

Research Methods of Children's Literature

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Abstract: The methodology of primary literary education is so young that the process of acquiring an independent status by it in the circle of methodological disciplines has not yet been completed. The article examines the methods of primary literary education.

Key words: methodology, primary literary education, methods of primary literary education, theoretical methods, diagnostic methods.

Introduction

For many years, the method of reading has been an integral part of the methodology for learning the native language, and reading as a school subject is part of the course "Russian language", therefore, it is natural that both in science and in school practice, the tasks of language education, speech development, and the formation of reading skills prevailed. and general educational skills. The primary school was assigned a propaedeutic role. The methodology of teaching literature in secondary school developed as an independent science, and points of intersection with the initial stage of education were extremely rare.

Main part

In the second half of the twentieth century in the methodology, the idea of the need for an aesthetic approach to the study of a work of art in elementary school, of introducing younger students to literature as an art began to be heard more and more often. Studies of the psychology of perception of literature by younger schoolchildren have shown that the potential capabilities of children significantly exceed the level demanded by education.

Methodology is an applied science, which means that research results are always focused on their practical use. Like any subject methodology, the methodology of primary literary education is designed to answer the following basic questions formulated by V.V. Golubkov:

- why teach? (The purpose of teaching literary reading);
- what to teach? (The content of primary literary education, corresponding to the goal);
- how to teach? (Methods appropriate to the purpose, content, age of students);
- why so and not otherwise? (Scientific justification of the chosen paths).

These questions are traditionally asked from the point of view of a scientific methodologist and teacher, but today this is no longer enough.

Experimental methodological studies began to appear, offering a fundamentally new approach to introducing younger students into the world of literature. In the laboratory of L. V. Zankov, the textbooks of ZI Romanovskaya "Living Word" were created, aimed at the general development of students in reading lessons; NN Svetlovskaya developed the theory of the development of the reading independence of schoolchildren; in the publications of EA Adamovich, MS Vasilyeva, VG Goretsky, MI Omorokova, TG Ramzaeva and others, it was said about the need to analyze the work in the unity of form and content; in a number of dissertations, creative types of work with the

text were proposed (L. A. Gorbushina, O. V. Kubasova, L. N. Mali, L. V. Nefedova, etc.); a methodology for the literary development of a child was developed (MG Kachurin, MP Voyushina, OV Chmel).

However, the lack of demand by the social system of ideas for developing education, the presence of a single program, the circle of compulsory reading strictly defined in the Soviet school, hindered the introduction of methodological innovations into wide practice.

Perestroika created conditions for a new stage in the development of methodology as a science. Changes in the sociocultural situation in the 90s. XX century demanded a revision of the goal of teaching at school in general and the goal of studying literature in particular. The need to build a unified course of literary education from the first to the final grade became obvious; a need arose to develop new content and methods of primary literary education based on the attitude to a literary work as an object of art, a part of artistic culture.

The methodology of primary teaching of the language could not independently solve this problem in full, since the subject of its study was always the speech, and not the aesthetic activity of the child. But the methodology of literature in secondary school was not ready for solving this problem: the specifics of the age of primary schoolchildren, the need to combine literary education with teaching reading techniques and the formation of elementary educational skills made it impossible to simply transfer the methodology of literature to primary school. Thus, life itself contributed to the emergence of the methodology of primary literary education as a new branch of methodological science.

Methodology as a science uses general scientific research methods, but it also has its own inherent methods.

Theoretical methods include: first, the analysis of data from related sciences and their methodological interpretation, examples of which were given above; secondly, historical and bibliographic analysis, which allows one to study trends in the development of methodology as a science as a whole, to identify various directions in the development of methodology, the contribution of individual scientists and scientific schools, to describe the approaches of scientists and practitioners to solving specific methodological problems in different time periods; identify unresolved problems; thirdly, a methodological analysis of a literary work (or works of other types of arts involved in the process of literary education). Methodological analysis includes literary analysis of the work as a starting point for reflection.

The methodological interpretation of a literary text should take into account the possibilities of its perception by students of a certain age and level of training, the expediency of including this work in the learning process, the presence of links with the previous and subsequent material.

The methodologist determines the purpose of referring to this work, the content, volume and level of knowledge and skills that the student will master in the process of reading and analyzing the text, identifies the most effective techniques for studying it.

Diagnostic methods of studying a student: questioning, conversation, survey, study of creative work of students, observation. In accordance with the set goal (identifying the level of the child's literary development, determining the specifics of the perception of works of a certain genre, etc.), one of these methods is selected and a methodology for its application is developed in a specific case. The use of diagnostic methods will be discussed in detail later. These methods can be used in carrying out various types of experiments.

Experimental methods involve putting forward a hypothesis and testing it under specially created conditions. The technique uses four types of experiment: reconnaissance (aerobatic), ascertaining, training, control, each of which pursues its own goal.

The reconnaissance experiment is carried out with the aim of testing in practice individual elements of the methodological system (new content, new techniques or forms of teaching) and making the necessary adjustments to the developed methodology.

The ascertaining experiment (depending on the research topic) is aimed at revealing the level of knowledge, abilities, skills, development, interests, motivation of students. The ascertaining experiment can be carried out using the slicing method, in which a large number of students are simultaneously diagnosed.

The results obtained are analyzed in order to reveal the reasons for the effectiveness or ineffectiveness of the learning process, to establish connections and dependencies. This allows you to see an objective picture of the implementation of methodological systems in school practice, to determine ways to improve the learning process.

The learning experiment is carried out after the ascertaining one and involves testing a new training system, identifying methodological conditions for the effectiveness of its use, describing the process of experimental learning in comparison with the traditional one.

Therefore, two groups of students are selected – experimental and control, with approximately equal starting positions, which is confirmed by a zero cut – work that diagnoses the initial level of knowledge, skills, interests (depending on the research topic). The correctness of the experiment requires a change in one of the learning conditions (the one that is the subject of this study) with the remaining conditions being equal in the experimental and control groups.

The control experiment is carried out after the completion of the experimental training in both the experimental and control groups to compare the results. The content of the control experiment should correspond to the content of the zero slice, which will make it possible to compare the data of the control and experimental groups before and after training, to draw objective conclusions about the effectiveness of the proposed training system.

One of the specific methods of pedagogical research is the generalization of best practices. The personality of the teacher plays a colossal role in the teaching of literary reading.

Conclusion

The generalization of experience presupposes the isolation of those components from the complex and multifaceted process of literary education that do not depend on the personality of the teacher and can be reproduced by other teachers while maintaining positive results. The generalization of experience should be based on a theoretical analysis of the problem posed, include long-term observation, collection of factual material, analysis of facts, establishing their scientific reliability, analysis of methodological innovations and their description.

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