

**METHODS OF LINGUOSTHETIC ANALYSIS IN PRIMARY EDUCATION**

Nafisa T. Kamalova

Lecturer

Yangi asr University

Tashkent, Uzbekistan

ABOUT ARTICLE

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Abstract: The term "humanization of education" has recently acquired a broad meaning. The very adjective "humanitarian" (lat. gumanitar) is interpreted as "peculiar to man, human nature" and allows you to realize the "humanization of education" as the disclosure, implementation, development of the original, fundamental, natural abilities of a person.

BOSHLANG'ICH TA'LIMDA LINGVOSTETIK TAHLIL USULLARI

Nafisa T. Kamalova

O'qituvchi

Yangi asr universiteti

Toshkent, O'zbekiston

MAQOLA HAQIDA

Kalit so'zlar: boshlang'ich ta'lim, lingvoestetik tahlil, metod, metodika, kitobxonlik madaniyati, o'quvchi

Annotatsiya: "Ta'limni insonparvarlashtirish" atamasi yaqinda keng ma'noga ega bo'ldi. "Insonparvarlik" (lot. gumanitar) sifatdoshi "insonga, inson tabiatiga xos" deb talqin qilinadi va "ta'limni insonparvarlashtirish" ni insonning asl, fundamental, tabiiy qobiliyatlarini ochish, amalga oshirish, rivojlantirish sifatida amalga oshirishga imkon beradi. odam.

МЕТОДЫ ЛИНГВОСТЕТИЧЕСКОГО АНАЛИЗА В НАЧАЛЬНОМ ОБРАЗОВАНИИ

Нафиса Т. Камалова

преподаватель

Университет Янги Аср

Ташкент, Узбекистан

О СТАТЬЕ

Ключевые слова: начальное образование, лингвоэстетический анализ, метод, методика, культура чтения, студент

Аннотация: Термин «гуманизация образования» в последнее время приобрел широкое значение. Само прилагательное «гуманитарный» (лат. *gumanitar*) трактуется как «свойственная человеку, человеческая природа» и позволяет осуществить «гуманизацию образования» как раскрытие, реализацию, развитие исходных, фундаментальных, природных способностей человека. человек.

INTRODUCTION

Everything that a person learns is reflected in the language, which contains broad knowledge, spiritual achievements. The language ability is a humanizing ability, which was pointed out by K.D. Ushinsky: "Grammar, taught logically, begins to develop a person's self-knowledge, i.e. precisely that faculty by virtue of which man is man among animals. That is why grammar, not without reason, was ranked among the sciences that humanize a person" (2, p. 243).

The above statement contains the idea that underlies the modern understanding of the humanitarization of education: knowledge is spiritual when it becomes personally significant. Spiritual abilities are associated with the empathy of the individual, based on sympathy and experience. Therefore, we understand the task of humanitarian education as the desire of the individual to realize their place in the world and achieve spiritual knowledge through dialogue with being.

THE MAIN RESULTS AND FINDINGS

Possession of human language as the language of culture is a condition for higher world awareness, real knowledge about history and nature, the interconnection of which includes a person's own being. Working with the language, revealing the meaning of concepts, a person also masters culture. By studying the language, which contains the very vision, comprehension and evaluation of the world, he receives systematic ideas about the environment.

The language ability of a person, according to W. Humboldt, has two sides: speaking and understanding. This moment became the starting point for the "humanitarian revolution" in the education of the United States, Europe and Japan, where since the mid-1950s reforms have been carried out aimed at the "rhetorization" and "hermeneuticization" of the school, various programs have been adopted (such as the people in Japan). In the Russian school, similar processes begin to develop intensively from the mid-90s (with a delay of about 40 years compared to the West, despite the strong philological traditions that have developed in the country).

Programs and textbooks on "Rhetoric" were created for the primary, basic and senior levels of the school (N.N. Kokhtev, T.A. Ladyzhenskaya, M.R. Lvov, N.A. Mikhailichenko, A.K. Mikhalskaya and others). At the same time, courses are being introduced to ensure that schoolchildren develop the

skills of deep reading, analysis and understanding of literary texts. These include, first of all, "Introduction to Russian Literature", "Russian Literature" (L.F. Klimanova, L.Ya. Zheltovskaya, A.Yu. Kupalova, A.I. Gorshkov, S.I. Lvova, R.I. Albetkova and others) and those that reflect the comprehensive development of the problems of language and primary literary education of younger schoolchildren (R.N. and E.V. Buneev, V.G. Goretsky, O.V. Dzhezheley, L.F. Klimanova, G. N. Kudina, V. A. Levin, Z. N. Novlyanskaya, T. G. Ramzaeva, Z. I. Romanovskaya, N. N. Svetlovskaya).

The tasks of developing the spiritual needs of the individual through the conscious assimilation of the language as the most important means of knowing the world are put forward by the named authors among the priorities in the process of introducing schoolchildren to literature as the art of the word. It should be noted that the methodological traditions in this regard are based on the works of K.D. Ushinsky, who considered the word as the basis of a person's spiritual development, as a means of forming his self-consciousness; at the same time, the linguistic, aesthetic and ethical aspects turned out to be closely related and interdependent. Such a view was most consistently reflected in the Materials for the 3rd volume of "Pedagogical Anthropology" and in the famous textbook by K.D. Ushinsky "Native word".

If we use the modern terminological nomenclature, we can say that the very title of this textbook contains the unity of the "literary" and "linguistic" approaches to the literary text: "Native Word" is a book for reading, but the term "word" is the key one. This integrated approach to the literary text was generally characteristic of Russian philology and pedagogy of the HEK century. It is enough to recall in this connection the fundamental works of philologists F.I. Buslaeva, A.A. Potebni, D.N. Ovsyaniko-Kulikovskiy, works of Russian Methodists A. Nikolsky, A.I. Chudinov, N. Sluchevskiy.

In the 20th century, there is a brilliant galaxy of scientists in whose works a holistic approach to the study of a literary text receives deep theoretical development and versatile practical implementation (the works of linguists V.V. Vinogradov, G.O. Vinokur, A.M. Peshkovskiy, J.I.V. Shcherba, literary critics M. M. Bakhtin, Yu. N. Tynyanov, B. M. Eikhenbaum, Yu.

At the same time, it should be recognized that the theoretical development of the problem of a holistic analysis of a literary text is still ahead of its methodological comprehension and educational adaptation. Domestic scientists have put forward a number of deep ideas and concepts that have a high explanatory power and significant methodological potential, which remains unrealized to this day. First of all, it is necessary to name the concept of linguo-aesthetic analysis of a literary text. It was proposed, substantiated and developed by the outstanding philologist of the 20th century, Professor B.A. Larin.

In the aspect of the problem posed, his following statement has methodological significance: "I would just as strongly like to avoid shredding the literary fabric, which is often produced under the guise of analysis. Of course, you can use the data of analysis in different ways, but I want to point out the inadmissibility of these simple methods of extracting the material itself. At no point in the work in

the field of stylistics should one lose sight of the interaction of elements, the integrity of the artistic text. (1, p. 30).

It was B.A. Larin, who opposed the "atomic" methods of studying a literary text characteristic of linguists, managed to find the optimal ratio of linguistic and literary analysis, focused on understanding, bringing to the reader's mind the linguistic structure of the text as a single-separate wholeness, subject to the tasks of artistic comprehension and figurative embodiment of reality. Ideas B.A. Larin are of particular importance for modern methods of primary education.

Solving the problem of linguo-aesthetic analysis of a literary text, aimed at comprehending literature as an art form by a child, involves the convergence of the Russian language and literature in elementary school. Modern studies show how effectively such work is carried out in the middle and senior levels of the school, the university teaching system (N.M. Shansky, M.R. Lvov,

S.I. Lvova, A.I. Gorshkov, A.I. Vlasenkov, B.G. Bobylev and others). In general, the ideas and theses put forward and proved by modern researchers within the framework of the problem of linguo-aesthetic analysis of a literary text represent significant theoretical and empirical material that allows you to come close to creating a methodology for linguo-aesthetic analysis of a literary text in elementary school. The needs of continuity, developmental education required increased attention to this problem. It is declared in the programs mentioned above and requires comprehensive development at the linguo-methodological level. At the same time, we mean that the results of some studies focused on the secondary, senior levels of the school and the university teaching system cannot be directly transferred to primary education due to the specifics of the age characteristics of younger students, but should form the basis of the proposed methodology.

In recent years, one can note a lot of significant research devoted to various aspects of the reading preparation of younger students. The problems of the general development of children, the development of speech and thinking in reading lessons are intensively developed (I.L. Garkunova, Z.D. Kocharovskaya, A.I. Lipkina, M.I. Omorokova, Z.I. Romanovskaya, etc.), created interesting systems for teaching literary creativity to younger schoolchildren (G.N. Kudina, A.A. Melik-Pashaev, Z.N. Novlyanskaya, V.A. Levin), in scientific works there is a description of certain aspects of the analysis of works of art (L.I. Voevodskaya, L.K. Nefedova, L.I. Saraskina, L.E. Streltsova), a methodology for teaching and studying literature as an independent academic discipline at the first stage of education in a general education school is being developed (L.V. Kuteva), a reading methodology is being studied texts of various genres (E. L. Glinskaya, G. M. Pervova, N. S. Bibko, etc.).

A number of studies are devoted to the formation of various qualities of reading skills (T.V. Zavadskaya, L.A. Gorbushina, L.F. Klimanova, etc.), special skills and abilities in the system of students' work with the text of a work of art (E.A. Adamovich, M. I. Omorokova, V. I. Yakovleva and others).

In the works of M.A. Belyaeva, T.G. Brazhe, L.G. Zhabitskaya, E.V. Kvyatkovsky, N.D. Moldavskaya and other methodologists and psychologists, the specifics of the interaction between the reader and a literary work are revealed, the main and particular aspects of the literary development of students, as well as the abilities that provide reading activity outside of specially organized activities with a literary text, are presented.

Research by psychologists that reveal the mechanisms of generation and perception of speech, its nature and patterns of formation in younger schoolchildren (L.S. Vygotsky, N.I. Zhinkin, A.A. Leontiev, S.L. Rubinshtein, etc.), as well as achievements in the field of studying text linguistics (I.R. Galperin, S.G. Ilyenko, O.A. Nechaeva, G.Ya. Solganik, I.A. Figurovsky and others) contributed to a significant change in the content of teaching the Russian language at school. This was reflected in the fact that the implementation of language education and speech development of the student found expression in a pronounced communicative and speech orientation of the course itself (T.G. Ramzaeva, G.S. Shchegoleva, L.F. Klimanova, L.Ya. Zheltovskaya, A. Yu. Kupalova, L.D. Bokareva, O.V. Pronina, S.G. Makeeva).

Pronounced linguistic, speech and personality-developing aspects in the content of the language education of younger students allow us to consider it in conjunction with the upbringing of a linguistic personality. Therefore, the problem of organizing the learning process at school in such a way that the aesthetic function of the native language helps to create in the child the correct idea of the multifunctionality of the linguistic phenomenon as a grammatical, communicative and aesthetic fact remains the most relevant today in the light of solving the general problems of student-oriented interaction between a teacher and students, in which the spiritual upbringing of the individual, the formation of the moral character of Man come to the fore.

In psychological and pedagogical terms, the main trends in improving the educational process are characterized by the transition from learning as a function of memorization to learning as a process of mental development, from external motivation for learning to internal moral volitional regulation.

At the same time, on the one hand, traditional education is being improved, focused on didactic tasks of a reproductive nature and assimilation of given patterns; on the other hand, such an approach to the educational process is carried out, which is aimed at developing in students the skills of teaching and research activities, role-playing and simulation modeling, etc.

These phenomena characterize both the method of reading in the modern elementary school and the very process of introducing children of primary school age to literature as the art of the word.

The methodology of traditional teaching of reading in elementary school is not only being improved more and more: N.N. Svetlovskaya (independent extracurricular reading), O.V. Jezhelei (independent extracurricular reading, reading and literature), V. G. Goretsky, L.F. Klimanov (literary reading), R.N. and E.V. Buneevs (reading and primary literary education); but also develops various

approaches to primary literary education: Z.I. Romanovskaya (developing reading aimed at the overall development of younger students), G.N. Kudina, Z.N. Novlyanskaya (literature as a subject of the aesthetic cycle), V.A. Levin (developing reading aimed at the artistic development of younger students; primary literary education), etc.

Thus, the relevance of the proposed study is determined by the social significance and practical necessity of developing a methodology for the linguo-aesthetic analysis of a literary text for the purposes of language education and literary development of primary school students.

The object of the research is the process of teaching primary school students the linguo-aesthetic analysis of a literary text (on the example of a poetic text). The subject of the study are:

1) a set of linguistic, literary, psychological, pedagogical, sociocultural factors that determine the teaching of younger students to understand the literary text as a phenomenon of verbal art, the perception of its integral artistic system;

2) the theoretical foundations of the model for teaching linguo-aesthetic analysis of a literary text;

3) a methodological system for the formation of literary-linguistic and artistic-aesthetic competence of primary school students on the basis of a linguo-aesthetic analysis of a literary text.

The aim of the study is to create a scientifically based methodology for the linguo-aesthetic analysis of a literary text (taking into account its linguo-poetic and communicative properties), which ensures the development of the ability to understand works of art, as well as the development of semantic reading skills.

To achieve this goal in the process of research, it was necessary to solve the following tasks:

1. Based on the analysis of historical experience, from the standpoint of modern scientific data, characterize the theoretical and methodological foundations of the study.

2. Determine the content of the main elements of the linguo-aesthetic analysis of a literary text in elementary school in the light of the requirements of language education and literary development of younger students.

3. Determine the content and structure of the skills of linguo-aesthetic analysis of a literary text as synthetic skills.

4. To develop a methodology for the linguo-aesthetic analysis of a literary text in reading lessons in elementary grades, taking into account the specifics of literature as the art of the word and the age characteristics of younger students.

5. Experimentally test the feasibility and effectiveness of the proposed system of work, draw conclusions.

On the basis of the subject, purpose, tasks of the study, its hypothesis is determined.

It lies in the fact that the development and introduction into educational practice of a methodology for teaching the linguo-aesthetic analysis of a poetic text in elementary school will significantly enhance the development of the language ability of children and, in particular, the ability to understand, will help to increase the level of aesthetic susceptibility, deepen students' self-awareness, and develop reading habits. reflection, the ability to translate the plan of the content of a poetic text into a plan of personally significant meanings, and thus will be the most important factor in the formation of the pragmatic-motivational sphere of the language personality of younger students.

As a result of the analysis of philosophical, psychological, pedagogical, linguistic and methodological literature, we found that the method of linguistic and aesthetic analysis of a poetic text is based on the theoretical foundations of a systematic approach to language as a social, spiritual and aesthetic phenomenon, taking into account linguistic data on the theory of the whole text, psychological and pedagogical aspects of language perception and the specifics of mastering speech activity.

Introduction to knowledge, intellectual development of the personality of a junior schoolchild in the process of reading and analyzing a literary text is combined with moral development, education of the ability to communicate productively, and civic responsibility. In the structure of the relationship "language-literature-the world around" language appears for the child as the basis for the formation of his worldview. In the works of the great masters of the word, the creative potential of language as an organizing and harmonizing principle of being is fully realized. In this regard, language is considered as a system of guidelines necessary for human activity in the world around him, "organizing our behavior for the future" (L. S. Vygotsky).

CONCLUSION

The effectiveness of teaching the linguo-aesthetic analysis of a poetic text comes from possible ways to implement the relationship between the content, methods and means of teaching in elementary school. It depends on the correct choice of methodological strategy and tactics, manifested in the system of special tasks and exercises, the professionalism of the teacher's actions, and is based on the scientific principles of linguistic, literary analysis of a literary text, as well as general didactic and specific ones, reflecting the peculiarities of its perception by younger students.

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