

It should be said that the problems of reading and teaching in primary education, its theoretical and practical study have always been relevant. Therefore, in the scientific works of K. Abdullaeva, Abdukarimov, R. Safarova, B. Adizov, R. Movlonova, R. Ergashev, M. Haydarov, T. Hasanov, O. Khasanboeva, B. Rakhimov, N. Valieva, N. Jumaeva, etc. the content of primary education, work, moral education of primary school students, conscious discipline, friendship, etc. are covered theoretically. In the works of

H. Bobomirzayev, U. Rajabov, the problems of educating students based on the study of folk oral creativity with the help of folk proverbs were developed pedagogically. Today, creating a methodology for improving reading and listening comprehension skills based on the teaching of artistic works in primary classes is an urgent problem.

Primary education plays the role of a solid foundation in creating a creative person who will raise the future of our country to the level of a great country. In this case, the main part of the important tasks in raising primary school students to become spiritually mature people is carried out in reading classes. Especially in reading lessons, students read and learn fairy tales from the most popular and interesting genres of folk art. Primary school students first get acquainted with fairy tales from examples of folk art. Many fairy tales are included in all primary school textbooks. The following goals are considered when learning fairy tales in primary grades:

1. Educating children in a perfect human spirit, inculcating in them a feeling of love for the Motherland and society.

2. To provide students with knowledge on the materials of folk tales on the basis of state educational standards.

3. Encouraging students to read fairy tale materials.

4. Development of students' reading and listening comprehension skills.

5. Teaching how to use technical tools.

In the lessons of reading fairy tales, the main educational task is focused on forming them into a well-rounded human spirit. For example, in the textbook Mother tongue and reading literacy (Part 1 [Text]: textbook for grade 2) the fairy tale "Courage of the Ant" [5: 7] is given. In it, the example of patriotism is interpreted in a very simple and convincing way. Therefore, by reading fairy tales in elementary grades, the general development of students, the formation of values of patriotism, friendship, camaraderie, self-management within the team, hard work, honesty, truthfulness, conscious attitude to study It is necessary to pay special attention to the education of positive characteristics such as being. In order to achieve this goal, we will analyze a number of fairy tales, which reflect the main idea of educating students as owners of human qualities, from among the materials studied in classroom reading classes in primary grades. It is known that one of the aspects that occupy a priority place in human perfection is the desire to be knowledgeable, the thirst for knowledge. Therefore, students are taught fairy tales on this topic from the first grade. Such virtues are praised in Uzbek folk tales. Vices such as lying, avarice and laziness are condemned. When fairy tales with such a content are read and studied in primary classes, it is appropriate to pay special attention to the development of human qualities in students. Because young students are very impressionable, they are happy with the virtues presented in fairy tales, but hate the evil ones. In this process, the formation of perfectionist qualities in students has a special place. In the lesson of reading the fairy tale "The Honest Boy", special emphasis is placed on the fact that honesty is an invaluable quality. In the fairy tale, it is told that a great king suffered from childlessness and finally wanted to have a child. The king distributes flower seeds to all the children of the country and says that he wants to make the child whose flower is the most beautiful. After some time, the city will go around to see the grown flowers. He casually walks past many children and the flowers they have grown beautifully. But he sees a boy holding a flowerless tuvak at the beginning of the street and adopts him as his child. Because the flower seeds distributed by the king were boiled.

It can be seen from the content of the tale that honesty is one of the most valuable qualities in a person. Only an honest person achieves great careers. This can be seen in the example of the boy who became a child for the king with his honesty. During the lesson of reading this fairy tale, the teacher asks the students the following questions:

1. What is honesty?
2. Do you lie? Why?
3. Have you been cheated on? What did you feel in this situation?

As students answer these questions, they will find out how wide their understanding of honesty is. They develop the skills of independent expression of their thoughts. Also, the teacher asks the students to say proverbs that match the content of the story. They say proverbs such as "Tell the truth even if a sword comes to your head", "Bitter truth is better than a sweet lie", "True words have a hammer" and with the help of the teacher they learn the meaning of these proverbs. In the process of weaving a fairy tale, the teacher explains that honesty leads a person to great careers. If an honest boy wanted to be a child for the king and collected a beautiful flower from another clan, he would not have caught the king's eyes like the others and would not have had a child for him. His honesty was greatly appreciated by the king, who made him adopt him. Paying attention to these educational aspects encourages students to be truthful and avoid lying. At the core of any fairy tale given in the "Reading Book" textbooks of the primary class is the idea of educating students in the spirit of a spiritually mature person. A teacher will fulfill his pedagogic task if he organizes and conducts his lessons in accordance with this idea. After all, only a perfect person with high spirituality and comprehensive development can make the future of our country great. Each work is viewed as a window showing one or another aspect of life. Indeed, fiction remains an important tool for students to understand the world around us. In the process of the analysis of an artistic work based on literary concepts in the reading classes of elementary grades, the knowledge of the students about the environment, their peers, their lives, games, adventures, nature and its preservation, the first lessons from the history of the Motherland "information helps to expand their social and moral concepts, plays an important role in forming their moral ideas and educating their feelings.

The work carried out in the 3rd-4th grades, which is considered the main stage in the formation of literary concepts in the primary grades, gradually changes from the formation of fast, correct and conscious reading skills in the students to the plot, language, idea of the work, the speech of the characters and toward developing analytical skills related to more complex literary concepts such as compositional structure.

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