



STUDYING THE CHARACTER OF THE CHARACTERS OF THE WORK

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Abstract: This article talks about educational methods and their selection, studying and analyzing the characters of the heroes of the work.

Keywords: Method, education, the modern method, golden watermelon, ability. "Method of education means way in Greek, so it is a way to achieve the specified goal of education. The method is a method of influencing the mind, will, emotions, and behavior of students to develop positive qualities. In practice, it is not easy to use one of the task methods, but to choose the best one, that is, the optimal one. Method selection - search for the optimal method of education. Optimal means the most useful way to achieve the desired goal quickly and easily. The choice of educational method depends on:

- a) from the purpose and task of education,
- b) from the educational content,
- c) age characteristics of schoolchildren,
- d) from the level of formation of the team,
- e) individual, personal characteristics of schoolchildren,
- f) from educational conditions,
- g) educational tools,
- h) from the level of pedagogical qualification,
- i) from the time of education,
- j) from the final results entered".

Students are prepared for social relations in society on the example of the life and fate of the characters described in the literary work. The description of communication with various destinies is reflected in the fiction literature as a summary of qualities characteristic of each person, and in the future, most works are devoted to these issues, and this is due to the fact that the characteristics of humanity are extremely colorful. On the example of the characters of the work, the



process of introducing young people to the meaning of social relations, that is, to the essence of many conflicting concepts, such as good and bad, goodness and badness, is carried out.

L.N. Rozhina, having a conversation with children about the studied work, paying attention to the need to learn the level of understanding of the unique qualities of the characters, "The conversation is whether the children understand the description and reasons for the experiences that appeared in them, or 'qmi, allows to determine. It also allows us to see whether this experience was noticed at all while reading the story."

The modern method of reading a work of art involves a mandatory analysis of the text in the classroom under the guidance of the teacher. This working principle, firstly, has historical roots, secondly, it is determined by the specific characteristics of fiction as an art form, and thirdly, it is determined by the psychology of young students' perception of a work of art.

The earlier method of expository reading required the teacher to ask questions about the text being read. The questions were of a specific nature and helped not only the student to understand the work, but also the teacher to make sure that the children mastered the main facts of the work. In the further generalization in the lesson, the educational potential of the work will be revealed.

In modern teaching of reading, the general principle of working with the work is preserved, but the nature of the questions has changed significantly. Now the task of the teacher is not to explain the arguments of the work, but to teach the child to reason about them. With such an approach to reading, the literary foundations of the analysis of a work of art become fundamental.

Psychologists identify people with several levels of text comprehension. The first is to understand what is being said on the surface. The next (second) level is characterized by understanding "not only what is said, but what is said in the statement" (IA Zimnyaya)

The perfect ability to read implies complete automation of the first stages of perception. Decoding of graphic signs is not difficult for a skilled reader, who devotes all his energy to understanding the figurative system of the work, recreating the artistic world of the work in his imagination, understanding his idea and his attitude to it. But the school student does not yet have the ability to read, so for him, converting graphic symbols into words, understanding the meaning of words and understanding their connections are very laborious operations, which often overshadow all other actions. puts , becomes a simple dubbing and does not



become a dialogue with the author of the work. The need to read the text independently often makes the meaning of the work unclear to the new reader. Therefore, according to M.R. Lvov, the primary reading of the work should be done by the teacher. It is very important to carefully work on the vocabulary: explain the meaning of words, clarify, ensure that difficult words and phrases are read in advance, emotionally prepare children to perceive the work. It should be remembered that at this stage the child is still a listener, but not a learner. Perceiving the work by ear, he encounters sound content and sound form. By paying attention to intonation, gestures, facial expressions through the form provided by the teacher, the child enters the content.

"The first notes related to the study of the literary work can be found in the Avesta monument. It is not difficult to notice this directly in the Turkish environment through some signs on the Orhun-Ensoy monuments.

The science of literature teaching methodology summarizes the process of literature teaching in modern schools based on the rich experiences of the past. Literature has always had a great social and spiritual importance in the life of the people of the East, including the Uzbek people. But his education did not suddenly become what it is today. The traditions of teaching literature among the Turkic peoples go back to very ancient times.

Each person differs from any other person by his individual - psychological characteristics. It's about character. The word "character" means "mark" from Greek. But any individual characteristics cannot be a character. For example, sharpness of sight and hearing, quick recall is not a character." When we study the heroes of the work, we come across different characters and characters. We compare them to married people or start looking for them around. We compare their situations with our own lives. If we observe the characters of the above work, we can see the characters with their own character. Students may have different attitudes towards them. It is possible that someone considers the big wave as evil, evil, and terrible, while someone else sees it as violent and full of fun. Even if we pay attention to people, we will witness that they are different. Some of them show their aggressive feelings to the outside environment. This, of course, depends on the character of a person.

"Character is understood as a set of individual-psychological characteristics that are considered typical for this person, manifested in the methods of activity, visible in typical conditions and determined by the attitude of the person to these conditions. Manifestation of character traits - individual characteristics of



emotional experiences of each typical situation depends on personal relationships. On the other hand, qualities of action and individual specific methods in each typical situation depend on personal relationships. Intellectual, emotional and volitional qualities of character can be distinguished. By character, we understand the individual characteristics that are formed in a person under the influence of environment and upbringing and are manifested in his volitional activity, in his relations with the surrounding world (other people, work, things). Many character traits are deep and active inclinations that determine human actions. It is precisely in these tendencies that the power of character traits is manifested. Due to such a compelling force of character traits, a person often acts contrary to objective conditions and uses methods of action that are completely incompatible with the goal. Some people knowingly choose a difficult task, and some do the opposite. As their character traits encourage them to act in a certain way, and sometimes to act against the circumstances, they are better manifested in difficult moments of their lives. Character is manifested and tested in the struggle with opposing conditions. Character education is one of the central and important tasks of raising a mature generation. Qualities such as persistence, critical view, understanding, observation, alertness - intellectual (mental), cheerfulness, kindness - emotional - volitional characteristics.

In the section "Fairy Tales Lead to Goodness" in the 3rd grade textbook, students are given references to determine their characters in relation to the heroes. That is, they introduced the characteristics of heroes in fairy tales to the students: "Match the adjectives and descriptions of positive characters in fairy tales. What qualities does a farmer have?

Write them down. Smart, always tells the truth, does not lie Kind, not afraid of danger and difficulties Honest, hardworking, not afraid to work He does business with an agile mind and knows a lot Generous Able to do work quickly and with quality A hard worker who does not resent anyone for his work Jasur is kind and caring Match the negative characters in the story with the adjectives and their explanation. What qualities does a merchant have?

Write them down. Notorious One who deceives people and always tells lies The promise is one who does not know mercy and tortures people Narsani is the one who hates the liar A miser who does not know good, unjust A lazy person humiliates and accuses someone, weaves false information A tyrant who does not want to work, lazy A gossip makes promises and does not fulfill them, does not keep his word " The adjectives listed in this table are given to the students after



watching the cartoon "Golden Watermelon" so that the students can draw conclusions by putting these qualities on the characters they see with their own eyes. First, the students read It is not an exaggeration to say that it has become a requirement of this time that if they made a conclusion later, now they can make a conclusion by seeing or hearing. Through this, the ability of students to learn and analyze by listening and seeing is being formed.

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