

## Features of the Methodology of Teaching Foreign Literature in Primary School

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**Annotation:** This article is devoted to the analysis of the methodology of teaching foreign literature in primary school. Requirements for independent work are given. Theoretical ideas in this area are supported by the example of teaching "Little Prince".

**Keywords:** pedagogy, primary education, independent work, methodology, of teaching foreign literature.

### Introduction

The importance of the foreign literature course in the modern school is enormous. First of all, it should be noted that "world literature" itself reflects the process of interaction, mutual influence of national literatures. Literature is perhaps the main source of information about the culture of a given country. In this regard, it should be noted that the development of world literature is a product of the mutual influence of national literatures.

**Main part.** The acquaintance of schoolchildren with foreign literature contributes to the understanding of the uniqueness and uniqueness of the culture and literature of each nation, the idea of the originality of Russian literature, familiarization with the universal values of life. Often in modern schools, the course of foreign literature is fragmentary and fragmentary. Increasingly, the idea of creating a well-thought-out and consistent system for studying foreign authors at school sounds in the methodology.

The study of foreign literature occupies a very important place in the entire course of literature in the modern school. However, the current situation at the school is such that the Uzbek literature program is so full that there is no time left for foreign literature, especially since the works of foreign authors are studied at the end of the school year. Whereas the reading and perception of foreign literature by middle and senior students opens up prospects for a clearer understanding of the world literary process and the role of domestic literature in it.

The course of foreign literature is built on the basis of an integrated approach, including aspects of the historical-literary, literary-theoretical and cultural studies of literary phenomena. It is important for the teacher to identify the individual characteristics of each representative of foreign literature and, at the same time, the common features that are inherent in their work associated with a certain era. The study of the work in the context of the era involves the acquaintance of students with the facts of the writer's biography, the most important source of knowledge not only about the life of the artist, but also about the features of the time in which he lived and worked. The study of a work in the context of an epoch also requires an appeal to lexical, everyday, ethnographic, historical commentaries with the involvement of works of painting, music, theater, and cinema.

In this regard, it should be noted the book by K.M. Nartov "Studying foreign literature", which presents a holistic system for studying this course at school in unity with the study of Russian literature. It deals with the problems associated with the perception of foreign literature by students and the impact that foreign classics have on them. The presentation of the course of foreign literature contains specific guidelines for teachers on the study of individual works of classical literature.

Secondary school students have an ingrained desire not to read works, but to limit themselves to knowing their content from film adaptations or television performances. The teacher's task is to return readers to classical literature, to arouse interest in the texts of works in literature lessons, so that they contribute to the education of students, so that the writer's word and his wisdom "remain in their memory for life." In this regard, the works of foreign authors are in the most advantageous position due to their lesser popularity. Teachers - philologists face the task not only to acquaint students with them; it is necessary to extract from them everything that will contribute to the enrichment of the spiritual world of children and adolescents, their knowledge and speech. Therefore, various options for working on texts are offered: memorization, literary montages, vocabulary competitions, quoting based on free orientation in the text, compiling cards, memorizing aphorisms, etc.

In high school, the main attention should be paid to the analysis of works from the point of view of the writer's method. The questions raised in the course of the analysis are of a problematic nature, aimed at understanding the ideological content and artistic material. The teacher's arsenal includes a variety of methods of conducting a lesson: a teacher's lecture, student reports, commented reading, debates, conversation, staging. In the lower grades, the basis for analyzing the works of foreign writers is conversation and commentary reading. Therefore, the best option is the path from analysis to text, and not from text to analysis, since this requires students to have an already developed literary approach.

It should be noted that in the lower grades, children often, due to low reading technique, cannot independently assimilate the content of books they do not know. Therefore, it is first recommended to analyze the ideological and thematic content of the work, and then consider its artistic features. In the senior classes, the ideological-thematic and artistic analysis is given, as it should be, in an inseparable unity. From the lower grades to the older ones, the methods of conducting lessons become more complicated: from a conversation after a work read in class to a synthesis of commented reading and a conversation based on a text previously read by students and, finally, to a teacher's lecture based on a specific literary analysis. The study of foreign literature at school should also be accompanied by various written works: presentation, miniature essay, writing reviews and articles in class literary newspapers, etc.

The work of the French writer Antoine de Saint-Exupery "The Little Prince" is a masterpiece of artistic creativity: it not only reflects the state and consciousness of society during the Second World War, but also contributes to the formation of moral concepts and values in students: love for people, loyalty, true friendship, meaning of life, happiness. However, students will not be able to comprehend such a deep philosophical meaning of this work on their own. Therefore, a huge role in the study of the "Little Prince" belongs to the teacher. The degree of understanding of the meaning and features of the artistic design of the tale will largely depend on it.

The fairy tale "The Little Prince" was written by the French writer Antoine de Saint-Exupery in 1943 and is an invaluable work of "world literature". The phenomenon of a fairy tale is that, being written for adults, it has firmly entered the circle of children's reading. Children read this book with

pleasure, as it attracts them with its simplicity of presentation, that special atmosphere of spirituality inherent only in this fairy tale, which is lacking in our time. The author is also close to the students. Only in children does Exupery see the most valuable, pure foundation of being. He leads his readers to understand simple and "obvious" truths: take care of those who are close to you, and listen to the voice of your heart. The main thing for which this fairy tale was written is for the children themselves to remember these truths and not pass them by. In comprehending these meanings, students will be helped, first of all, by the teacher. Therefore, it is necessary to highlight the main points that you need to pay attention to when studying this work in a literature lesson.

An analysis of modern programs and textbooks has shown that very few hours are allotted for the course of foreign literature at school. Teachers often take classes in foreign literature not seriously enough, not taking into account their huge role in the process of moral education of students. Therefore, a situation is common when, after studying the work of one or another foreign author, students immediately forget about it, it is replaced by an abundance of Russian names and texts. Of course, this does not mean that foreign literature should "cut" the course of Russian classics. In my opinion, the entire course of literature in the middle and senior grades should be studied, if possible, on the same semantic levels. After all, foreign literature is a rich material for expanding the horizons of schoolchildren and developing their spirituality. However, the texts of foreign authors may be difficult for middle school students to understand. Therefore, in such lessons, the teacher helps the children in every possible way; to develop the imagination, you need to use all kinds of visual aids and equipment: drawings of children, illustrations and paintings by artists, portraits of writers, recordings of songs or poems. Much attention is paid to vocabulary work and methods of its implementation. After each final lesson on the topic, a dictionary is recommended from which you can draw the necessary material.

**Conclusion.** The tale of A. de Saint-Exupery at school is often taken out by teachers either for independent study, or she is given only one lesson. But the students themselves will not be able to comprehend the deep philosophical meaning of this work. I believe that this work should be analyzed with students in three or four lessons, at the end of which creative work is carried out.

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