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TAKING INTO ACCOUNT THE AGE CHARACTERISTICS OF STUDENTS IN LITERARY EDUCATION

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ABSTRACT

The adolescent is serious because he believes what he's saying is true. As a result, every teacher and methodologist must pay close attention to this characteristic of adolescents and patiently cultivate a reading culture in them. The text is the main source not only for the study of the artistic features of the work, but also for the use of expressive, literary commentary or creative reading, comprehensive, comparative, problem-solving, research, non-traditional methods of analysis. Every word in it is meant to thicken the message, including the tone and the burning feeling. To put it another way, the poet is tasked with bringing his mind to the level of wisdom.

KEYWORDS: *Comprehensive, Comparative, Adolescent*

INTRODUCTION

Without understanding the stages of development of literary conceptions in students, a teacher cannot obtain effective outcomes in the application of approaches in teaching. According to psychologists, students go through many stages of development, ranging from childhood (10-12 years) to adulthood (13-14 years) to adolescence (13-14 years) (15-17 years). Reading in a specific classroom is also good for the development of pupils' literary understanding.

Students are separated into groups based on their stage of adolescence. Because spiritual growth and personal development are not mutually exclusive. His inner growth is influenced not only by his age, but also by the social and family context in which he was raised, as well as his personality traits. It is commonly known that students in every class master literary education at varying degrees; some students have a greater ability to master literary education than others,

while some have a slower development. However, whether or not students of the same age or in the same class have this quality, they share something else. First and foremost, if we analyze such characteristics in the context of young students, a young teenager's unique attribute is that he considers himself to be an adult.

Even though this childhood trait remains in his conduct, he perceives himself as an adult and seeks to act like one. They were interested in art, particularly movies and fiction, during this time. They are anxious to read books about fantastical characters, heroes, and brave, caring, and kind-hearted people.

Without having a thorough understanding of the core of art, students in grades 5-7 begin to feel attractive. They find that reading helps them relax. A reader who has never seen the sea or the forest, for example, can desire to express in his own words the concept that the poet, the writer, describes the sea, the event, or the hero by reading a book.

Students in grades 5-7 interpret the author's words as a vivid speech, as though wandering in the bosom of nature, of being. They frequently pay attention to the actions of one or two protagonists who have a great influence on them when reading a work, neglecting the protagonists' features. They don't realize that the heroes' challenges and emotional experiences are mirrored in their gestures and statements. The picture of adults producing misery and cruelty in youngsters has a powerful impact on young teenagers.

Everything should be straightforward and quick for students in grades 5-7. Then they'll exhibit indicators of being irritated. The adolescent is serious because he believes what he's saying is true. As a result, every teacher and methodologist must pay close attention to this characteristic of adolescents and patiently cultivate a reading culture in them. Adolescents must be able to accept work aesthetically, think about it, remember what they have read and mastered, and constantly improve their ability to think rationally, which is to say, to teach them to think creatively.

The uniqueness of each work in terms of genre features, age, knowledge, and skills of students is required for literary-aesthetic analysis. For example, in lower classes, the riddle is only grasped when the meaning of the proverbs is interpreted through real-life instances, and if the subject, the similarity between events, is mastered by comparison. Because young children are fascinated by the flow of events and adventures, but adults are fascinated by the characters' spiritual realm.

In grades 5-6, education continues through the examination of job events. Because youngsters at this age understand white in white, black in black, good in good, and bad in concrete, but not the complex interior world of a person. They are fully aware of the lion's courage, the fox's cunning, the rabbit's timidity, and the dog's loyalty based on personal experience. The deeds and statements of the protagonists of fairy tales and parables reflect these animal instincts vividly. However, they are not described in isolation, but rather through contrasts with other heroes. This, in turn, aids in the detection of interpersonal difficulties. The work of Alisher Navoi "Arba'n" in particular plays a significant role in the didactics of readers.

"How did a dog locate a buddy for its owner?" by Shukur Sadullayev, and "Why does a donkey growl?" by Qudrat Hikmat. In this light, Anvar Abidjan's fairy tale "A very intriguing story" is exemplary.

The fascinating aspect of this type of work is how human characteristics and vices are imitated, rather than how animals, birds, and even inanimate objects speak about it. The defects of fear, boastfulness, and boastfulness, as well as the merits of courage and devotion, are all mentioned in these stories.

In analyzing the following works, the teacher should give special attention to this element of the problem. The readers are guided from the deeds of the literary heroes to the character, from the description of events to the meaning, by such a deep study based on the events of the work. The volume of hadiths in the work "Arbain" is believed to be large, with forty hadiths presented. This material should be used with the younger generation.

As a result, in grades 8-9, the emphasis is placed on the personal appraisal of the work, as well as the objectivity of the independent viewpoints voiced, taking into consideration this characteristic in students. Reading skills are cultivated in this way using theoretical and literary principles. Although the situation in grades 8-9 is pedagogically identical, students differ in their personalities. In these classes, the uniqueness of each student's personality is reflected in the feedback, knowledge levels, and interest in things and events about the works he or she reads. As a result, personal relationships with students are divided, with emphasis on developing the cultural speech of individual students, taking into account their personal experiences.

High school students are more interested in the character logic of the protagonists, the causal connections between the past and the present, the contradictions between the past and the present. Because of their interest in the spirituality of the protagonists, students gain a certain understanding of the light and dark aspects of life. This is how they develop a love of beauty and elegance and a hatred of evil.

"The Scorpion from the Altar" by Abdulla Qadiri, "The Thief" by Abdulla Qahhor, "Humoyun and Akbar" by Pirimkul Kadyrov, "King Edip" by Sophocles (7th grade), "Navoi" by Oybek, "Mirzo Ulugbek" by M. Shaykhzoda Sharof Boshbekov's "Iron Woman", Chingiz Aytmatov's "Day of the Century" (8th grade), Yusuf Khos Khojib's "Kutadg'u Bilig", Khorezmi's "Love Letter" (9th grade), A. Navoi's "Farhod and Shirin", A. Analysis of Qadiri's "Last Days", M. Behbudi's "Padarkush", Hamzan's "Poisonous Life or Victims of Love", Cholpon's "Night and Day", O. Yakubov's "Ulugbek's Treasure" makes it very convenient for the teacher to achieve such an educational goal.

Working on a literary text to develop students' literary and aesthetic analytical skills while also providing them with academic knowledge improves the effectiveness of teaching. Because the subtlety of the language can only be appreciated and mastered when the author's notion is examined in light of the work's genre characteristics. The examination of poetic works, for example, as a literary type of lyricism, necessitates work based on its distinctive traits and purposes. Every word in it is meant to thicken the message, including the tone and the burning feeling. To put it another way, the poet is tasked with bringing his mind to the level of wisdom. The text is the main source not only for the study of the artistic features of the work, but also for the use of expressive, literary commentary or creative reading, comprehensive, comparative, problem-solving, research, non-traditional methods of analysis. In particular, in the upper grades, the study of the plot, composition, and the image of the protagonists is carried out on the basis of various types of analysis on the text, which increases the creative activity of students and expands the scope of independent thinking.

The development of such literary aesthetic analysis skills in students is critical to achieving a high level of success in the complex and serious mission of educating the younger generation as spiritually and ethically developed individuals.

Adolescence is a period of spiritual and physical growth. He creates a worldview, looks at each occurrence with confidence, awakens a sense of love, the level of approach to himself and others, the environment, art interest is stronger than in kids in grades 8-9, and regularity during this period. Students' attitudes toward art and literature as a model of beauty are strengthened during the early years of adolescence.

Throughout the literary course, adolescents' need to understand the surroundings and find their place in life is clear. High-quality works of art that assist students fulfill their ambitions and dreams are appealing to students of this age group. To sum up, it is vital to consider the activity of students, their degree of individual development, and their age in order to assure the efficiency of literary education on the road of human personality and spiritual growth. Today, in the educational process, it is an issue of enhancing students' independent creative activity, preparing them for independent information acquisition, and expanding their horizons. The process of school literary instruction should be designed to allow students to acquire knowledge consciously and to get to the heart of the issue they are studying.

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