

EDUCATIONAL IMPORTANCE OF STORIES IN LITERATURE
TEXTBOOKS

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Annotatsiya: Hikoya janri insonga ma'naviy ozuqa beruvchi ijod mahsulidir. Jahon va o'zbek adabiyoti nasrida hikoya janri badiiy saviyasi baland, mazmuni ixcham, real voqelik yoritilgan asar hisoblanadi. Hikoyada davr va qahramon masalasi, ijtimoiy hayot tasviri, xarakterlar talqini asarning asosiy bo'g'inini tashkil etadi. Bu janr azal-azaldan didaktik ma'no kasb etib, insonlarga o'zgalar turmushi orqali xulosa chiqarish va ularni yaxshiliklarga yetaklash, insoniy fazilatlarini shakllantirish uchun xizmat qilib kelgan. Shu boisdan, hikoya janri badiiy adabiyotda tarbiyaviylik jihati ustuvorligi bilan alohida ahamiyat kasb etadi. Ushbu maqolada "Fonarchi ota" hikoyasi misolida o'quvchilarni vatanparvarlik, fuqarolik tuyg'usi, bag'rikenglik, qonunlarga, milliy va umuminsoniy qadriyatlarga hurmat ruhida, zararli ta'sirlar va oqimlarga qarshi tura oladigan, hayotga bo'lgan qat'iy ishonch va qarashlarga ega shaxs sifatida tarbiyalashda hikoyaning muhim jihatlari haqida batafsil to'xtalishga harakat qilindi.

Kalit so'zlar: hikoya, didaktik, janr, vatanparvarlik, voqea, insoniy fazilatlar, tarbiya, barkamol inson, ma'naviy ozuqa, pedagogika.

Аннотация: Жанр рассказа – это творческий продукт, дающий человеку духовную пищу. В прозе мировой и узбекской литературы жанр повествования – произведение высокого художественного уровня, лаконичного содержания, реальной действительности. В повести проблема эпохи и героя, изображение общественной жизни, интерпретация персонажей являются основным звеном произведения. Этот жанр с незапамятных времен приобрел дидактическое значение, служа людям для того, чтобы делать выводы из жизни других и побуждать их к добрым делам и формировать человеческие качества. По этой причине повествовательный жанр имеет особое значение в художественной литературе с приоритетом воспитательного аспекта. В данной статье на примере повести «Отец фонарей» школьников учат патриотизму, гражданственности, толерантности, уважению к законам, национальным и общечеловеческим ценностям, крепкой вере в жизнь, способной противостоять пагубным влияниям и течениям, и была предпринята попытка подробно остановиться на важных аспектах истории в воспитании как личности со взглядами.

Ключевые слова: рассказ, дидактика, жанр, патриотизм, событие, человеческие качества, воспитание, совершенный человек, духовная пища, педагогика.

Abstract: The story genre is a creative product that provides spiritual nourishment to a person. In the prose of world and Uzbek literature, the narrative genre is a work of high artistic level, concise content, and real reality. In the story, the issue of the era and the hero, the depiction of social life, and the interpretation of characters are the main link of the work. This genre has acquired a didactic meaning since time immemorial, serving people to draw conclusions from the lives of others and to lead them to good deeds and to form human qualities. For this reason, the narrative genre is of special importance in the fiction literature with the priority of the educational aspect. In this article, on the example of the story "Father of Lanterns", students are taught patriotism, civic sense, tolerance, respect for laws, national and universal values, strong faith in life, which can resist harmful influences and currents, and An attempt was made to dwell in detail on the important aspects of the story in educating as a person with views.

Key words: story, didactic, genre, patriotism, event, human qualities, education, perfect person, spiritual food, pedagogy.

A story is a small epic genre in fiction, a prose work in which life events are concisely expressed. The story has a long tradition in world literature. In the past, the story was part of folklore works as a narrative element. As an independent genre, it was formed only in written literature.

In Uzbek literature, the story began a long time ago. The events described in the first written literary monuments - Kultegin and Tonyuguq inscriptions were told by the participants. Nasiruddin Rabguzi's "The Story of Rabguzi" also has good examples of moral stories. Our grandfather Alisher Navoi's "Story of Hotami Toy" in the 5th stanza of the epic "Hayrat ul-Abror", "The Story of the Slave" in the 20th stanza, and the seven alien stories in the epic "Sabai Sayyor" are the first examples of this genre. The works "Gulzor" and "Miftah ul-adl" by Poshhohoja, created in the 16th century, were the basis for the development of Uzbek storytelling.

The genre of realistic stories in Uzbek literature was formed at the beginning of the 20th century. Cholpon, A. Qadiri, G'. Ghulam, A. Qahhor, Aydin A. Qahhor, S. Ahmad, O'. Hoshimov, Sh. Kholmirezayev made a significant contribution to the development of this genre. The term narrative also means telling a story in a broader sense. Such reality can be characteristic of a short story or a novel in its scope, size, and variety. In such cases, the term is not understood in the sense of genre. For example, O'Hoshimov's novel "Between Two Doors" consists of 49 stories of 9 characters. Sh. Kholmirezayev calls the work "Olaboji" "a story bigger than a novel". Current Uzbek storytelling O. Mukhtar, N. Aminov, S. Siyoyev, F. Musajonov, H. Sultonov, E. Azamov, N. Eshonkulov, Sh. He became rich with Botayev and other writers.

The story is intended to express a concise event that happened in a person's life. It is not necessary to provide information about what happened in the character's life until this event, how it happened, with whom. If necessary, some details may be indicated. For example, in the story "Thief" by A. Qahhor, nothing is said about the past day of grandfather Kabul. Egamberdi only reports that "this condition will be known in the fall" about the future of grandfather Kabul, who received two oxen from the cotton merchant for a small condition. And G'. Ghulam fills in the details of the thief's past in the story "My thief's son". It does not give any information about the future of a young man who leaves the house without taking anything.

Conciseness is an important feature of the story, but only one scene from the character's life, long-term events, the entire life path of the characters, the fate of not one but several people, the process of character formation, changing mental states can be an important quality. However, in any view, the image is rendered in a compact manner.

According to the content of the story, it can be lyrical, psychological, philosophical, science fiction, satirical, humorous. There will also be essays about real stories (N. Fazilov's "In the circle of teachers"). In Uzbek literature, there are also "hashar stories" written by several writers related to one theme, one hero's life. The story is the most common genre in literature, in which the image of real life is skillfully revealed by the creator. The sharp, interesting plot of the story, the character of the characters in the course of events encourage the readers to observe. The melodiousness of the words and phrases in the story, the expressiveness of the language, the vividness of the means of expression serve to form the students' pragmatic skills. Pedagogical value of stories is that students understand the essence of human qualities such as correctness, honesty, kindness. In life, they want to be like a character in a certain image, to do the good things he did, which will help the student to develop the ability to discuss and evaluate the behavior of the main character or ordinary characters. Oibek's story "Fanorchi Ota" given in the literature textbook for the 5th grade of general secondary schools and its educational aspects prove the points we noted above.

Events similar to the events described in Oibek's story "Fanorchi Ota" are among the events that are often witnessed in the childhood and youth of every person. A person who reads this story will have childhood memories before his eyes. We know that at the beginning of the 20th century, houses and streets were not lit by electric lights, candles and lamps were used in the houses. Lanterns were hung on the streets, they were lit with kerosene, not electricity. Special servants were attached to change the oil and glass eyes of the lanterns.

The main events of Oybek's story take place around one of these lanterns. The lamp hanging on the gate of a man named Tursunqul has no peace with the children who live in this area. Especially Battal Qasim Cholok invents a pest every day. Fanor

encourages his accomplices to break his eyes, thereby angering the old Fanorchi father. Fanorchi's father does not get tired of putting on "new glasses for him". The children did not like the old man's meekness and silence. As for them, it is good that the story continues again, that is, they "dream" that the old man "runs to catch the children, even if he catches one of us." However, Father Fanorchi, as he had intended, once did not "bite his teeth" on them... Father Fanorchi's heart is full of compassion, love, in a word, human feelings. It is precisely this quality that explains the fact that he has endured children's absurd behavior for a long time.

Fortunately, these feelings are transferred to the hearts of the children, who have just become helpless and are complaining about the old man's efforts, even laughing at him, leading them to the path of honesty and compassion. Now there will be brave children like Ahmed, who cuts off the speech of the crippled Qasim, not only Fanor, but also bravely defends Fanorchi's father, who can say, "Whoever breaks, we will catch him to my father." .. The above-mentioned points are given in the literature textbook for the 5th grade of general secondary schools on the topic of the story "Fanorchi Ota". In this, we can read that the purpose of the story, educational aspects are generally discussed.

If we carefully analyze the story "Lightning father", we can find many more meanings and didactic principles from it. In particular, the reader tries not to be like Battol Ahmad, one of the characters of the story, and not to form his negative qualities. At the same time, knowing that the word battol has a negative meaning, in short, he should try not to be a battol.

In the story, he himself tells the life of the people. Therefore, by reading the story, students will learn about the life, thoughts and dreams of the people of a certain period. The story is also of great importance in developing students' speech. Narrative text provides the necessary material for developing connected speech. Young students are very interested in it and tell it vividly, preserving figurative expressions and visual means, unique syntactic construction, sentence structure. When working with the text, selective reading, answering questions, making up and answering questions by the students themselves, using words and graphics, drawing, planning, and retelling are used. The use of stories in the development of speech of students educates students in the spirit of hard work, patriotism, heroism and respect for people. It is important that the sequential teaching of stories from simple to complex according to the content and structure of the text serves to ensure the continuity of the education and training process.

The division of the participants in the story into characters like compassionate, generous, fair and their opposites, such as evil, miserly, and greedy, has an impact on the moral education of students. The story develops the ability of students to discuss and evaluate the behavior of the characters.

Along with the development of reading skills, the story educates the student to become an active reader who can read the book independently, understand it, choose books related to a certain topic, and read newspapers and magazines independently. In this sense, reading the story with analysis serves as the main tool of education, it increases the desire to know a lot.

The story develops children's evaluation skills by discussing the behavior of the characters. Pupils who want to be like their favorite heroes will certainly pay attention to the good manners, courage and bravery, intelligence and resourcefulness, hardworking and hardworking of these heroes, and try to form these qualities in themselves.

It is important to define our national values and traditions as one of the main criteria in educating students through stories. This, in turn, ensures that the student grows up to be kind and respectful to each other, people who respect our values. Stories are an international artistic tool that educates the young generation in this spirit.

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