

EDUCATIONAL AND UPBRINGING POTENTIAL OF CHILDREN'S LITERATURE

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Abstract: This article scientifically and theoretically examines the role of children's literature in the primary education system and its educational and upbringing potential. The study analyzes how children's literature contributes to developing learners' interest in acquiring knowledge, cognitive activity, independent and critical thinking skills, as well as moral and aesthetic values. In addition, the article substantiates effective ways of using children's literature in the teaching process, its influence on personal development, and its pedagogical opportunities.

Keywords: children's literature, educational potential, upbringing significance, primary education, personality development, cognitive activity.

INTRODUCTION

In today's conditions of globalization, one of the main tasks facing the education system is to educate a comprehensively developed, independently thinking, and morally mature individual. In this process, children's literature serves as an important pedagogical tool. Literary works intended for children have a direct impact on a child's inner world, shaping their thinking, speech, emotions, and moral views.

Children's literature not only enriches the content of reading lessons but also encourages primary school students to actively participate in the learning process. Therefore, an in-depth study of its educational and upbringing potential is considered a pressing issue.

MAIN PART

Children's literature is an important source in the learning process of primary school students. Through fairy tales, stories, fables, and poetic works, students acquire new knowledge in an interesting and accessible form. Literary texts increase children's interest in reading and contribute to the development of their cognitive activity.

Moreover, children's literature expands students' vocabulary and helps develop their oral and written speech. Tasks such as working with texts, question-and-answer sessions, retelling, and creating outlines foster analytical thinking skills in learners. Implementing interdisciplinary integration based on literary works also enhances the effectiveness of education.

One of the most important functions of children's literature is the moral and ethical upbringing of the younger generation. Through positive character images, children develop qualities such as kindness, honesty, diligence, friendship, and patriotism. Negative characters help learners understand the consequences of inappropriate behavior.

Children's literature also develops students' aesthetic taste and forms skills of appreciating and valuing beauty. Artistic images and descriptions broaden children's imagination and enhance creative thinking. This process plays a significant role in the comprehensive development of personality.

To use children's literature effectively, teachers must be methodologically well prepared. When selecting literary works, students' age characteristics, interests, and individual abilities should be taken into account. Expressive reading, role-based reading, dramatization, and creative tasks make the teaching process more effective.

When teaching children to retell literary works, the educator's main task is to select texts appropriate for their age. The method of creating original stories encourages children to engage

in creative exploration: composing stories based on observations, memory-based narratives, and imaginary stories. One of the most effective planning approaches is the preparation of monthly and weekly lesson plans. Monthly plans ensure the consistency of lessons and include the development of all components of the mother tongue (vocabulary development, sound culture of speech, dialogic and monologic connected speech, and grammatical structure of language). All aspects of a child's speech should be developed simultaneously, as speech development tasks are closely interconnected. Therefore, during a single lesson, several speech development objectives are addressed, with one being primary and others planned as supporting components. In addition, using children's literature in extracurricular activities helps develop students' independent reading culture and contributes to the meaningful organization of their free time.

CONCLUSION

In conclusion, children's literature is an essential component of the primary education system and plays an invaluable role in the intellectual, moral, and aesthetic development of students. Purposeful and systematic use of the educational and upbringing potential of children's literature increases students' cognitive activity and contributes to educating a well-rounded individual.

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