



**DISCUSSION OF WORKS OF ART
(ON THE EXAMPLE OF PROVERBS)**

Erkinova Gulzhakhan Olimovna

Theory and Methodology of Educational Education of Andijan
State Pedagogical Institute, Master of the 2nd Year

Annotation

This article provides an idea of the work on a work of art in elementary grades, the ways and importance of its analysis. In primary school students, the process of organizing a lesson is explained on the basis of methods for the formation and improvement of analytical skills through a work of art.

Keywords: fiction, vocabulary, worldview, continuing education.

Reforms carried out in the Republic of Uzbekistan ensure the development of our society improve the education system and require the upbringing of a spiritually rich person with an independent thinking outlook. In this regard, our Prezident Shavkat Miromonovich Mirziyoyev said in his work "let's live in New Uzbekistan freely and comfortably if we can combine the knowledge and experience of the older generation, the qualities of foresight with enthusiasm, courage and dedication in our youth, we will definitely achieve the intended goal." Therefore, a lot of changes are being made in the education system in our country. Wide opportunities are being created for the education of our youth. The educational process in Uzbekistan has a multi-stage integrated system, each stage of which depends on the consistent and systematic comprehensive implementation of education, taking into account the age and individual characteristics of the students. In this educational jargon, it is also of great importance to teach students in elementary grades to take an example from them to read works of art. Realizing that the word is simply not involved in a literary text is one of the most important points in the analysis of the language of the artistic age[1]. In the formation of a new person, pictorial means inherent in a work of art, in which ideological, moral, elegance embodies the power of influence, its educational significance, the power of influence are fully manifested only if specific features are understandable to the reader. And for this, without linguistic analysis of the language of a work of art, it is difficult to achieve the intended goal[2]. When analyzing a work of art, readers use their own personal and moral concepts in assessing the persons participating in the work. They are the ones who understand and use the concepts of integrity, correctness, hard work of good from moral qualities. They lack vocabulary





to describe other qualities of hyenas. In the process, the teacher analyzes the text of the work with the students, and they enter into their speech words that describe the moral intellectual, emotional qualities of the characters. The work of art serves to illuminate the character of the heroes well. This work is analyzed based on the following important rules:

1. The work goes in a process of analyzing the content and forming correct, fast, conscious, expressive reading skills.
2. Explaining the ideological and thematic foundations of the work by its images, plot line, composition and pictorial means will serve well in the general maturation of readers as individuals.
3. Relying on the life experience of readers is the basis of the conscious perception of the content of the work and a prerequisite for its analysis.
4. Studying in the classroom consists in activating the cognitive activity of students and expanding their knowledge about the environment, as well as forming elements of the scientific worldview.

It is necessary to determine whether the analysis of the text provokes an opinion in the reader, whether his life experience coincides with the information recorded by the author. In elementary grades, stories, poems, fairy tales, parables, proverbs and riddles are practically studied from the types of works of art. Accordingly, when reading works of art of different genres, the teacher chooses the appropriate techniques for him. In primary classes, fairy tales are given in order to expand the worldview of students. The tale is imbued with the spirit of confidence in the spiritual and physical strength of Watson. He personifies the subordination of all real and non-natural forces to man. Because fairy tales are simple and understandable, in large and small, they quickly reach a literate and illiterate person. Through them, too, the norms of social morality of a person are formed. Sometimes these moral norms were expressed allegorically, in the form of parables. This circumstance was especially reflected in fairy tales about animals. The sharp plot of the fairy tale, the emergency situation in the development of the story fascinate children; brave, strong, resourceful, brave agile heroes in it, the ideological direction of the fairy tale, in which the constant triumph of noble power attracts children. The repeated repetition of the same words in the fairy tale, the melody, the impressionability of the language, the liveliness of the means with the expression are very interesting for children. Participants in the fairy tale are often divided into evil, stingy, greedy characters who are compassionate, generous, fair and their opposite. Also in primary school textbooks, works in the genre of the story are also given in order to expand the worldview of students. A story is a small-scale work of art in which a certain event in a





person's life is described, summarizing important aspects of life. The story often depicts an episode that happened in a person's life. Its content will be vital in relation to fairy tales. The content of the story is considered a suitable genre for Primary School students. Younger readers are more interested in the behavior of the hero, his appearance, portrait image, stories about the story. Therefore, introducing children to the story an explanation of its plot is carried out by linking its plot to an explanation. In elementary grades, the main place is occupied by re-storytelling of the text read in lessons dedicated to reading The Story, opening the content of the story, working on the dictionary. The story is analyzed based on questions. In doing so, questions help analyze the behavior and character of the individuals in the story. In the analysis of the content of the story, it is used to compare facts, reflections, conclusions, generalize between events. In the process of reading the story, it will be necessary to explain the meaning of words and phrases that do not understand the meaning. When reading a story, the cultivation of students' speech is central to its analysis. When the story is read, through questions, the story reflects on which character of the character in the story influenced the child, the positive and negative characters of the character, whether the children liked it. After that, the plot of the story, to understand the direction of the story, finally manages to find out the idea of the work. Of these, which are given stories of different content in the elementary grades, thinking about the story of Oybek "a hardworking girl", at first the story is given to readers with expressive reading. Then questions are asked to readers from the surface of the text:

1. What character does Unsin have?
2. What kind of chores does Unsin do?
3. What profession does a Shokir father do?
4. Read unsin by finding the parts where his hard work is described.
5. What qualities did you like unsin ?
6. Do you also help your parents with household chores?

Readers, by answering the above questions, reflect on the behavior of the characters in the story, the positive or negative characteristics of each episode. The plot of the story in the work opens. We also instill educational aspects in students through the work. That is, such hard-working as Unsin, constantly be kind, such aspects as the need to help his parents are mentioned [3]. Proverbs are also used a lot in elementary school textbooks. Proverbs are short, often poetic-shaped wise words, phrases with a Deep Meaning, born on the ground of life experiences and expressing folk wisdom. The proverb is on a variety of topics and covers a variety of issues of life. Often the proverb is in the character of ogit, admonition;





Like” if you drive Earth –autumn is driving , if you don't drive autumn you are driving away.” The proverb is one of the very ancient forms of folk oral creativity, in which various means of artistic expression are a repetition of melodic sounds. As early as the period of teaching literacy, students read Proverbs. Proverbs given in the period of the alphabet are associated with the content of the text, which serve to succinctly, clearly convey the idea of the text to readers. In grades 1-2, emphasis is placed on expressive reading and memorizing a proverb. In addition to studying and memorizing the content of the proverb in these classes, it is required to carry out vocabulary work on annotated words, combinations in its text, work on the means of artistic language, portable meaning, meaning opposite, meaning of words that are repeated in the proverb. In the “reading book” of grades 3-4, the topic” Proverbs” was taken separately as part of the section “folk oral creativity”. When studying this topic, the initial elementary information about the origin, creation of the proverb is given. It provides information that Proverbs arose on the basis of a long life experience of the people. In the 4th grade “book of reading”, Proverbs are given on the basis of such topics as “mother country-Golden Cradle”, “before losing the hand, lose the soul”, “labor-brings happiness.” Works corresponding to the content of these proverbs are brought and taught by linking its content and Idea with the proverb. In this process, by giving examples based on the life experiences of the readers, the task is to interpret the proverbs or give the readers a task to compose any story corresponding to the idea of the proverb. In grades 3-4, analytical work on the genre of Proverbs is consistently coordinated throughout the academic year, i.e. tasks such as “say a proverb about the idea of a work”, “make a puzzle based on Proverbs, create a rebus” are given, such as “saying Proverbs“, “meeting Proverbs” are organized. Thus, in the primary classes, analytical work is carried out on works of Art [4]. By reading and analyzing a text, the child grows the ability to think independently, unung speech develops, his mental level increases. Teaching students to work on a work of art implies educational education through the formation and cultivation of the qualification of literary and aesthetic analysis in them. Analysis of the text of the work will help to understand the opinion, feelings and conclusions of the author. It evokes an attitude to the events expressed in the work . The analysis of the work requires the reader to direct the activities of readers to a specific goal . The main goal of analyzing a work of art at school is to bring students into the world of fiction by covering the life story expressed in the work, creating an opportunity to notice the author's attitude and intentions in relation to the events described.





REFERENCES

1. Umarova M, Hamraqulova X, Tajibaeva R. Textbook” reading book " 3rd grade. B.204.
2. Matjanov S, Shojalilov A, Gulumova X, Sariyev Sh, Dolimov Z. "Reading book" 4-3. class textbook. 2017. B.108.
4. www.amazon.com
5. eportm_uz
6. Эрназарова М. Н. Реформирование и совершенствование системы образования в Республике Узбекистан //Актуальные научные исследования в современном мире. – 2020. – №. 1-6. – С. 157-160.
7. Жабборова Э. Р. и др. Использование наглядности при совершенствовании обучения орфографической грамотности //Science and Education. – 2022. – Т. 3. – №. 3. – С. 708-712.
8. Ernazarova M. N. Linguoculturological Aspect of Language Learning in National Groups //Eurasian Scientific Herald. – 2022. – Т. 4. – С. 107-110.
9. 10.Ernazarova M. N., Jabbarova E. R. Formation of the worldview principles of the growing generation //EPRA International Journal of Research & Development (IJRD). – 2021. – Т. 6. – №. 11. – С. 1-1..
10. Эрназарова М. Н., ЖизПИ У. Р. THE FAMILY IN THE DEVELOPMENT OF WOMEN'S SPORTS POSITION.
11. Эрназарова М., Жабборова Э. Педагогические технологии на уроках русского языка //Общество и инновации. – 2022. – Т. 3. – №. 4/S. – С. 251-256.
12. Жабборова Э. Использование дидактических игр на уроках русского языка как средство развития познавательной активности учащихся //Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar. – 2022. – Т. 1. – №. 1. – С. 560-562.
13. Ibragimov X. FEATURES OF PEOPLE'S LANGUAGE AND LITERARY LANGUAGE //Архив Научных Публикаций JSPI. – 2020.
14. Ibragimov X. TURA SULAYMON ‘S MASTERY OF THE ARTISTIC USE OF SYNONYMS //Архив Научных Публикаций JSPI. – 2020.
15. Ziyayeva M. Innovative teaching methods of the russian language //MODERN SCIENTIFIC RESEARCH. – 2019. – Т. 46.
16. Зияева М. Ф. Обучение иностранному языку с использованием компьютерных технологий //Наука и мир. – 2020. – Т. 2. – №. 5. – С. 45-46.
17. Ziyayeva M. F. Teaching a foreign language using computer technologies //SCIENCE AND WORLD. – 2013. – Т. 46.





18. Зияева М. Ф. ШАХС МАЪНАВИЙ КАМОЛОТИДА ТИЛШУНОСЛИКНИНГ ТУТГАН ЎРНИ //Academic research in educational sciences. – 2022. – Т. 3. – №. 2. – С. 555-559.
19. Зияева М. Ф. Важность инновационных педагогических технологий в совершенствовании образования //Science and Education. – 2022. – Т. 3. – №. 3. – С. 700-704.
20. Ziyayeva M. FEATURES OF EFFECTIVE EDUCATION FOR ADULTS //Конференции. – 2021.
21. Ziyayeva M. SOCIAL ACTIVITY OF STUDENTS ON THE BASIS OF PEDAGOGICAL NEOLOGY //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 7. – С. 153-156.
22. Ziyayeva M. STUDYING NEOLOGISMS AT SCHOOL (METHODOLOGICAL RECOMMENDATIONS) //Conferencea. – 2022. – С. 53-54.

