

Educational Technologies used in Teaching the Genre of Science Fiction in Uzbek Children's Literature

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Annotation: This article highlights educational technologies, methods used in teaching the genre of science fiction in Uzbek literature classes. In addition to the importance of narratives in education, their benefits and challenges; Interdisciplinary teaching and learning: the interdisciplinary approach, its benefits and challenges are also described.

Keywords: fantasy, Khudoyberdi Tukhtaboyev, science fiction, genres, children's literature.

Recent science education trends around the world have called for substantial reforms in learning environments and the ways in which science is conceptualized and taught in the school classroom. More recently, the Framework for Science Education in primary and secondary schools has been published in Uzbekistan as the basis for the development of new standards in science. By the end of 11th grade all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology. Recent science education trends around the world have called for substantial reforms in learning environments and the ways in which science is conceptualized and taught in the school classroom. More recently, the Framework for Science Education in primary and secondary schools has been published in Uzbekistan as the

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Children's literature is not only works written for children and adolescents. Many of the books that are now included in the circle of children's reading were originally written for a completely adult reader, which is why the topic of the essay is "Modern Children's Fiction", because today a child is becoming an adult very quickly. Growing up for children is a future full of adventures, secrets,

something unknown and interesting. It seems that the future of each of us, and even more so the growing up of children, is like a fantasy that is both incomprehensible and very exciting.

Fiction is practically not studied at school, only in extracurricular reading lessons in elementary school and elective courses in high school. At the same time, a large number of modern children are passionate about fantasy.

The increased interest of children, the introduction of science fiction works into school curricula, and the insufficient study of the issue of the influence of children's fiction on the psyche determined the relevance of the work. The purpose of the essay is to reveal the features of the genre - children's fiction in the context of modern children's literature.

To achieve this goal, the following tasks were set:

- 1. Give a general description of modern children's literature;**
- 2. Analyze the relevance of the genre of modern children's fiction;**
- 3. Determine how science fiction affects modern children.**

Various methods were used to solve the tasks: analysis, synthesis, generalization, comparison, observation, conversations, survey. This essay can be used by primary school teachers and librarians in extracurricular reading lessons when studying the topics of "children's fantasy".

General characteristics of modern children's literature

Children's books are the treasures of the spiritual wealth of people, the most valuable thing that a person has created on the way to progress; it expresses the feelings, emotions, experiences of people. Children's literature is an organic part of general literature, but it is specific. Children's literature is a means of education, the formation of a child's personality.

Literature is an integral part of a person's life, his kind of photography, which perfectly describes all internal states, as well as social laws and rules of behavior. Like history, as well as social groups, literature develops, changes, becomes qualitatively new. It makes no sense to say that modern children's literature - poetry and prose - is better or worse than the one that was earlier. She's just different. Now there are other literary genres, now there are other accents that the author puts, now there are other authors.

Literature for children is a relatively late phenomenon in our national culture and the culture of humanity as a whole. Children's literature - for a long time and difficultly separated from the "general" literature, as well as from educational literature. Over the past fifteen years, there has been a significant movement associated with the adjustment of the circle of children's reading, but, unfortunately, the main thing has not changed: children's literature has remained a peripheral phenomenon, there is no attention to its problems, there are no attempts to modern interpretation of its phenomenon. The question of the specifics of literature for children is still reduced to the repetition of truths about dynamic plot, accessibility, clarity.

Genres of modern children's literature: detective story, fairy tale, novel, saga, fantasy, fantasy, short story, essay.

Children's literature is different from any other. The question of the specifics of children's literature is still open. Not all researchers recognize the right to independent existence behind this phenomenon:

The lack of the appropriate and ready-for-use educational material is considered as one of the major factors that hinder the use of the narratives in education. Finding a narrative that is relevant to the lessons that are being taught and knowing how to integrate the educational area into a classroom environment and still keep the lesson relevant are considered as two issues that concern teachers and make even greater the need for proper teacher training. A major drawback that makes the implementation of SciFi narratives difficult is the fact that there are only a few stories that would be interesting for girls. They may not find attractive most of the SciFi narratives and as a result they may feel excluded from lessons that are based on these stories.

In order to encourage and improve the use of SciFi narrative in education, a necessary step is to inform teachers and schools regarding the SciFi genre and its potentials. It would also be important for the relevant ministry of each country to organize training courses for the teachers regarding the use of SciFi narratives. Also, it would be helpful to redefine the curricula so they will match the SciFi-Ed material, stories, and activities to specific educational areas. Furthermore, one last suggestion would be the organization of scientific clubs, debates, round tables, symposia, reading and painting workshops and optional disciplines for using SciFi narrative in education. To sum up, the most important benefits of the use of stories and narratives in education are presented below:

critical thinking;

environmental and civic sensitivity;

opportunities to explore visions of the future and critique of the present

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- *critical thinking;*
environmental and civic sensitivity;
- *cognitive awareness and critical awareness about science;*
students' realization of the interconnections between science, technology, culture, society, and the environment;
- *motivating students and making learning more interesting;*
- *engagement and development of students' imagination;*
improvement in vocabulary and language skills;
positive stances towards reading; and
encouraging students to predict possible alternatives for the future.

In light of this, we designed a set of interdisciplinary curricular materials enhanced by science fiction, which were implemented in a variety of school contexts. In the next few paragraphs we offer a discussion of how interdisciplinary teaching approaches were used to inform the design of the units. Opportunities to explore visions of the future and critique of the present. children's literature appeared much later than literature in general, and to a certain extent relied on the

achievements of the latter. Nevertheless, it is impossible not to notice the thematic, stylistic and functional differences between works addressed to children and works intended for an adult reader. These differences become more pronounced the more the works are addressed to a younger reader, therefore, it seems appropriate to talk about the age specificity of children's literature and single out several groups based on the reader's age.

Interdisciplinary teaching and learning

Interdisciplinary teaching is a method that is used to teach a unit or subject to more than one academic discipline at the same time. The procedure followed for the implementation of interdisciplinary teaching includes the integration of various concepts derived from different academic areas, which can be combined in a number of ways in a central topic. Although this teaching and learning approach is not new, it has not been widely practiced in most countries. However, in an effort to renew and reform the education provided, teachers are showing great interest in the use of interdisciplinary teaching and in the advantages that this method offers to the students. This teaching method provides the opportunity to the students to gain experience in different subjects and cultivate their skills in finding solutions for real problems and generating new knowledge. This opportunity helps them to understand the need and importance of being able to connect their different skills that gain from education to their real life issues. By solving authentic interdisciplinary problems in teaching, students acquire those important skills that enable them to solve problems that come up in real life.

- 1) books for the little ones,
- 2) books for children 4-7 years old,
- 3) literature for younger students,
- 4) works for teenagers.

The specificity of literature for younger students is determined by the growth of consciousness and the expansion of the range of interests of readers. Yesterday's preschoolers become students, they are even more actively mastering the world around them. Works for children of seven to ten years old are saturated with new information of a more complex order, in connection with this, their volume increases, plots become more complicated, new topics appear. Poetic tales are being replaced by fairy tales, stories about nature, about school life. Their heroes are usually peers of readers, these books tell about the world in which the life of a small person takes place. At the same time, the young reader is also interested in what is happening in the big world, so all kinds of children's encyclopedias are addressed to him, presenting new knowledge in an entertaining way. In general, entertaining remains the main feature of literature for children of primary school age: they have recently learned to read, reading for them is still work, and making it interesting is one of the author's tasks. Hence the dynamic plots, travel plots and adventure plots, full of events, and the means of characterizing the hero is often not a description, but a dialogue. At the same time, the little person's value system begins to take shape, so entertainment is combined with an instructive element: the work is structured in such a way as to lead the reader to the conclusion about what is possible and what is not, what is good and what is bad. At best, this "morality" is not formulated directly, but follows organically from the plot of the work. Humor plays an important role here: negative characters are portrayed in a funny and ridiculous way.

So, we can talk about the specifics of children's literature on the basis that it deals with the emerging consciousness and accompanies the reader during his period of intensive spiritual growth.

Among the main features of children's literature, one can note informational and emotional richness, entertaining form and a peculiar combination of instructive and artistic components.

Modern children's literature has vividly responded to the changes that society is now experiencing, and the realities of today's reality quickly entered the works for children. As a rule, these are signs of adult life, with which the modern child is familiar firsthand. So children's literature reflects the characteristic feature of our time - the blurring of the lines between the children's and adult worlds and the rapid maturation of a small person. This is how modern reality enters children's literature - the reality of catastrophes, crime, bad news and market relations. However, different authors use the signs of modernity in a literary text in different ways. Some play on the craving of a young reader for everything dangerous and unknown and literally transfer the atmosphere of frightening reality to the pages of their works, others create a parodic picture of our time, thereby emphasizing the abnormality of the world in which today's children live.

Gradually, normal reality returns to children's literature, what should surround a small person in childhood: a cozy home, loving parents, cheerful friends. But this is only one side of modern reality, and therefore the works written today are so diverse and multifaceted. Many say that modern children's literature has a bad effect on young readers, revealing all the hardships of the world to an undeveloped personality, this is not so, because the main goal of modern children's literature is not to intimidate the reader, but to prepare for a difficult life.

The genre of "fantastic" is a form of existence of a work, which is based on the use of phenomena or laws of nature, the existence of which is either not proven or is questionable by science. It is necessary to distinguish fantasy from a fairy tale. The difference between them lies in the fact that the plot of the fairy tale is implausible, and the unfolding of such events in real life is hardly possible. Fiction, on the other hand, plausibly describes what would happen if unknown facts were discovered to science or new inventions were made. [9] This can be explained with an example. The plot where the hero flies on a magic carpet is fabulous, but if he uses an individual aircraft that runs on a solar battery, this is fantastic.

Like any broad concept, the genre of "fiction" is divided into several types. They are traditionally distinguished 6 based on ways of explaining phenomena unusual for real life:

1. *Science fiction suggests a scientific explanation for everything that goes beyond the concept of "normality" of real life.*
2. *Fantasy explains the same thing with supernatural forces.*
3. *In mystical fantasy, everything unknown remains unknown, since the mechanism of action of the fantastic element is not explained at all.*
4. *The magical fantasy genre tries to explain events and processes using pseudo-scientific methods.*
5. *Mythical fantasy introduces gods to clarify the situation, which are the source of everything unusual.*
6. *Children's fantasy.*

As a genre, fantasy took shape by the beginning of the 20th century, but its elements can be found even among early ancient authors.

Now science fiction is experiencing a certain crisis of the genre, even more of its individual types. Recently, fantasy and children's fiction are gaining popularity more and more actively.

Fantasy is a genre and creative method in fiction, cinema, visual and other forms of art, characterized by the use of a fantastic assumption, an “extraordinary element”, a violation of the boundaries of reality, accepted conventions. It is safe to say that today the world of science fiction is changing significantly, and mainly under the influence of scientific discoveries and inventions.

Many people think that fantasy in general is fairy tales for adults. What is the difference between fairy tales for children and fairy tales for adults? The level of development necessary for assimilation. If children understand wizards, villains, gnomes and many other characters, then robots, aliens and other planets (kingdoms, lands) will also be understandable.

A fairy tale is something magical, incomprehensible, wonderful and very surprising, since a fairy tale can be directly compared with a fantasy. The role of fairy tales in the development of children is extremely important. This is recognized by teachers. This is explained by the fact that imagination plays a huge, irreplaceable role in human thinking.

Fantasy comes from fairy tales and myths, and we all, of course, read them in childhood, drawing wise thoughts for ourselves. It is impossible to find anything negative in children's faith in fairy tales and miracles.

Among the works in the fantasy genre, there are many masterpieces. Fantasy also includes children's books by Tohir Malik, Khudoyberdi Tukhtaboyev, Anvar Obidjon, Sadulla Kuronovand so on. Every child admires such characters as Hoshimjon. Many fantastic works are liked by both children and adults.

Watching science fiction films and reading literature in this genre contributes to the development of fantasy. As a rule, images are created here that are very far from reality. In addition, they have unique abilities and non-standard behavior. The kid, thinking about the character and behavior of the characters, gradually learns to go beyond everyday life and everyday life.

In recent years, the genre of children's fantasy is gaining more and more popularity. Now it is impossible to find a kid who is not familiar with famous films and literary works created in the fantasy genre. Today, very often moms and dads have the following question: how does science fiction affect a child's brain? Is it possible to let the baby get carried away by unknown worlds, or should such hobbies be stopped?

At the end of the 20th and the beginning of the 21st century, science fiction is being transformed into a product that is used for the purpose of obtaining great benefits, primarily financial. Teenage entertainment fiction is in high demand, such as the Harry Potter series by JK Rowling. The boom is experienced first by board games, and then by computer games based on science fiction. Fantastic ideas are part of popular culture, embodied in literature, cinema, games, comics.

Fantasy and the modern child

For children in the modern world, there is a lot of information that can sometimes over saturate the developing psyche of a child. The main task of parents is to help their child navigate this informational diversity.

Science fiction is getting more and more popular every day. All children are familiar with literary works and films in the fantasy genre. Parents often wonder how fantasy can affect the psyche of a child and his still fragile brain. In this article, we will address these exciting questions. First of all, it should be noted that fantasy helps children to believe in miracles and fairy tales, from which you can draw good and wise thoughts.

In addition, many fantastic works are masterpieces in world literature or cinema. Fantastic works or watching films in this genre develop fantasy in children, thus training the brain. Images far from reality are created with unique abilities and non-standard behavior. Children, thinking about the fantastic characters and qualities of heroes, learn to go beyond everyday life and everyday life.

But in a fantasy world, there are also negative points. Sometimes in books and films everything is presented so realistically that children give in to the temptation to believe in what they read or watch. After all, such a magical world is more attractive. In addition, children often tend to associate themselves with the main characters. If a child is unhappy in the real world, then the threat from such works can become even greater. In a fantasy world, he presents himself as a victorious and invulnerable hero who causes universal admiration. When your baby is headlong and often immersed in reading fantasy books or constantly watching such films, reluctantly making contact with both you and friends, then urgent action needs to be taken.

An important circumstance is the quality of fiction. Very often, the creators of works can resort to scenes of violence, cruelty or fights. When children are immersed in such a world, they transfer the corresponding model of behavior into reality. Priorities can change, shaping the child's personality in the wrong direction. Children begin to perceive violence and cruelty as commonplace.

The psyche of the child is receptive, so it easily absorbs any information. Parents should remember this. It is necessary to choose good and positive fantastic works for your baby. So he will develop and enrich his imagination without harm to the psyche.

A conversation was held with a library worker about how children relate to modern children's fiction, for which it was proposed to find out about this from the readers themselves.

Fantastic surroundings, adventures in other worlds, in another time, in deep space or on the native planet - just a way to interest, draw attention to solving real problems.

Thanks to the research work, surveys and analyzes of children's comments were conducted. Several conclusions were drawn from the survey, the main one is that modern children read, read for themselves... for the soul... Our generation is only interested in computers and game consoles. Some have simply forgotten why a book is needed... But it is needed for self-development. Children like to read, fantasize, share their impressions about the book. I hope that the child will not "abandon" the book. I think this work can serve as the beginning of a large practical research.

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