

COMPATIBILITY OF SAMPLES OF ART WORKS IN PRIMARY SCHOOL TEXTBOOKS TO THE NATIONAL PROGRAM

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Annotation: This article discusses the fact that art samples in primary school textbooks are based on a national program. There are also suggestions for working on the artwork.

Keywords: primary education, methodology, artwork, national program, analysis.

In his speech at the first Youth Forum of Uzbekistan, President of the Republic of Uzbekistan Shavkat Mirziyoyev said: 'shrinks. I know that each of you is burning with the desire to serve our homeland and our people. " Indeed, in today's rapidly evolving world community, every young generation of our country must have the potential to contribute to the further prosperity of independent Uzbekistan and its worthy place in the international arena. One of the leading areas in educating such young people is education. To this end, a number of changes have been made in the education system of the Republic. In order to assess the knowledge of young people on an international scale, Uzbekistan became a member of the Association for the Evaluation of Achievements in Education in 2021. This organization was established in 2001 and is surveyed every 5 years. After studying the vast experience of a number of countries in the world, such as Singapore, Finland, Japan, Korea, which have shown high results in education, we have developed a new curriculum based on our national mentality. According to the Republican Education Center, 246 experts, including schoolteachers, methodologists, higher education institutions, professors and UNICEF and Usaid organizations, were involved in the development of national curriculum projects in 22 subjects. international experts were involved. According to Shukhrat Sattorov,

director of the Republican Education Center, the biggest problem in school education to date has been the fact that the textbooks focus on memorizing theoretical knowledge and are written in academic language. The process of creating national curriculum textbooks will continue until 2025, when general secondary schools will be converted to full national curriculum criteria. Topics in the textbook For example, oral and written communication skills through mother tongue, comprehension of various texts, mathematical thinking through mathematics, logical thinking and problem solving, research and environmental protection through natural sciences, cycles through history comparison and understanding of the causes and consequences of historical events, creative thinking through fine arts, the formation of skills to create digital content through computer science. Each subject focuses on developing students' cognitive skills, critical and creative thinking, and multi-literacy.

The Republican Education Center has presented new textbooks for grades 1-2 for the 2021-2022 academic year. you will first encounter content structured in an unconventional way.

Socio-economic development of society, the general development of young people in the education system, especially primary school students - knowledge through the flow of information, intellectual potential with the help of techniques and technologies, relatively rapid enrichment of worldviews in general pedagogy and private methodology also requires changes, changes in the content and methods of teaching. In this regard, it is necessary to improve the methods of primary literary education. Reducing repetitive narrative exercises in primary school literature, increasing the number of exercises that develop the ability to express one's opinion on a creative and read text, expanding the process of working on parts of a work and a whole, artistic writing It is expedient to increase the independence of students in working on the content and images, to create different types of tasks in the didactic analysis of the text, to make maximum use of technical means and advanced pedagogical technologies in education. To do this, it is necessary to first delve into the essence of the concept of "didactic analysis". К.

Yuldashev in his monograph "Fundamentals of Artistic Analysis" talks about the types of analysis of works, describes the didactic analysis as follows: is an aesthetic and pedagogical activity aimed at the formation of noble spiritual qualities in students through the understanding of life and artistic logic and aesthetic specificity, and the analysis of learning is the same for a given time, place, age and intellectual level. - among students who are close to each other.

The scientist states that in the didactic analysis of literary works, the teacher-student interaction is organized in the following three ways:

- a) following the author or analysis within the text;
- b) analysis based on artistic images;
- c) problem-based learning analysis.

Reforms in the field of education since independence have led to the creation of the concept of primary education and the State standard of education, the renewal of curricula in accordance with the requirements of the time, decades later, the improvement of these pedagogical documents of national importance. The fact that your textbook has been updated indicates that there is some progress in the field. of course. ***In the didactic analysis of works of art in the literary education of primary school:***

- Analyze the content of works and accurately, quickly. an attempt was made to systematize the formation of conscious, ifodalio! winter skills;

- The explanation of the ideological basis and theme of the work, its images, plot line, composition and visual aids will help the student to develop as a person, as well as the development of connected speech;

- Relying on the life experience of the student began to take precedence as the basis for a conscious understanding of the content of the work and a necessary condition for its analysis;

- began to approach classroom analysis as an effective tool for improving students' cognitive performance, expanding their knowledge of the environment and forming a scientific outlook;

However, due to the rapid pace of development around the world, these methods have not been able to fully meet the requirements of primary literary education today. One of the most important factors in the analysis of a work of art in elementary literature is its emotional impact on students. Not only do younger students understand the author's leading idea in the play, but they are also able to feel the excitement, the excitement, the enjoyment of reading and working on a work of art. During the didactic analysis of the literary text in the process of literary education in primary school, students are able to form independent opinions, awaken attitudes, whether they correspond to the facts noted by the author or the teacher. to be able to determine one's own views.

In the analysis of works of art in primary literary education, special attention should be paid to the aesthetic value of the work, the artistic beauty of the work, and at the same time to ensure the artistic literacy of the student. Reading lessons allow students to differentiate between a work of art, to determine by what artistic means the writer's life story is reflected, and to what images he creates. it is desirable to develop the skills of independent reading and asami analysis. Students read the literature on their own. in the process of analyzing the artistic asami, they also realize its content and the importance of the leading ideas in it.

In developing the oral and written speech of an elementary school age student. In addition to the above, the formation of literary concepts is also important. As students explore literary concepts, they learn that fiction is a form of art and that it relates to life. In primary school literature education, students learn the tools of artistic language - adjectives, analogies, animations, rhetoric, and literary genres - fairy tales, stories, parables, poems, epics, proverbs, riddles, quick sayings, etc. are also practically acquainted with. Analyzing the language of a work of art also helps students develop a love for their mother tongue.

As you know, elementary school textbooks "0" Winter Book "contain popular art and science texts for reading in the classroom. Introducing students to these different texts begins with the preparation for reading. In the preparatory phase, the writer or poet will talk about his or her childhood memories, and students will be

able to understand the events described in the play and feel the pathos of the work. Explanatory work is done to help them understand unfamiliar or ambiguous words, more complex figurative expressions. Such trips, which are one of the forms of preparation, are devoted to the depiction of nature, production, construction, can be used in the study of urban, rural life, occupational themes and historical artifacts. Provides a correct understanding of the story, introduces the work of adults, instills in the student a love of work.

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