

ARTISTIC AND COMPOSITIONAL FEATURES OF THE STORY GENRE AND ITS PLACE IN CHILDREN'S LITERATURE

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Аннотация: В данной научной статье говорится о художественно-композиционных особенностях жанра рассказа и его месте в детской литературе.

Ключевые слова: художественная литература, слово, проза, рассказ, сюжет, персонаж.

Abstract: This scientific article talks about the artistic-compositional features of the story genre and its place in children's literature.

Key words: fiction, word, prose, story, subject, character.

Annotatsiya: Ushbu ilmiy maqolada hikoya janrining badiiy-kompozitsion xususiyatlari va uning bolalar adabiyotidagi o'рни haqida so'z borgan.

Kalit so'zlar: badiiy adabiyot, so'z, nasr, hikoya, sujet, personaj.

Fiction is the art of words. The word serves as the main image material in prose, but unlike the word in poetry, it does not draw the attention of the reader. More precisely, the word helps in the artistic embodiment of the events, actions, etc., which create characters in the prose, make up the artistic world of the novel or story, that is, the subject of the work; word is a tool of image in prose. If poetry is considered a monologic phenomenon, since the word poet (author) has priority, and the word character is compatible with the word poet (author), prose is a dialogical phenomenon. He "collects" diverse, even inconsistent voices. In literary prose, the voices of the narrator (author), storyteller, and characters enter into a complex relationship with each other, giving the words expressiveness and seriality. Prose, like poetry, creates a unique artistic world by giving a special touch to reality.

Prose works belong to the epic type, which in turn is divided into genres. For example, epics, novels, short stories, short stories, short stories, and essays are the leading genres of the epic type. There are some examples of it in the 4th grade textbook. even if they don't, they will learn to analyze works related to genre samples. Prose works in the 4th grade textbook can be divided into two:

1. Literary and prose works.
2. Folk prose works.

On the other hand, literary and prose works are also grouped according to genre and method of expression. In particular, according to the genre: short story, story, literary tale; according to the method of expression: scientific (scientific-popular text), journalistic (article), artistic (story, short story, narration). Prose works typical of folklore also exist in the form of fairy tales, narratives, legends, and myths. Their type

and genre characteristics are of particular importance in the analysis of literary works. The type and genre of the work is the basis for determining the methods and methods related to its analysis.

If we look at the elementary school reading books, it becomes clear that the genre of the story increases as it passes from grade to grade, and the content of the topic expands. Also, their genre is noted differently: the author of the short stories in grades 1-2 is clear, although it is clear that it is a story, the genre is not indicated. In the 3rd grade reading book, a mixed situation is observed. The author of some stories is clear, the genre is indicated in front of the text, or it is noted in the table of contents. Some stories are not specified as a genre, or the authors are not indicated, etc. In the 4th grade, the genre of each artistic work, including stories, is strictly defined and reflected in the content.

In general, as elementary school students get acquainted with more than 70 examples of a single story genre through reading books, it is appropriate to study them within each class. The story has a long tradition in world literature. In the past, the story was part of folklore works as a narrative element. As an independent genre, it was formed only in written literature.

In Uzbek literature, the story began a long time ago. The events described in the first written literary monuments - the Kultegin and Tonyuguq inscriptions - were narrated by the participants. Nasiruddin Rabguzi's "The Tale of Rabguzi" also has good examples of moral stories. Alisher Navoi's "Story of Hotami Toy" in the 5th stanza of the epic "Hayrat ul-Abror", "The Story of the Slave" in the 20th stanza, and the seven stranger stories in the epic "Saba'i Sayyor" are also the first examples of this genre. The works "Gulzor" and "Miftah ul-adl" by Poshhohoja, created in the 16th century, became the basis for the development of Uzbek storytelling.

The story is intended to express a concise event that happened in a person's life. It is not necessary to provide information about what happened in the character's life until this event, how it happened, with whom. If necessary, some details may be indicated. For example, in the story "Thief" by A. Qahhor, nothing is said about Grandfather Kabul's yesterday. "This condition will be known in the fall," Egamberdi reports about the future of grandfather Kabul, who received two oxen from the cotton merchant for a small condition. And G. Ghulam fills in the details of the thief's past in the story "My Thief's Boy". It does not give any information about the future of a young man who leaves home without taking anything.

The main types of work include opening the content of the story, working on the dictionary, and retelling the read text in the explanatory reading classes dedicated to reading the story in primary grades. The content of the story is usually analyzed based on questions. Questions are used for two purposes: to analyze the content of the story and to compare evidence, opinions, conclusions, to identify and generalize the connections between events and actions.

In the lesson of reading a story, it is also important to explain the meaning of words and phrases that students do not understand, otherwise they will not be able to understand the content of the story. Analyzing the content of the story and developing the students' speech on this basis takes a central place in reading the story. After reading the story, students should be given time to prepare for thinking and expressing their opinions. The purpose of the first questions asked in relation to the read work is to find out whether the children liked the story or not, which character in it influenced the child. Only after that, questions are used that help to reveal the plot of the story, the direction of the story, to understand the character of the characters, and finally to find out the main idea of the work. When analyzing a work of art, it is important to fully explain the subject, and should not ignore the types of work, such as describing the characters, analyzing the construction and language of the work.

The analysis of the story as a literary genre requires work based on its specific characteristics and function. Every word, phrase, sentence in it serves to express the writer's opinion.

The text of the story should be a source not only for studying its content or artistic features, but also for the use of expressive, literary, conditional or creative reading, problematic methods of analysis. A story is a small artistic work in which a certain event in a person's life, important aspects of life are summarized and described. "A story often describes an episode in a person's life. Its content is more vital than that of a fairy tale."

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