Theoretical Bases and Peculiarities of Children's Literature as a Subject of Research

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Abstract: The article deals with the issues based on theoretical bases and peculiarities of children's literature as a subject of research. It is known that children's literature belongs to the realm of the art of the word. This determines its aesthetic function. It is associated with a special kind of emotions that arise when reading literary works. Children are able to experience aesthetic pleasure from reading as adults, they can happily dive into the fantasy world of fairy tales and adventures, empathizes with fictional characters, rejoices in poetic rhythm, sound and word play, as well as, they understand humor and jokes well. The role of an adult is enormous, who is able to play the role of a guide in comprehending child of the treasures of world and national literature. At the same time, the reverse process is also important: by reading children's literature, adults begin to better understand children, their problems and interests.

Keywords: children's literature, literature, fairy tales and adventures, informative-cognitive narration, stories.

Introduction

One of the most important functions of children's literature is entertainment. Without it, all the rest are inconceivable: if a child is not interested, it is impossible to develop or educate him, etc. And here the role of illustrations in a children's book is huge. So, for preschool children, the volume of illustrations should be at least 75%. As Alice L. Carroll mentioned about it: “What is the use of a book if it has neither pictures nor conversations?”. One of the leading types of memory is visual, and the appearance of a book from childhood was firmly connected with its content. In order to motivate children for reading, we often use interactive tools - adaptations of literary works, slide presentations of illustrations for children's books.

The development of the child's speech activity and the communicative orientation of his speech is supported by the educator in such applied means as involving role plays, by special modeling of communication situations on the examples of the statements of literary heroes, the appearance of favorite characters in a story or fairy tale, a dramatization game based on familiar works.

All this contributes to the emergence and development of the child's own speech activity. And, of course, an indispensable condition for the success of literary education, introducing children to reading is a bright, imaginative, emotionally attractive speech of teachers and adults surrounding the child.

Only by implementing all the listed functions of a children's book, we will be able to interest the child, draw his attention to children's literature and raise a competent reader.

Discussions

Children's literature is a genre of literature specially designed for children under 16 years of age and carrying out the tasks of raising and educating children in the language of artistic images.
In addition, there is the concept of "children's reading", which may include works originally intended by authors for adults, such as the famous fairy tales of A.S. Pushkin, Charles Perrault, V. Gauf, H. K. Andersen, the Brothers Grimm, as well as Daniel Defoe's Robinson Crusoe, Jonathan Swift's Gulliver's Travels, and many others, all adapt and simplify complex literature like the last mentioned examples for children. Children's literature still does not have definite and unambiguously established criteria for distinguishing it from general literature. The most objective criterion for children's literature, according to Arzamastseva I.N. is the category of a reader-child, since it is children who determine what they need in a given period of personality formation.

Early works for children consisted of oral stories, songs, and poems told for the purpose of education, entertainment, and instruction [2]. Only in the XVIII century the concept of the institution of childhood appeared, which led to the emergence of a new direction in literature for children with its own sections [3].

In the past, children's literature was not considered separately from adults and did not have a special requirement [4]. The purpose of children's literature is to be artistic and educational for the child. This determines the important functions that it is called upon to perform in society. By their nature, these functions are the same for all literature as a kind of verbal art, but in children's literature they have a special meaning. Therefore, it often balances on the verge of artistic and informative-cognitive narration. It also performs a cognitive function in relation to the native language - the ambiguity of the word, its semantic and lexical possibilities are often played up by children's writers, and along with the game, the development of the native language takes place.

The development of children's literature as a whole correlates with the general literary process, passing all the same stages, but sometimes with different time frames. According to I.N. Arzamastsev, the concept of "project" appeared in children's literature. Publishing houses began to order certain books or entire series of books from authors, immediately developing a plan for popularizing and selling these works. An example of such a “project” is the cycle of J.K. Rowling about Harry Potter.

The genre system of children's literature also rapidly changed. At the end of the XX century, during the period of renewal, “serious” genres, for example, a school story, a didactic story, are partly replaced by fiction literature. However, the lack of "serious" genre forms began to be felt already at the beginning of the XXI century; children's literature needed a serious epic and lyric poetry.

At the present stage of development, the language of works for children is changing. Children's literature actively includes the spoken language of adults. On the one hand, this is a reflection of the processes of social consciousness, on the other hand, this is the reason that children speak in adult language. The speech of the characters often introduces complex or new concepts for children, which they start to understand as they read the book. For children of this age, picture books, toy books, folding books, panorama books, coloring books are proposed ... Literary material for the baby - poems and fairy tales, riddles, jokes, songs, tongue twisters.

The series "Reading with Mom", for example, is designed for children from 1 year old and includes cardboard books with bright illustrations depicting animals unfamiliar to the child. Such a picture is accompanied either simply by the name of the animal, which the child gradually remembers, or by a short poem that gives an idea of who is depicted in the picture. In a small volume - often just one quatrain - you need to fit maximum knowledge, while the words should be extremely specific, simple, sentences - short and correct, because listening to these verses, the child learns to speak. At the same time, the poem should give the little reader a vivid image, point out the characteristic features of the described object or phenomenon.

N.G. Chernyshevsky noted that children's literature brings up character traits in a child. He demanded a respectful attitude towards children, arguing that the child strives to be an active participant in life, is able to understand much more than adults usually think. The author acted as
a consistent fighter for the inclusion in the reading of children of the necessary talented works for the development of personality [5].

V.F. Odoevsky believed that in a child it is necessary to educate, first of all, a person and a humanist. He supposed that it is a literature that can awake the mind and heart of a child [5].

Indeed, it is impossible to overestimate the educational value of the first books that come before the eyes of a child. The first books are the books which are read to children by adults, expand their understanding of the world, acquaint them with nature and things that constantly surround the child, with their native language, teach them to think logically, to establish the simplest connections between objects and phenomena of the world around them. In the process of reading stories, poems, fairy tales, fables, folklore, children get fresh ideas about the diversity of life, natural phenomena, human feelings, etc.

Books for preschoolers serve to educate the first social skills and personality formation. They help to actively master speech, to feel the beauty and expressiveness of the native word. As a result of communication with a work of art, a preschooher develops a culture of aesthetic perception, sensitivity to spiritual values, beauty, imagery, poetry, brightness of the artistic word. The expressive means of the literary language introduce children to true examples of highly artistic literature, form a stock of literary and artistic impressions, reveal the accuracy and expressiveness of the language, develop the ability to convey the content of small fragments of the text, transfer them to communicative activity, and provide aesthetic perception of the literary text.

In a child's book there is always a full-fledged co-author of the writer - the artist. A young reader can hardly be captivated by a solid alphabetic text without pictures. The fact is that the child receives the first information about the world not verbally, but visually and auditorily. The child masters the first book precisely as an object in his hands. Introduction to the book means for the child the beginning of an independent intellectual life.

At first, the properties of the book perceptible for him through the combination of drawings and texts in picture books, toy books, and the visual image is more familiar and attractive than the verbal one. But as soon as the child crosses the threshold of complexity in the perception of the whole text, the drawing will play an auxiliary role, since its possibilities are limited to one-sided perception.

**Conclusion**

Thus, the main thing in a children's book, according to many editors, scientists and writers, is an attractive form for a child. The educational component, ethics, must be present, as in other literature, but without occupying a dominant position. First of all, the purpose of such literature is to awaken any associations in the child, to fill his mind with vivid images, to unconsciously form attitudes towards positive and negative characters and actions, to provide a set of forms that guide the child.

The subject of children's literature can be considered knowledge and ideas about the surrounding reality, described in a form that children can perceive. Knowledge about the world reflected in children's literature should have its own characteristics and take into account the unique characteristics of the reader. Childhood is a period when personality is formed and the future fate of a person depends in many ways. The foundations of the future are formed in childhood. At the same time, it is a natural, very important and completely independent part of life. This is a time full of impressions, bright, colorful events, when a person prepares for adulthood and discovers the world for himself. His character is formed, the structure of spiritual values that determine the inner image of a person is created.

In order for a child to easily refer to a book, its content should attract the reader. Therefore, when creating a children's work, it is necessary to take into account the specific characteristics of children's interests, which affects the topic of the content. In addition, it should be remembered
that the child is constantly developing under the influence of external conditions, and these conditions affect the formation of the personality. Children's literature helps the young reader to master the world, enriches him spiritually, promotes self-knowledge and self-improvement. Fiction creates vivid, visible images that engender sympathy or resentment in the reader and thereby motivate them to take action.

References: