

THE ROLE OF PICTURES IN THE FORMATION OF STUDENTS 'CREATIVE ABILITY IN LITERACY LESSONS

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ANNOTATION

This article provides feedback on the importance of pictures, images in the formation of creative abilities of students in literacy classes, taking into account practical skills and abilities, and draws appropriate conclusions.

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Raising the morale of the younger generation, further development of our national literature and art, educating young people in the spirit of respect for our national values, encouraging the work of artists, especially the younger generation to love books, raising their reading culture is a constant focus of our state. [1]

The role of fiction in expanding a person's worldview, independent thinking, enduring the trials of life, and building a little future is invaluable.

The National Curriculum, recommended for public discussion by the Republican Education Center, pays great attention to the teaching of the mother tongue, the organization of modern methods in accordance with the educational standards of the world. Now, instead of the same patterned texts, students used different framed texts, materials to reinforce their organized knowledge through examples from everyday life, and a new design was chosen for the textbook. All this improves the quality of education, stimulates interest in the organization of knowledge in line with the times and ensures the creative activity of students. [2]

One of the main ways to work on popular art and science-fiction works read in elementary school is to describe the work text. In the text of each work, the landscape and the description of the heroes, events and happenings are given by the writer with the development of the plot of the work. The writer selects words and phrases to describe the natural landscape of his choice in the play. In most cases, the landscape is described in detail at the beginning of some works in order to draw the scene of the event, while in some large-scale works both the image of nature, the image of heroes and the image of events are described with the development of the plot line. The details of the place where the events of the work took place, the appearance of the heroes and characters of the work, the description of the events are mainly described by the author.

In addition to the various works on the text given in the primary school leak books, there are also lessons on depicting the scene and the appearance of the characters. It uses simple methods of describing the text, taking into account the characteristics of the students in the classroom.

There are two types of description of the text of the work. The content of the text can be described orally or through pictures. [3]

Both types of description of the content of the text require, first of all, to minimize the content of the work or part of it. Only when the reader can understand the content of the work and the behavior of the characters, they can correctly describe their relationship, can describe it in words.

The process of teaching literacy, which requires a lot of attention and work, is very important in primary education. This period requires a series of exercises to form the descriptive properties of the text, to invent interesting types of work, to increase and develop previously acquired knowledge and skills, taking into account the characteristics of the student, both mentally and physically growing. Younger school-age students are required to have a certain level of knowledge about the three basic links of text description. [4]

The works of art, the fragments of which depict nature, the depiction of events, the depiction of the heroes and

characters of the work, differ from each other. Describing the content of a text is inextricably linked to narrating what is read. But they are not exactly the same thing. In retelling, students are taught to retell the text in its entirety, sometimes to retell it by changing the person. During the retelling of the text, the reader narrates the speeches of the heroes and characters, as well as their dialogues, based on the power of his little memory. In retelling, the reader relies on the genre characteristics of the text being read, the cause-and-effect connection of events. It is also possible to make full use of the participants' speech or to take samples from it. Schoolchildren organize stories, fairy tales, parables, lyrical lions and poetic tales, popular science articles. Re-narrating their content in memory is different. The content of fairy tales, stories and parables is quickly reduced. He finds it somewhat difficult to digest the content of poetic works, popular science articles, and to retell it. Because of this, it requires the use of other types of work on the text. [2]

The Alphabet textbook is used as a universal guide in the literacy process. The small-volume works of all genres given in the textbook are illustrated. This is because the age of the student is taken into account in the process of the first lesson from preschool to school. The work, which is organized during the lesson or which is rarely read in the extracurricular activities, is related to the description of the place of the events and the determination of the season. The surrounding trees, natural phenomena, and human labor also depend on the season. To do this, first of all, it is necessary to determine whether the content of the text reflects the course of events and natural landscapes. If there are no points pointing to the chapter, the reader can select the chapter he or she wants and add image elements.

Methodological literature and textbooks provide a number of information on illustrations and pictorial essays. Image is a way of describing the appearance of events, nature, heroes and characters. It has no plot line, no protagonists. Perhaps this movement is described by an observer from the sidelines. [3]

The reader cannot describe the content of the text at once. It tends to retell more text than description. In order to develop such skills, they have to perform a series of exercises on the elements of the image. They are trained to find and analyze the appearance of characters and people, the image of nature, that is, the description of the place where the event took place and the description of the direct events. Pupils are ready to learn the words used for the image, to gradually master the above concepts by composing a sentence with their participation. The pictures given in the book depict the events and nature of a certain text. To teach how to describe a text, the first steps can be taken by reading the passages that match the pictures in the book and comparing them.

We all know that in literacy classes texts are easily given with 2-3 sentences, pictures or plot-based pictures based on the principle of difficulty. Pictures are very important for students to understand and comprehend the text. Because in some places they remember what they saw more than what they heard. The role of pictorial texts in this period is also unique, as they do not yet have the ability to automatically flow.

Using the illustration [picture] [5,38] provided for the Tongda text on page 38 of the Grade 1 Alphabet textbook, it is possible to have a conversation with students as follows:

What do you see in the picture?

Which season is depicted in the picture?

Give the children a name?

What are they doing?

When do you wake up?

What do you do when you wake up in the morning?

Students read creatively as they read the text, think creatively, activate their speech, and draw conclusions from

the ideas given in the conversation in addition to what needs to be done in the morning. Just as new ideas are created from ideas, new ideas are created from ideas, students also develop cognitive abilities and develop creative ideas. This shapes their observational traits into daily life.

In the Grade 1 Alphabet textbook, the following image can be used to share students' first impressions of how to know the rules to be followed in public places and what to do with the image selected from the text at the station: [5,39]

What do you mean by station?

Have you been to the station?

Why did Erkin Karim get up when he saw his father?

What would you have done if you had been free?

Who sits at the station and why?

When do young people sit down?

In this process, students learn what they know and do not know by answering questions, narrating without leaving even the simplest details out of our focus, and the process of exchanging ideas through discussion creates a foundation for their creative ability.

In addition to the pictures given in books, the use of pictures in the process of teaching each story, fairy tale or popular science work is of great importance in shaping the speech activity of students. Because elementary school students remember what they have seen more than they have heard, they have the opportunity to express their opinions, to create new stories, that is, to fantasize. Pictures are an important tool in helping students grow into creativity, responsiveness, and most importantly, independent thinking.

The pictures are given against the backdrop of more nature. This allows the subject to be narrowed down along with the location of the plot events. The images selected for the texts in the alphabet are also on a variety of topics, using technical means for them, showing a cartoon appropriate to the plot, watching videos, fairy tales, audios about the holidays, also help students to develop independent visual and speaking skills.

This means that pictures have an effective effect on minimizing the content of the text in primary school lessons. Develops students' ability to think independently, draw positive conclusions in a variety of problem situations, nurture little by little, and be creative.

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