

*Qayumova Dilsora Nurali qizi**Department of Preschool Education Methodology at Nizami V.B. TSPU, Associate Professor, (PhD)**E-mail: Dilsorakayumova@gmail.com***TEACHER'S READINESS TO PERFORM ARTISTIC LITERATURE**

Abstract: The role of fiction in the educational process for every student is great. The teacher plays an important role in this process, because he gives students not only knowledge, but also life experience and upbringing, using fiction. And the teacher's readiness to perform fiction comes from his professional skills, personal approach and kindness to students. This article talks about ways to determine the teacher's readiness to perform fiction and develop it.

Annotatsiya: Har bir o'quvchi uchun ta'lim jarayonida badiy adabiyotning roli katta. Tarbiyachi esa bu jarayonda muhim o'rin tutadi, chunki u badiy adabiyotdan foydalangan holda, o'quvchilarga nafaqat bilim, balki hayotiy tajriba va tarbiya beradi. Tarbiyachining badiy adabiyotni ijro etishga tayyorligi esa uning kasbiy mahorati, shaxsiy yondashuvi va o'quvchilarga bo'lgan mehr-oqibatidan kelib chiqadi. Ushbu maqolada tarbiyachining badiy adabiyotni ijro etishga tayyorligini aniqlash va uni rivojlantirish yo'llari haqida so'z yuritiladi.

Аннотация: Роль художественной литературы в образовательном процессе для каждого школьника велика. Учитель играет важную роль в этом процессе, поскольку он дает ученикам не только знания, но и жизненный опыт и воспитание, используя художественную литературу. А готовность преподавателя исполнять художественную литературу исходит из его профессиональных навыков, личного подхода и доброты к ученикам. В данной статье говорится о способах определения готовности учителя к исполнению художественной литературы и ее развития.

The teacher's readiness to perform fiction is primarily related to his professional qualifications. The teacher plays an important role not only in providing accurate knowledge to students, but also in shaping their mentality. By presenting fiction, the educator expands the imagination of students, introduces them to aesthetic taste and moral values.

By performing fiction, the educator not only teaches students to read books, but also helps to arouse the feelings of students and communicate with them. This requires the educator to know his profession well, to understand the importance of fiction and to have the skills to convey it to students.

The teacher's readiness to perform fiction depends on his personal approach. Each teacher presents works of art in his own way. In this, his approach to students, his creative views, and his individual approach to working with students are important. The teacher should present the works he is performing in a way that is appropriate for the age of the students, in a way that they understand and are interested in.

Performing works of art is not limited to reading or telling stories. The teacher can change the imagination and feelings of the students by expressing the works to the students in a dramatic way, explaining them in relation to life situations. At the same time, the educator can have a better impact on students by developing his creative abilities, looking for new approaches and methods.

Fiction plays an important role not only in improving the student's knowledge, but also in his moral and aesthetic development. An educator should teach students to properly analyze works of art and learn life lessons from them. Through this, their personality develops, their moral values are strengthened. Works of art teach students not only to understand an event or image, but also to make the right decisions in various aspects of life.

An educator guides student in the right direction through fiction. Also, the place of fiction is very important for the emotional development and formation of social qualities of students. An educator plays an important role in calling students not only to read good books, but also to be good, honest, patriotic and humane.

The teacher can use different methods in the performance of fiction. He can capture the attention of the readers and present the works of art effectively by using the following methods:

Narrative method: The teacher uses the narrative method to introduce students to the main idea and content of works of art.

Dramatization: Acting out part of the works of art together with the students, enlivening the events and creating an environment for the students to express their thoughts.

Dialogue method: introducing students to a dialogue about the works, listening and analyzing their opinion through questions and answers.

Analysis of the influence of fiction has a special place in the education of students and their learning. The teacher's ability to correctly analyze literary works shows his professional approach to the educational process.

The content and idea of works of art is one of the most important factors in their analysis. The teacher does not limit himself to reading the works, but deeply analyzes their content and explains to the students their moral, social and aesthetic content. For example, studying the interaction between the characters in A. Qahhor's work "Bygone Days" can teach students about friendship, kindness and family values. An educator can use such works of art to instill in students a sense of responsibility and patriotism.

Character and appearance of characters are also of special importance in the analysis of works of art. By correctly explaining the heroes of the works to the students, identifying their psychological states and hidden characteristics, the teacher encourages the students to think more deeply and increase their moral literacy. For example, Sh. In Rustamov's "Longing", students can be taught to analyze the inner experiences of the characters and their relationship to the social environment.

When analyzing literary works, the teacher should use simple and understandable methods suitable for the age characteristics of the students. Rather than just academic analysis of works of art, it is important to engage with students in a collaborative way, listening to their opinions and engaging them in the process of analysis. For example, methods of reading works to students and then having conversations with them, asking questions and getting their opinions will give effective results.

When analyzing works of art, the educator should aim to increase aesthetic and moral literacy in students. By explaining to students the beauty, art and uniqueness of works of art, the educator develops them not only morally, but also aesthetically. For example, through A. Khamidov's work "Gulnor", an educator can teach students beautiful language and images, artistic expression of social reality.

Educator's readiness to perform fiction comes from his professional approach, interest in literature and emotional and moral responsibility towards students. By analyzing literary works, explaining the content, ideas and characters of the works correctly, the educator forms not only knowledge, but also aesthetic and moral literacy in students. The teacher's methods of effectively

presenting literary works depend on his pedagogical skills, which play an important role in forming a scientific and creative worldview of students.

The teacher's readiness to perform fiction comes from his professional skills, creative approach and love for students. Fiction serves not only to provide knowledge, but also to develop personality, aesthetic and moral values of students. An educator plays an important role in effectively conveying works of art to students by applying unique methods to their work. With the help of fiction, the educator gives students not only knowledge, but also life experience.

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