

# Education of children through genres of artistic literature

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Educating students by teaching fiction texts in reading and literacy classes in elementary schools of general education is one of the urgent tasks. Teaching literary texts is one of the most important means of mastering the mother tongue and developing speech. Children's works are very unique in nature. This uniqueness is manifested not only in the subject, but also in the specific features of the language of children's works of art. In fiction, as a rule, reading and broadcasting with metaphorical, emotional, lyricism corresponds to the characteristics of the child's worldview and thinking. In fact, children are characterized by a lack of knowledge about the world, a low level of value system and language skills, unlike adults. It should be noted that ontolinguistics (the science that studies children's speech) and the study of fiction are closely related. After all, the author of children's works takes into account the characteristics of children's speech when choosing language tools.

The study of literary genres has always been the focus of attention of linguists and psychologists, but it should be noted that at present linguistics is sufficiently studying the specific features of the language of children's literature. In the systematic analysis of the linguistic features of children's works, the interest in the language of children's works is increasing, having sufficiently studied the specific features of children's literature in the science of linguistics. The language of children's literature is closely related to the peculiarities of the development of children's speech, which is studied by ontolinguistics. After all, children's writers should take into account the characteristics of children's speech when choosing the linguistic means of the work.

In the issues of learning children's speech, he paid special attention to the study of the characteristics of children's speech. The study of children's speech plays a major role in the study of various questions posed to linguistics.

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The learning of the child's native language covers all language levels of scientists: phonetic system, morphological and syntactic system, mastering vocabulary. Children's word creativity by analogy (for example, a shoemaker is a shoemaker, and a knife maker is a knife maker) serves as a convenient source for describing the main morphological reserve of colloquial literary language. In the work "Issues of learning children's speech", special attention is paid to "Children's etymology", which is expressed in the child's ability to understand words by dividing them into morphological elements. This type of children's etymology is "the same as folk etymology". Children master the main resources of their mother tongue within three years. The child's frequent mistakes in the creative assimilation of speech also testify to the great work done by his brain on "coordinating knowledge" (postman - postman, - similar to words with the suffix; fireman, shoemaker, baker).

In the study of children's speech, the development of children's speech cannot be seen separately from the development of thinking, cognitive development is linguistically fundamental, and linguistic development, in turn, affects cognitive development.

V. G. Belinsky, one of the representatives of the science of pedagogy, paid great attention to the special features of children's literature, especially its language, in his work "About Children's Literature". The low level of publications and the low culture of translations caused many thoughts about its limitlessness and jargon. Belinsky believed that the language of children's books should be clean and correct. "A book should be written simply, skilfully, without unnecessary necessities, in good language, events clearly described, placed in a perspective that condemns memory, conveyed vividly and attractively ... the purpose of children's books is not to occupy children, but to engage them in something. should be developed, not protected from bad habits and bad directions. The elements of the human spirit given to them are the development of love and infinite feeling 'secret should be focused on children's emotions, not their minds.

Belinsky believed that books should show children that the surrounding world and life are beautiful. They should convey all this to their students. "Children's books, full of life and action, animated, warmly audible, light, free, playful, rich in stories and pictures written in a language that flourishes in its simplicity, are called one of the treasures of the spiritual wealth of people.

In addition to the above, in the book "On Children's Speech" Belinsky formulates the main requirements for children's writers. In his opinion, vivid poetic fantasy is the most important prerequisite for any children's writer. "In order to talk to children in pictures, you need to know children, you need to be an adult child yourself," says V. G. Belinsky.

Children's language is unique, children's literature is also unique. Its uniqueness is determined not only by the subject of children's works, but also by language features that are inextricably linked with the child's speech development, worldview and thinking. The distinctive features of the language of children's literature include its figurativeness, metaphoricity, musicality, dynamism, closeness to play, oral folklore art. The language of children's works should reflect the characteristics of the child's speech, because this book will be interesting and understandable to read. The language of children's literature has its own characteristics. It differs from the so-called "general" literature by its imagery, vividness, emotionality, metaphoricality, closeness to folk oral creativity. Children have their own value system, their own worldview, and a unique ability to imagine. Of course, these features are reflected in the artistic features of children's books.

Fairy tales are one of the most common genres of children's literature. On the one hand, he creates an imaginary world, on the other hand, he talks about the real world. The combination of fairy tale and realism defines the unique features of the fairy-tale genre. This duality manifests itself at all levels, including language. The degree of existence of the folklore principle in a fairy tale can be different. The author can only borrow and interpret the plot of folk tales or use a large number of different fairy tale structures in the text of the work. Tales are distinguished by the following artistic features: inversion, the use of diminutive and magnifying adverbs, extensive use of dialogue, the abundance of verbs gives good results for children. Diminutive suffixes are widely used. Anthroponyms (personal names of people and their nicknames) used in fairy tales are of particular interest. In fact, in addition to the nominative function, proper names are often performed in the artistic work and in the characterological function, that is, they emphasize certain qualities of the character.

In general, by teaching works of children's literature in the primary classes of general education schools, students' worldview and fantasy world develop further. Speech skills are increased, most importantly, this process is of great importance in the educational system.

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