



UZBEK CHILDREN'S LITERATURE

Mirsaidova Nilufar Sobirjonovna

Tashkent State Pedagogical University named after Nizami
Mother tongue in primary school and its teaching methodology
associate professor of the Department
Doctor of Philosophy, PhD in philology.
E-mail: mirsaidova71@mail.ru
+998974413552

Article history:	Abstract:
Received: 22 nd March 2023 Accepted: 23 rd April 2023 Published: 24 th May 2023	A collection of literary, artistic, scientific, popular, and public works written for children and adolescents is known as children's literature. This is mostly made up of fiction. The world's children's literature, including that of the Uzbek people, starts with examples of oral creativity, the majority of which are intended for young children. These include quick sayings, riddles, play songs, narrations, legends, fairy tales, proverb's, parables, and epics. In this article, opinions and reflections on Uzbek children's literature will be discussed
Keywords: children's literature, folk oral creativity, readers, features, spirituality, educational upbringing, development, writers, fairy tales, significance.	

INTRODUCTION. Children's literature can be divided into works that are created directly for children and, although they are not actually intended for children, have subsequently passed on to children's literature. A distinctive feature of children's literature is a changing phenomenon, which is directly related to the age of the reader, the historical period and the social environment. Accounting for the age of the reader is one of the most basic features of children's literature. For example, in preschool children, this is based on the simple visual contradictions of the powers of exhibitionism, goodness and evil, while in the literature created for adolescents, the psyche of complex people in complex life begins to open up.

Another feature of children's literature is its wealth of action. From this also comes the demand for the plot in children's literature. He demands that events be resolved quickly, fun, fantasy, rich in humor. The formation of children's literature is closely related in almost all nations mainly to the Enlightenment and the reforms of the school's Māori system.

The stabilization of Uzbek children's literature also goes back to the Enlightenment movement of the 2nd half of the 19th-early 20th centuries. About fifty Alphabet and reading books created by Saidrasul Azizi, Munavvarqori, Abdullah Avloni, Hamza and dozens of other enlighteners for students of Uzbek schools in the "new method" ("method jadidia") are literal examples of Uzbek children's literature. It is characteristic of the beginning of the 20th century to look at Children's literature as works specially created for children, to define its specific principles. Uzbek children's literature developed under the influence of the primitive traditions of World Children's literature.

At Uzbek children's literature especially developed the genre of literary fairy tales. Hamid Olimjon's Oygul and Bakhtiar," Semurg or Parizod and Bunyod", Mirtemir's" the Dragon", Shukur sa'dulla's" Three Bears"," The Cunning Sparrow", Zafar diyor's" new fairy tale"," Moshkhan with the Stone"," The Fox's trick", Sultan Jora's" the purple carpet", and" Qaldirgoch " are among the most thoroughly artistic works in form and content. In the 30s, Uzbek children's poetry Rose and its subject area expanded

METHODS. A characteristic feature of children's literature is the changing phenomenon, which is directly related to the age of the reader, historical period and social environment. Accounting for the age of the reader is one of the most basic features of children's literature. For example, in preschool children, this is based on the simple visual contradictions of the powers of exhibitionism, goodness and evil, while in the literature created for adolescents, the psyche of complex people in complex life begins to open up.

Another feature of children's literature is its wealth of action. From this also comes the demand for the plot in children's literature. He demands that events be resolved quickly, fun, fantasy, rich in humor. Children's literature should, above all, be focused on the spiritual, intellectual and aesthetic development of children. Literature is a powerful tool that nourishes the child's intelligence and imagination, revealing to him the beautiful horizons of the world, ensuring the spiritual development of the individual. The entry of children into the world of books is carried out, first of all, through the literature created for them.



Of course, there are books for children. Most were published in translations from foreign literature and beautiful covers. What is hidden behind such a spectacular cover? What is the content of these books? There is a lot of controversy and conflicting opinions on this matter. But the truth is that, despite its beautiful appearance, most of these books are content saturated with violence and oppression. It's hard to be a children's writer. To do this, it is necessary to be a childlike, childlike, child nature. A person can be physically strong, educated, agile in every job, agile. But without a white man, a believer, a human being, a countryman, he cannot leave a good name, a good mark on himself in life. Literature and art are important in the formation of a child as the owner of such beautiful feelings, qualities.

A special topic among the problems of children's literature is the task of gradually and painlessly introducing children into the adult world. As noted, "poverty" in children's literature is not the cause of this process. Literature develops many abilities of children: teaches to research, understand, imagine. By reading age-appropriate literature, the awareness of social phenomena gradually adapts to a greater life. Surprisingly, modern publishers prefer to reprint old works. Children's writing new books remains problematic. Today, the only source of reading for children is the library. However, when we pay attention to books in libraries, many of them are reprints or poetry collections.

RESULTS. During each period, the range of children's studies changes. Its composition and width depend on many factors. Social conditions change, and with them there are also changes in the social, religious and family traditions of children's studies. In addition, educational and educational programs are being updated, publishers choose specific works for mass production. As a result, the circle of study of each person from an early age develops in its own way.

Children's literature, coordinated with the general literary process, goes through its own path of progress, although it is not clear exactly: sometimes it lags for a long time, and then unexpectedly ahead of adult literature. In the history of children's literature, the same periods and directions stand out as in the general literary process - the Medieval Renaissance, educational classicism, baroque, sentimentalism, romanticism, realism, modernism, etc. the path of personal development, the purpose of which is to create literature that meets the needs of children. The choice of specific forms and methods continued for a long time

and with difficulty. As a result, any reader can easily distinguish for whom this work was created - for children or for adults.

In the work of modern young writers, one can observe the trend towards the release of linguistic means, which has recently been limited by strict regulatory requirements for children's books. This process is natural, since the language of the children's book must survive with its entire literary quality. Young children unconditionally trust all that is written in the book, and this trust makes the task of the writer extremely responsible. He must be truthful to his reader, but here the truth has its own kind - fiction, which means the persuasion of fiction by the moral purity and integrity of the concept. Only in this case the children's book will be able to fulfill its main task - the upbringing of a moral person.

DISCUSSION. In children's reading, it has a relative essence to take into account the age, level of children. Only examples of school textbooks, works of an educational and didactic nature and children's literature are exceptions, in which it is strict to take into account the age characteristics and level of children. Moreover, in children's literature, figurative artistic thinking is practiced, while in children's reading, the mastery of logical thinking is noticeable. After all, when children's literature is a literary and aesthetic phenomenon, reading, including children's reading, is considered a socio-aesthetic phenomenon in contrast to it.

Children's reading arose on the basis of the fact that society understands the rights of its children and understands them as successors, through which society seeks to educate the younger generation on the basis of socio-political, spiritual-aesthetic and moral lessons that it has released from its life experiences. Until the advent of written literature, this folk didactics - ethnopedagogikasaklida1 was in motion.

However, during the search for the decision-making of the Islamic belief, the religious-moral path was penetrated and the true belief essence was consecrated as a profession. For this reason, special attention was paid to starting in the past and then turning the content and ideas in it into a criterion of understanding, acceptance and practical activity at the level of the foundations of faith. The content and content of the Uzbek children's library of the past was formed on the basis of this logic. In this, the Qur'an played a determining role in the influence of the Karim and Hadith Sharif's.



CONCLUSION. The creative people have believed in the power and charm of the artistic word in the upbringing of the younger generation since ancient times. He gave birth to some of his most unique works with the miracle of sound. Even at times when people did not yet know what writing was, people knew how to have fun, take pictures. Among our people, the great talents, the Bakhshis, the naqqash's, the sangtaros, and the roviars grew up. In their works, kohna is preserved in traces of history, folk Thermae, mother Allas in their epics and children's games. Fairy tales, Proverbs, riddles, quick sayings expand the children's world view, form the manic world of the child. Children now imitate adults in their little movements. The organization of children from an early age for useful work is carried out through exercises, songs, fairy tales

REFERENCES:

1. Husanbayeva Q., Niyozmetova R. Methodology of teaching literature. - Tashkent, 2020.
2. Borodic A.M. Methods for the development of children's speech. - M., 2014.
3. Husanbayeva Q., Niyozmetova R. Methodology of teaching literature. - Tashkent, 2018.
4. Bolshova T.V. We learn from a fairy tale. - St. Petersburg, 2009.
5. Gurovich L.M. Baby Boy and book / .m. Gurovich, I.b. Shore, v.i. Loginov. - M., 2009.
6. Development and education program in kindergarten / V.I. Loginova, T.I. Babaeva, N.A. Notek et al. Ed. T.I. Babaeva, Z.A. Mikhailova, L.M. Gurovich: Ed. 2nd. - SPB, 2007.
7. Mirzayev I.K, Muhiddinova B., Rozmonova R. Methodology for teaching Uzbek literature. - Samarkand, SamDU, 2019.