

DEVELOPMENT AND SCIENTIFIC ANALYSIS OF WORD ART IN UZBEK CHILDREN'S LITERATURE

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Abstract: The glorious task of Uzbek children's literature as an art of words and educational tool received special attention during the years of independence. of our republic First President I.A. Karimov's "Attention to literature - to spirituality, to the future in the "attention" guide, literature and art of words have been an expression of the people's heart since time immemorial it is emphasized that it is, among other things it is said: "Especially, we to the development of children's literature, which is extremely important for We pay special attention to the formation of independent thinking individual she always remembers that the culture of reading and reading starts from childhood we have to keep it."

Keywords: Progressive schooling is a pedagogical motion that started out in the late nineteenth century; it has endured in a variety of varieties to the present. The term innovative was once engaged to distinguish this schooling from the common Euro-American curricula of the 19th century.

INTRODUCTION

The common Euro-American curricula of the nineteenth century, which used to be rooted in classical practise for the university and strongly differentiated by way of social class. By contrast, innovative training finds its roots in present experience. Most progressive training applications have these features in common.

Emphasis on getting to know by way of doing – hands-on projects, expeditionary learning, experiential learning:

- Integrated curriculum focused on thematic units
- Integration of entrepreneurship into education
- Strong emphasis on trouble solving and imperative thinking
- Group work and improvement of social skills
- Understanding and action as the desires of studying as adversarial to rote knowledge
- Collaborative and cooperative mastering projects
- Education for social responsibility and democracy

- Highly personalized mastering accounting for every individual's personal goals
- Integration of community provider and carrier getting to know initiatives into the daily curriculum
- Selection of situation content via looking ahead to ask what abilities will be wanted in future society
- De-emphasis on textbooks in desire of diverse getting to know resources
- Emphasis on lifelong getting to know and social skills
- Assessment by evaluation of child's initiatives and productions.

Johann Bernhard Basedow. In Germany, Johann Bernhard Basedow (1724–1790) mounted the Philanthropinum at Dessau in 1774. He developed new educating techniques based on dialog and play with the child, and a program of physical development. Such was once his success that he wrote a treatise on his methods, "On the nice and hitherto unknown method of teaching children of noblemen".

Christian Gotthilf Salzmann (1744–1811) was once the founder of the Schnepfenthal institution, a college dedicated to new modes of schooling (derived closely from the thoughts of Jean-Jacques Rousseau). He wrote *Elements of Morality, for the Use of Children*, one of the first books translated into English by means of Mary Wollstonecraft.

Helen Parkhurst

The American trainer Helen Parkhurst (1886–1973) developed the Dalton Plan at the starting of the twentieth century with the aim of reforming the then cutting-edge pedagogy and study room management. She wanted to damage the teacher-centered lockstep teaching. During her first experiment, which she implemented in a small elementary school as a young teacher in 1904, she observed that when students are given freedom for self-direction and self-pacing and to help one another, their motivation will increase considerably and they research more. In a later test in 1911 and 1912, Parkhurst re-organized the training in a large college for nine- to fourteen-year-olds. Instead of each grade, every issue used to be appointed its own trainer and its very own classroom. The difficulty instructors made assignments: they transformed the problem matter for every grade into getting to know assignments. In this way, studying grew to become the students' very own work; they should raise out their work independently, work at their very own tempo and format their work themselves. The study room became into a laboratory, a vicinity where students are working, furnished and geared up as work spaces, tailored to meet the necessities of particular subjects. Useful and fascinating learning materials, gadgets and reference books had been put inside the students' reach. The benches had been replaced via large tables to facilitate co-operation and team instruction. This second test formed the basis for the subsequent experiments, those in Dalton and New York, from 1919 onwards. The solely addition

was once the use of graphs, charts enabling college students to keep track of their personal growth in each subject.

United Kingdom

The ideas from Reddie's Abbotsholme spread to schools such as Bedales School (1893), King Alfred School, London (1898) and St Christopher School, Letchworth (1915), as nicely as all the Friends' schools, Steiner Waldorf colleges and those belonging to the Round Square Conference. The King Alfred School was radical for its time in that it furnished a secular education and that boys and girls had been educated together. Alexander Sutherland Neill believed teens ought to attain self-determination and have to be prompted to assume critically instead than blindly obeying. He carried out his ideas with the founding of Summerhill School in 1921. Neill believed that teenagers study higher when they are now not compelled to attend lessons. The school was additionally managed democratically, with normal meetings to determine faculty rules. Pupils had equal voting rights with college staff.

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