



EXPANDING STUDENTS' WORLDVIEW THROUGH ART WORKS IN PRIMARY GRADES

Kholmatova Maftunakhan
Graduate Student of Fergana State University

Abstract

In this article, the study of works of art in elementary grades is thought to broaden the worldview of students. The process of organizing a lesson based on the methods of formation and improvement of analytical skills in elementary school students through an artistic work is explained.

Keywords: story, fairy tale, image, analysis-synthesis, compassionate, generous, fair, evil, stingy, greedy,

Working on a work of art is a complex process, and the educational tasks of the teacher's reading classes require taking into account the specific characteristics of the work of art and the students' readiness. All components are interconnected in a work of art. The characters develop in the play. As the events develop, new aspects of the characters are revealed. These features require a comprehensive reading, perception, that is, synthesis, while working on the work. After reading the work from the beginning to the end, it is analyzed, and then it goes to a high-quality synthesis. Before starting to read the work, it is necessary to prepare students for reading the work of art. So, the preparatory period gives the process of synthesis-analysis-synthesis.

When analyzing a work of art, students use their own personal and moral concepts to evaluate the characters in the work. They have understood the concepts of bravery, correctness, hard work and goodness as moral qualities and use them a lot. They lack the vocabulary to describe other qualities of the characters. In this process, the teacher analyzes the text of the work with the students and introduces words describing the moral, intellectual, emotional qualities of the characters into their speech. The artwork serves to illuminate the character of the characters well. This work is analyzed on the basis of the following important rules: 1. Analysis of the content of the work and formation of correct, fast, conscious, expressive reading skills take place in one process. 2. Explaining the ideological and thematic foundations of the work, its images, plot line, composition and visual means will serve well in the general development of students as individuals. 3. Relying on students' 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 consists of activating students' cognitive





activities and expanding their knowledge about the environment, as well as forming elements of a scientific worldview. It is necessary to analyze the text to make the reader think, to determine whether his life experience corresponds to the information recorded by the author. Stories, poems, fairy tales, parables, proverbs and riddles are studied practically in the primary classes. Accordingly, when reading works of art of different genres, the teacher chooses suitable methods for him. In primary grades, fairy tales are given to students in order to expand their worldview. The fairy tale is filled with the spirit of confidence in the spiritual and physical strength of a person. It represents the subjection of all real and supernatural forces to man. Because fairy tales are simple and understandable, they reach adults and children, literate and illiterate people quickly. Human social moral norms are also formed through them. Sometimes these moral norms were expressed in the form of a parable, allegorically. This situation is especially reflected in tales about animals. The sharp plot of the tale, the extraordinary situation in the development of the story fascinates children; its brave, strong, resourceful, brave and agile heroes, the ideological direction of the fairy tale, the constant victory of good power and goodness in it attract children. Repeating the same words in a fairy tale, melodiousness, impressiveness of language, liveliness of expressive means are very interesting for children. The participants in the fairy tale are often divided into compassionate, generous, fair and their opposites, evil, miserly, and greedy.

In addition, in order to expand the students' worldview, works in the genre of stories are also given in elementary school textbooks. A story is a small artistic work in which a certain event in a person's life is described by summarizing the important aspects of life. A story often describes an episode that happened in a person's life. Its content is lifelike compared to fairy tales. The content of the story is a suitable genre for elementary school students. Younger students are more interested in stories about the hero's behavior, appearance, portraits, and events. Therefore, introducing children to the story is connected with explaining its plot. In the classes dedicated to reading the story in primary grades, the retelling of the read text occupies the main place in opening the content of the story, working on the vocabulary. The story is analyzed based on the questions. In this case, the questions help to analyze the behavior and character of the characters in the story. In the analysis of the content of the story, it is used to compare facts, opinions, conclusions, and generalize between events. In the process of reading the story, it is necessary to explain the meaning of words and phrases that you do not understand. When reading a story, the development of students' speech is central to its analysis. After reading the story, the children will ask questions about whether the children liked the story, which character in the story





influenced the child, and about the positive and negative characteristics of the character. After that, the plot of the story, the direction of the story, and finally the idea of the work. By reading and analyzing a text, the child's ability to think independently grows, his speech develops, and his intellectual level increases. Teaching students to work on a work of art implies education by forming and developing 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. It 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. The main goal of analyzing a work of art at school is to introduce students to the world of fiction by illuminating the life story expressed in the work, and to make it possible to notice the author's attitude and intentions towards the events depicted.

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