
CHILDREN'S LITERATURE AS A KIND OF SPECIAL (BRANCH) LITERATURE

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ABSTRACT

Children's literature is highlighted as a sort of special (sectoral) literature in this article. Cognitive interest in Russian folklore - as an aptitude, evolving into a professional and personal self-educational need; actualization (in tasks and theoretical and practical works) and socialization (at various communicative levels) by future teachers of Russian language and literature of "their" cognitively activities.

KEYWORDS: *Narration, Active Interest Of Future Teachers, Russian Folklore, Self-Realization.*

INTRODUCTION

One of the key goals of official educational policy is to involve students in the people's national and cultural heritage. The National Curriculum emphasizes the importance of stimulating pupils' interest in their country's culture. The national program calls for the creation and implementation of appropriate organizational and pedagogical forms and methods for utilizing the nations and cultural legacy, primarily for students' spiritual growth.

Folk culture is viewed as a source and means of comprehensive education and holistic development by the program. In this regard, the National Program focuses educators on: updating and improving educational content, the need to find new technologies, innovative and methodological findings, creating conditions and effective mechanisms to enhance, meet, and implement students' interests, particularly educational and educational, primarily to the people's cultural heritage. In order to do this, teachers' appropriate qualifications and competency must be improved. As a result, the issue of greater educator training is raised.

MAIN PART

The National Training Program calls for research into the theoretical, pedagogical, and practical foundations of activating students' interest in folk culture.

Such research is especially important in the development of future language and literature instructors, notably for professional-personal and educational-educational goals. Furthermore, curricula options such as literature (Uzbek, Russian, etc.) allow for a heavy reliance on popular culture. The author takes advantage of such opportunities in his research for prospective teachers of Russian language and literature in the course "Children's Literature" (sections: "Russian folklore," "Russian children's folklore"). The purpose is to pique future teachers' interest in folklore, including children's folklore, as a component of Russian folk culture, and to establish pedagogical foundations for handling this problem. First and foremost, the criteria for the researched student interest are developed, which include: [1]

Interest in Russian folklore is consciously motivated (both professionally and personally);
an intense and long-term interest in Russian folklore;

Interest in Russian folklore as a cognitive ability that develops into a professional and personal self-educational demand;

Actualization (in tasks, theoretical and practical works) and socialization (at various communicative levels) of "their" cognitively active interest in Russian folklore, especially children's folklore, by future teachers of Russian language and literature;

Language and literature in the future When the following conditions are met, teachers' interest is sparked to the required degree:

Rigorous justification of the problem to be solved, taking contemporary educational philosophies into account;

On the modified content of the course "Children's Literature" (sections "Russian Folklore", "Russian Children's Folklore");

Taking into account certain psychological aspects of the problem; in a science-based pedagogical system;

On theoretical-pedagogical - and practical foundations; on the most appropriate technology (general pedagogical and lecture-based), innovative pedagogical and creative approach;

Encouraging and preserving students' professional and personal interest in Russian folklore, particularly through in-depth study of Russian folklore in extracurricular activities (according to the author's program), taking into consideration their ability, specificity, and qualities;

Activation of independent cognitive, intellectual and creative, professional, methodological and socio-communicative activities; [2]

As a result, students develop a sufficient professional, personal, and educational-cognitive need, as well as a conscious social and personal professional and pedagogical interest in Russian folklore, as well as the desire and ability to apply it in future teaching work.

The most ideal conditions for engaging the interest of future teachers of Russian language and literature in Russian folklore in the educational and extracurricular study of this component of Russian folk culture were identified in the practical solution of the problem:

a focus on future teachers' personalities as subjects and objects of professional and pedagogical instruction;

Students' psychological and pedagogical impact (via suggestion, persuasion, proof, example, illustration - taking into consideration their interests as well as their professional and cognitive demands);

Exposing pupils to a wide range of prospective interests in Russian folklore, encouraging and supporting their choice of "their" passion;

use emotionally appealing, emotionally cognitive, art-valuable, potentially educational, pedagogically meaningful, and didactically valuable folklore material from the rich oral-poetic treasury of the Russian people in the process of studying the sections "Russian folklore," "Russian children's folklore" of the course "Children's literature" (in the classroom and out-of-classroom lessons); [3]

An in-depth study of Russian folklore - as a requirement for effective employment in their chosen profession, specialization; attention to the specific interests of future instructors;

Igniting students' interest in Russian folklore, particularly children's folklore, through the use of: sophisticated technology, effective forms and methods, and new ways; humanizing and humanitarizing the educational process;

Continual appeal to students' interest(s) in Russian folklore and children's folklore, particularly with the stimulation of their emotional and cognitive demands and professional-personal reasons;

A crucial necessity is that the teacher conducts a creative search, selection, and creative-methodological development of folklore material, as well as pedagogically creative production of assignment subjects and theoretical and practical methodological works for future teachers (with the presentation of specific requirements for them). A crucial requirement is that the teacher considers the relationships and interrelationships between lessons and extracurricular activities (with the definition of the parameters of this relationship and interrelation, with maximum use of the possibilities, specifics and features of extracurricular activities). We can't forget about the teacher's requirements, which include, first and foremost, the following: [4]

Methodological and pedagogical knowledge, competence in the field of his subject,

Profound knowledge of Russian folk culture - folklore, children's folklore in particular;

An understanding of students' psychology, interests, needs and abilities, values and preferences;

the concept of the essence of interest, its dynamics, the incentives to activate this interest, in particular, how to integrate it into a permanent cognitive and demanding activity (at the self-educational level) creative-seeking attitude to educational and extracurricular work with students (technology, methodology);

Optimizing students' active interest in Russian folklore - addressing a number of incentives, such as: personal and social motive; emotional and cognitive attractiveness of the content of Russian folklore; moral and aesthetic aspect of folklore works; factor of students' satisfaction with professional and personal interest, perspective "vision" of future teachers of the role and importance of this interest in the upcoming pedagogical activity; pedagogical skill - creative basis for lecture classes, interesting, bright, imaginative presentation of folklore material; emotionally positive atmosphere, intellectual and creative potential of lecture classes; students' free choice of "their" interest in Russian folklore, its enrichment and expansion to the needs level, acquisition of new interests, welcoming and encouraging this acquisition; "seeing" students implement their works of interest (intellectual and creative theoretical and practical and methodological) in various activities (in the group, at student competitions, conferences). [5]

The main thing in compliance with the conditions outlined - the integration of students' acquired knowledge of Russian folklore of interest in intellectual and creative, theoretical and practical, methodological cognitive and creative activities, with subsequent use of its "product" of future teaching practice. It is important to turn an active interest of future teachers in Russian folklore into a factor of action - educational, pedagogical, professional and personal fulfillment.

CONCLUSION

The article describes children's literature as a type of special (industrial) literature.

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