

BOSHLANG'ICH TA'LIMDA IJTIMOYIY REALISTIK ASARLAR MASALASI

Bayram Bilir ¹

Annotatsiya:

Bolalar adabiyoti sotsrealist yozuvchilar faoliyat yuritadigan muhim sohadir. Mutaxassislarning fikricha, bolalar adabiyotiga mafkurani kiritmaslik kerak, degan fikrga qo'shilsada, sotsrealist yozuvchilar ko'pincha pedagogik sezgirlikdan yiroq g'oyaviy asarlar yozadilar. Bu ishda sotsrealizm tushunchasi bilan yozilgan asarlarning boshlang'ich ta'limdagi o'rni haqida ma'lumot beriladi. Berilgan ma'lumotlardan so'ng o'qituvchilar va oilalarning vazifalari tushuntiriladi.

Key words: boshlang'ich ta'lim, ijtimoiy realizm, bolalar adabiyoti.

Bolalar adabiyoti va mafkurasi

Bolalar adabiyoti tarixida 1960-yillarda marksistik mafkura ta'sirida birinchi bolalar romanlari nashr etilganligini ko'rish mumkin. 1960-yillargacha bolalar adabiyotida modernizatsiya-ma'rifat tushunchasi hukmronlik qildi va 1970-yillarda bolalar adabiyoti ayniqsa rivojlandi va bu davrda mashhur mualliflar tomonidan bolalar kitoblari yozildi [1: 219]. 1970-yillarda jamiyatning haddan tashqari siyosiy lashuvi bolalar adabiyotida ham o'z aksini topganligi quyidagi baho bilan ochib beriladi: "Umuman olganda, jamiyatda siyosiy lashuv qizg'in kechib, barcha turdagi ta'lim va madaniyat muassasalari shakllangan bu davrda. yoki bu siyosiy lashuv doirasida mavjud bo'lishda davom etgan, kitob nashr etish, shunga ko'ra, bolalar kitoblari, nashriyot ham xuddi shu yo'nalishda ta'sir qilishi muqarrar edi [7: 82].

Bolalar adabiyoti mahsulotlarining g'oyaviy jihatini quyidagi so'zlar bilan izohlash mumkin. Kattalar adabiyotida mafkura bo'lganidek, bolalar adabiyoti ham g'oyaviy so'zlarga boy. Bu g'oyaviy nutqlar bola o'quvchiga ba'zan noaniq, ba'zan esa juda aniq tarzda taqdim etiladi. Matn mavzusi, matndan olinadigan saboq, personajlarning munosabatini tushunib, bu munosabatlarga ma'no bermasdan turib, na matn mafkurasi, na undagi ma'no kodlari shifrlanib bo'lmaydi. Har bir matnning yashirin yoki ochiq mafkuraga ega bo'lishining asosiy sababi shundaki, matn nafaqat o'z ichida mutlaq ma'noga ega, balki qo'shimcha ma'nolarga ham egadir [2: 201].

Bolalar uchun yaratilgan asarlar ochiq yoki yashirin tarzda ma'lum bir mafkurani o'z ichiga oladi. Har bir adabiy asarda hamisha dunyoqarash mavjud bo'lib, bu tizimli g'oyaviy qarashlar bolalar adabiyotida bimalol o'z aksini topadi [6: 193-194]. Bolalar adabiyoti "o'rta tabaqa" mafkurasini yoyish va birlashtirishning o'ta muhim mexanizmlaridan biridir [15:11]. Bolalar kitoblari mafkuraning kuchli tashuvchisi bo'lib, madaniy zulmni yaratish va saqlashga hissa qo'shish huquqiga ega [12: 33]. Mafkuradan xoli kitob yo'q. Shu sababli, kitoblar ko'pincha jamiyatda mavjud bo'lgan e'tiqod va qadriyatlar asosida shakllangan yashirin mafkuraga ega [20: 8-9]. Hikoyaviy nutq tahlili asldir, chunki u matnlarning aniq adabiy va ijtimoiy-madaniy tushunchalarini hikoya ifodasi bilan bog'laydi va hikoya tuzilishining uch jihatiga e'tibor beradi: hikoya, nutq va ma'no [16: 362]. Stephensning ushbu tahlili shuni ko'rsatadiki, hikoya muallif nutqining ijtimoiy-madaniy tushunchasini o'z ichiga olganligi sababli, u albatta mafkurani ham o'z ichiga oladi.

Bolalar ta'limida kitoblar mehnat jarayonlarini tushuntirishi, shu bilan birga bu jarayonlarning qanday qilib voqelikni vujudga keltirishini, voqelikdan qanday g'oya va nazariyalar kelib chiqishini ko'rsatishi kerak [9: 245]. Sotsialistik bolalar adabiyoti; U mehnat jarayoni, insonparvarlik ijodi, tabiatni zabt etish va insonning tabiat ustidan g'alabasi haqidagi adabiyotlar bo'lishi kerakligini mukammal tushunadi [8: 236]. Sotsialistik g'oyalarga xizmat qiluvchi bolalar kitoblari texnologiya, ilm-fan va zamonning buyuk ixtirolarini zabt etdi; uning ohangi va ifodasi yanada realistik; Bular bolani munosib inson sifatida qabul qiladigan asarlardir [22: 237]. Sotsialistik bolalar adabiyoti evolyutsiya, ilm-fan va tabiat olamidani olingan saboqlarga katta e'tibor qaratadi va tabiatshunoslik yozishning romantik va sentimental konventsionalari, masalan, ko'plab sotsialistik yozuvchilarning tabiatdan axloqiy saboq olish tendentsiyasi ta'sirida bo'ldi [14: 187].

Bugungi yozuvchilar endi bolalar uchun mafkura haqida ko'proq ongliroq bo'lib, ular tarixni shakar bilan qoplash odatidan voz kechib, hikoyada imkon qadar realistik munosabatda bo'lishga harakat qilmoqdalar [13: 158]. Hollindeyl bolalar kitoblari mafkurani ikki toifaga ajratadi: ochiq (faol) va yashirin (passiv), bolalar adabiyotida esa muallif o'z asarida muallifning mafkurasini aniq yoki bilvosita kiritadi [21: 628-630]. Hollindeylning fikricha, bolalar kitobida mafkura uchta asosiy shaklda uchraydi. Birinchisi va eng qulayi,

¹ Bayram Bilir, Phd. SamDCHT

This technology is used to make students more autonomous in learning foreign languages, to give them the opportunity to improve their language competence [5, p. 462].

6. Computer technologies. Allows the use of various computer programs and platforms in classes, with the help of which the learning process becomes more interesting and informative. Now all schools and universities use computer technologies to make learning more effective.

Today, the possibilities of computer technology include a variety of educational programs, among which we can highlight Duolingo, which pays special attention to all language skills, the development of speech skills, control programs for assessing language knowledge and programs that introduce the socio-cultural aspects of the country where the language is being studied.

Within the framework of the computer training course, various visual aids are used as effectively as possible. With the development of the Internet, the possibilities of using computers for teaching foreign languages have increased.

Thus, thanks to new technologies in education, online conferences, communication via instant messengers, audio-voiceover of text, as well as distance learning and testing are possible.

To sum up, it can be stated that the introduction of Internet technologies and artificial intelligence into the study of foreign languages has opened up limitless possibilities, making it more interesting for modern students, as well as more effective due to new, accessible means.

References:

- [1]. Agasieva I.R. *The need to use interactive methods in teaching foreign languages to students of non-linguistic faculties. Modern science-intensive technologies.* No. 1, 2016. 55-58 p.
- [2]. Zhurakovskaya V. M. *Technology of education: history and modernity: News of the Volgograd State Pedagogical University.* No. 4, 2007. 29-37 p.
- [3]. Devterova Z. R. *Modern technologies of teaching foreign languages at the university. Bulletin of the Maikop State Technological University.* No. 3, 2009. 3-4 p.
- [4]. Ivanchenko, T. Yu. *The "language portfolio" technology as a tool for motivating the study of a foreign language throughout life: Young scientist.* No. 12 (59), 2013. 462-465 p.
- [5]. Volkova S.A. *Characteristics of the main methods of teaching foreign languages. Journal of the Ural State Agrarian University.* No. 2, 2017. 1-2 p.
- [6]. Monastyrskaya, E. A. *Traditional methods of teaching foreign languages to students of non-linguistic universities in the context of technological convergence. The World of Science: Pedagogy and Psychology.* Vol. 8. No. 5. 2008. 2-8 p.
- [7]. Xushnudabonu, S., & Abdunazarovich, E. Q. (2025). *Classification of Indefinite Pronouns in English.* Shokh Library.