

# The Analysis of Examples of Classical Literature in the Primary School

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## ABSTRACT

As a result of this research, extracurricular reading in the primary grades is considered an integral part of preparing young students for the thorough study of literature, as an important tool for their moral and aesthetic education in the educational process. The purpose of extracurricular reading is to acquaint young students with children's literature, to consider the didactic basis of enriching them with new concepts of the development of reading culture, its purpose, content, type, construction, as well as scientific and methodological recommendations. enriched with.

**KEYWORDS:** *literary hero, emotional attitude, correct reading, fast reading, expressive reading, conscious reading, literary work, character*

One of the tools for developing students' speech in elementary school reading lessons is well-organized retelling. The school experience includes full, abbreviated, selective, and creative retelling. It is much easier for primary school students to retell a text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should focus the students on thinking about the details of the story, the causes and consequences of the connection between individual events. The people involved in the development of the plot of the work, their behavior play a key role. Children gain a better understanding of the content of the work through the analysis of the participants and their behavior, characteristics. The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place, the coherent narrative, and the interrelationships.

The student uses not only analysis but also synthesis to tell the content of the work read with the help of the teacher's question: connects (synthesizes) some facts, compares them, discusses them and draws conclusions. Often, elementary school students do not understand the content of a work because they do not understand the behavior of the participants, sometimes incorrectly or superficially. That is why the teacher should make the question very thoughtful, it makes the child think, think, discuss the behavior of the participants, the connection of events, compare them, identify the pros and cons. should be. The more clearly the reader can visualize the behavior of the participants in the play, the more deeply he or she will understand the main content of the story, and the more independently he or she will retell the story.

Have students work on a specific topic in the program and have the opportunity to express their opinions about what they have read, seen, heard, or observed with evidence

and freedom. For example, in a generalization lesson that concludes a topic, children are asked which of the stories and articles they have read about the book are more interesting, as well as the participants in a story or article and their opinions about their behavior. briefly describe the content of the work read. If students have been given a field trip to explore the topic, the teacher will help them tell what they found interesting and what made a strong impression on what they saw on the field trip. They stimulate students' thinking, teach them to think actively, and are one of the main conditions of nurturing education.

It is well-known that speech is related to thinking, so it is cultivated in connection with thinking. Logical techniques such as analysis, synthesis, comparison, and generalization are used in order for students to consciously understand the work read in the lesson, to understand its main content and ideas. Different methods are used to analyze the readings. The children tell the main character in the story, and under the guidance of the teacher make a schematic plan of the work (knot, culmination, solution).

After the independence of the Republic, new programs and textbooks for primary school were created. The curriculum focused on the analysis of the examples of classic literature and the use of different types of assignments and techniques for working on the text.

The examples of classic literature is analyzed on the basis of the following important methodological rules:

1. Analyzing the content of a work and developing correct, fast, conscious, expressive reading skills go hand in hand.
2. Explaining the ideological and thematic basis of the work through its images, plot line, construction and visual aids ensures the general development of students as individuals, the growth of connected speech.
3. Relying on the life experience of students is the basis for a conscious understanding of the content of the work and a necessary condition for its analysis.
4. Classroom reading is a means of activating students' cognitive activity and expanding their knowledge of the environment.

The emotional impact of the work must also be taken into account when analyzing the work. Let the reader not only read the text, but let the author be excited about the exciting story. Encourage students to analyze the text and develop their aesthetic taste.

The Primary Reading Book contains popular art and science articles in a variety of genres. As you know, life is depicted in art through images. At its center is man, his relationship to nature and society. The rules of depiction of existence, reality in the examples of classic literature

through images, objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology. First of all, the teacher's attitude to the events described in the work is the focus of the teacher. Students gradually begin to understand the specifics of depicting reality through images. Second, any examples of classic literature depicts specific historical events. Only a historical approach to the events in the work can give a true assessment of the work. Third, it is important to introduce the writer's life and views to the age of the students. Fourth, in analyzing a examples of classic literature, it is important to teach students to understand the ideological direction of the work.

According to psychologists, understanding a examples of classic literature is not enough to understand it. Perception of a work is a complex process that involves some kind of relationship to the work, to the reality it portrays. Younger students have two attitudes toward a literary hero.

1. Emotional attitude to the literary hero.
2. Elementary analysis.

Students use their own insights to evaluate the participants in the play. They lack vocabulary and experience to evaluate other qualities of a hero. The teacher's task is to show the qualities that the students did not notice and to introduce them into the students' speech. One more thing to note:

1. Students do not take into account the circumstances in which they acted in expressing their attitude to the protagonist.
2. They don't understand why the protagonist has to do this, they have to do the right thing for him.

### **Qualities of reading skills and ways to improve them**

In order to fully meet and implement the requirements of the program, it is first necessary to master and improve reading skills correctly and thoroughly.

Reading skills are formed in the process of teaching literacy and improve in the later stages of teaching.

Qualities of reading skills include accurate, fast, conscious and expressive reading of the text of a examples of classic literature. Reading lessons develop and improve students' reading skills. The qualities of reading skills are interrelated, the main of which is conscious reading: whether the reader reads the text quickly and correctly, or does not read consciously, or reads it quickly as a result, if others do not understand the content of the text, read it correctly, read it very slowly, and do not pay attention to the pauses between the units of speech, the idea expressed in the text will not be understood. Reading at a certain speed and correctly serves conscious reading; correct, fast, and conscious reading is the foundation of expressive reading.

Acquisition of reading skills is an important condition for successful mastering of all subjects taught in school. Reading is the main type of activity and provides a great opportunity for students to develop ideologically, politically, mentally, aesthetically and verbally. This process requires systematic and purposeful work to develop and improve reading skills.

Learning skills are more complex and take longer to

develop. Psychologist TG Yegorov in his book "Essays on the psychology of learning children" divides the process of formation of reading skills into three stages: the analytical stage, the synthetic stage and the automated stage. The analytical phase coincides with the period of literacy training, in which the skills of word-for-word analysis and syllable reading are formed. For the synthetic stage, the word is read aloud; in which the perception of a word by sight and its pronunciation are largely consistent with the comprehension of the meaning of the word. Reading is about understanding the meaning of words. Students enter the synthetic phase in 3rd grade. In the years to come, reading will become more automated.

Reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills.

Proper reading means reading without making mistakes, that is, correct reading without distorting the phonetic structure of the word, grammatical forms, sound or syllable in the word. is to read without dropping the syllable, without adding the suffix, without changing the position of the letters, pronouncing it clearly, and emphasizing the word correctly. M. Adilova and T. Ashrapova state that "all the requirements for the norms of literary pronunciation also apply to the ability to read correctly." Yakovleva, a Russian Methodist, described the correct reading as follows: "Proper reading is the smooth and smooth copying of material." So, correct reading is reading on the basis of literary and orthoepic norms without distorting the sound structure and grammatical form of the word.

Primary school students make reading mistakes because they do not have a clear synthesis between comprehension, pronunciation, and comprehension of text content. This makes it difficult to understand the content of the text.

Correct reading depends on the length of the word, the vocabulary of the reader, the level of knowledge of the lexical meaning of the word, and the syllable and morpheme structure of the word. . Students often make mistakes for the following reasons:

1. Because there is no clear synthesis between pronouncing a word and understanding its meaning, that is, the child sees the sound side of the word first and rushes to pronounce it. It ignores the meaning of the word.

1. Due to the complexity of the syllable structure of the word. If a word has many syllables, the child will make a mistake if he has not heard it before.

3 Makes a mistake by not knowing the meaning of a word.

1. Makes the mistake of reading fast.

2. Proper reading also depends on the light and the fall of the light.

3. Consonant sounds are difficult to read in closed syllables that occur in the middle and at the end of a word.

To prevent misreading, consider the following:

1. Before reading a text, identify words, phrases, and sentences that are difficult to read, and identify ways to work on them. Practice reading words with complex structure.

2. Explain the lexical meaning of words before reading

the text, which makes it difficult to understand its content. Identify ways to interpret the meaning of a word.

3. Make tasks clear and understandable
4. Create conditions for them to read the text carefully.
5. In-house teaching, then audio teaching.
6. To take into account the individual characteristics of students in teaching, that is, to pre-distribute the text to students who can afford it, identifying easy, moderate and difficult places to read.
7. Regularly check students' reading.
8. Depending on the nature of the error, determine how to correct it methodically.
9. Warn students where mistakes can be made.
10. Using a letter stick.
11. Misreading also depends on the student's personal perception.

The teacher puts the complex words on the board or cardboard in advance writing in syllables and teaching students as a chorus gives good results.

A mistake made by students can be corrected in two ways: 1) If a student misreads the suffix at the end of a word, correct the mistake without stopping the reader from reading. can not; 2) If the content of the sentence is distorted by misreading, the method of re-teaching is used. In this case, if the student is asked a question about the text he reads, the student re-reads carefully.

**Fast reading:** Speed reading dies at a normal speed, and the reading speed should not be separated from understanding the content of the text. The reading speed should increase in line with the reading comprehension rate. Fast reading is called reading, which allows you to master the content of the work being read, to consciously comprehend the content of the text.

Students' reading speeds vary depending on their reading skills. This does not mean that the program did not meet the requirements. The reading speed that corresponds to the pace of oral speech is the normal speed. Because reading too fast or too slow makes it difficult to master the content of the text.

The reading speed is determined by the number of words read per minute. In the curriculum published in 2005, the reading speed in the 2nd half of the 1st grade was 20-25 words (reading speed of an unfamiliar text was 20-25 words); 25-30 words at the end of the academic year; In the 1st half of the 2nd grade, the reading speed is 30-35 words; 40-50 words in the 2nd semester; 60-70 words in the 1st semester of 3rd grade; 70-80 words in the 2nd semester; 110-130 words silently in the 1st semester of 4th grade, 90-100 words in voice reading.

Experiments show that if a child reads a text of 250 words per minute, he will remember 200 words. If he reads in letters and syllables, his focus will be on the syllable, not the word. in the end he cannot remember the words.2

If this is applied to the reading speed of 4th graders, they will remember 100 words out of 125 words. This allows for higher performance. In 4th grade, there are even students who read 170-180 words per minute.

The rate of reading gradually increases over a period of four years in relation to correct and conscious reading. When checking the speed of reading, the teacher takes into

account the nature of the material being read, ie the ideological-thematic complexity, the structure of words and phrases, their use in children's speech, the correctness and accuracy of reading. takes The reading speed of the students will be different, of course. The teacher's task is to make the reading speed of all students as uniform as possible. This is achieved by practicing reading the text aloud.

**Conscious reading:** Conscious reading is a key quality of good reading. Conscious reading is the ability to understand the exact content of the text, the ideological direction of the work, the role of images and artistic means, as well as to express their attitude to the events described in the work. 'depends on the students' necessary life experience, understanding the lexical meaning of the word, the connection of the words in the sentence, and a number of methodological conditions. Nowadays, the term conscious reading has two meanings in the literature and in school practice: first, reading techniques in relation to mastering the reading process

In order to read a text consciously, students are required to have good reading skills, to be able to read correctly, and not to have difficulty in reading. The text is analyzed in terms of content and artistic means for students to read consciously.

An important condition for conscious reading is to understand the structure and content of the work. The teacher evaluates conscious reading based on the expressive reading of the text (if read aloud) and the correctness of the answers to questions about the content of the work. Conscious reading and expressive reading require each other, but they are not exactly the same.

**Expressive reading** is the ability to express the idea and charm of a work accurately, clearly, in accordance with the intentions of the writer, using intonation - tone. "Expressive reading is the first and foremost form of concrete and visual teaching of literature," says Methodist scholar MA Ribnikova. That is, "Expressive reading is a way to show students the content and emotionality of a work through intonation. The basic premise of expressive reading is to explain in depth the idea and artistic value of the work being read."

Tone is the sum of the moving elements of oral speech: accent, tempo and rhythm of speech, pause, pitch. These elements interact with each other and together they express the content of the work, the idea, the different moods and inner experiences of the protagonists.

Important conditions for students to master the basics of expressive speech are:

1. To be able to breathe properly and distribute the breath from the speech process.
2. Acquire the correct articulation of each sound and clear diction (burro speech).
3. Mastering the rules of literary pronunciation.

These conditions apply not only to expressive reading, but also to expressive speech, that is, to storytelling. Any student's oral story should be expressive.

One of the main means of expressive reading is the voice. Sound is inextricably linked with breathing. Therefore, the teacher begins by teaching children to control their breathing and use their voice correctly when pronouncing

work on expressive speech. Volume is characterized by high-low, long-short, speed (tempo), pleasant-unpleasant. Depending on the content of the text, students learn to read or speak aloud, to choose a fast, moderate or slow tempo in speech, and to express an emotion. Students are also introduced to pauses and logical emphasis in expressive reading.

Preparation for expressive reading is conventionally divided into three stages:

1. To understand the exact content of work, to analyze the behavior of the participants, to determine the idea of the work, that is, to understand the ideological thematic basis of the work, its images as a whole by artistic means.
2. Determine where to pause the text, the place of logical emphasis, the pace of reading.
3. Practice reading. Reread the text to be able to voice the author's point of view, his or her reaction to the events and participants.

The analysis of the content and ideological direction of the work is connected with the teaching of expressive reading. The main task in teaching expressive reading is to understand the content of the text, to express their attitude to the events narrated by the author. The teacher's expressive reading of the work is important for the development of expressive reading skills in students.

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