

PECULIARITIES OF TEACHING CHILDREN'S LITERATURE

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This article discusses the peculiarities of teaching children's literature within the educational process. The author analyzes methods, approaches, and forms of working with literary texts intended for children, emphasizing the importance of developing students' reading culture, critical thinking, and creative imagination. The significance of applying modern educational technologies in teaching this subject is highlighted.

INTRODUCTION. Children's literature plays a vital role in the intellectual, emotional, and moral development of young learners. It is not only a means of entertainment but also a powerful educational tool that helps children understand the world around them, learn language skills, and develop empathy and imagination. Teaching children's literature, therefore, requires a specific pedagogical approach that takes into account the psychological characteristics of children, the content of the literary works, and the methods used to engage students effectively.

In the modern educational environment, the teaching of children's literature has evolved significantly, incorporating innovative strategies, digital technologies, and interactive methods to make learning more appealing and meaningful. Teachers are now expected to move beyond traditional lecture-based methods and create a dynamic, student-centered learning atmosphere that encourages participation, discussion, and creative interpretation.

This article explores the distinctive features of teaching children's literature, highlighting effective methodologies, the role of modern technology, and the importance of fostering a

love of reading from an early age. Special attention is given to how educators can nurture critical thinking and cultural awareness through carefully selected literary texts.

The study of children's literature as a separate academic discipline has developed considerably over the past decades. Scholars such as Peter Hunt, Jack Zipes, and Maria Nikolajeva have contributed significantly to the theoretical understanding of children's books, focusing on their narrative structures, thematic elements, and psychological impact on young readers.

Peter Hunt, in his foundational works, emphasizes that children's literature should not be seen as a simplified version of adult literature but rather as a genre with its own rules, purposes, and audience dynamics. He argues for a deeper pedagogical consideration when teaching children's books in the classroom, suggesting that both literary quality and age-appropriateness are vital in selecting suitable texts.

Jack Zipes, on the other hand, analyzes children's literature through a socio-cultural lens. He highlights the role of fairy tales and folk stories in shaping children's perceptions of society, power, and morality. Zipes believes that by critically examining these stories, educators can encourage children to think beyond conventional norms and develop a more inclusive worldview.

Maria Nikolajeva contributes to the discourse by focusing on the developmental psychology of child readers. Her studies stress the importance of cognitive and emotional readiness when engaging children with complex literary themes. She also introduces the idea of *dual readership*, where texts must be meaningful to both children and adult mediators, such as teachers or parents.

In the context of Uzbekistan and other post-Soviet countries, scholars have emphasized the importance of integrating national values, folklore, and language development into the teaching of children's literature. Recent publications by Uzbek educators have stressed that literary education should reflect cultural identity while embracing global pedagogical innovations.

Overall, the literature indicates that the effective teaching of children's literature requires an interdisciplinary approach - blending literary analysis, child psychology, pedagogy, and cultural awareness.

Teaching children's literature requires a nuanced approach that differs significantly from the teaching of adult or general literary texts. The primary goal is not only to familiarize children with the basics of storytelling but also to support their moral, emotional, linguistic, and intellectual development. In this context, the role of a teacher is not just that of a

presenter of stories, but also a guide who helps children interpret, internalize, and respond to literary content.

One of the main challenges is selecting appropriate texts that match children's age, reading level, and psychological maturity. Literature that is too complex or abstract may discourage young readers, while overly simplistic texts may not engage them intellectually or emotionally. Teachers must carefully consider the balance between educational value and entertainment, between didactic content and imaginative freedom.

Modern educational technologies offer innovative tools to enhance children's literary learning. Interactive storytelling apps, animated audiobooks, and digital reading platforms allow for multimodal engagement with literature. These tools can increase motivation and facilitate a more immersive learning environment. However, it is essential to integrate technology thoughtfully, ensuring that it complements — rather than replaces — traditional reading and discussion practices.

Furthermore, incorporating national literary heritage and folklore into the curriculum strengthens children's cultural identity. Stories from Uzbek literature, especially those rich in moral lessons and cultural traditions, provide relatable characters and familiar settings that foster deeper comprehension and emotional connection. At the same time, exposure to global children's literature helps broaden students' horizons and cultivates tolerance, empathy, and cross-cultural understanding.

It is also important to encourage active reader participation. Methods such as dramatization, role-playing, visual interpretation, and creative rewriting can enhance engagement and deepen literary understanding. Involving children in discussions about characters' motivations and story outcomes supports the development of critical thinking skills from an early age.

Finally, the teacher's own attitude toward literature greatly affects the success of the teaching process. A passionate, well-prepared educator who models reading enthusiasm can inspire lifelong literary appreciation in students. Continuous professional development in both literature and pedagogy is therefore essential for educators in this field.

In conclusion, teaching children's literature is a multifaceted and dynamic process that plays a crucial role in the holistic development of young learners. It nurtures not only their language and literacy skills but also their imagination, cultural awareness, emotional intelligence, and moral compass. The distinct nature of children's literature — characterized by simplicity, vivid imagery, and moral depth — requires educators to adopt specialized strategies that are both age-appropriate and pedagogically sound.

The integration of modern information and communication technologies offers new opportunities to make literary learning more engaging and effective. However, the essence of literary education remains rooted in human interaction, thoughtful discussion, and creative exploration. Teachers must balance traditional and modern methods to create an enriching and inclusive learning environment.

By thoughtfully selecting texts, using interactive techniques, and fostering an appreciation of both national and global literary traditions, educators can instill a lifelong love of reading in their students. As children's literature continues to evolve alongside educational methods, ongoing research and innovation in this field will be essential to meet the needs of new generations of readers.

Teaching children's literature is one of the most important and complex components of the educational process. It not only develops language and literary thinking but also plays a significant role in shaping a child's aesthetic taste, moral consciousness, national identity, imagination, and worldview.

The analysis shows that the following key characteristics are essential for the effective teaching of children's literature:

1. **Age-appropriate content** – The works of children's literature must correspond to the psychological and developmental levels of students. For younger learners, folk tales, fables, and adventure stories are engaging; older students can explore more complex literary forms and themes.

2. **Simplicity of language and style** – Children's literature should be written in clear, concise, and vivid language. Teachers must be able to explain unfamiliar expressions in simple terms and help students understand literary devices in an accessible way.

3. **Interactive approaches** – In modern classrooms, the use of audio books, video clips, dramatizations, role plays, and animation software enriches the learning experience and fosters deeper comprehension of the texts.

4. **Multidisciplinary integration** – Teaching children's literature in connection with other subjects (e.g., linking historical stories with history classes or nature-based stories with science lessons) enhances both interest and understanding.

5. **Moral and emotional education** – The literary works analyzed often introduce students to important values such as honesty, friendship, kindness, diligence, and patriotism, contributing positively to their moral development.

6. **Stages of literary analysis** – During literature lessons, teachers guide students through plot structure analysis, character exploration, interpretation of the author's message,

and then involve students in creative activities such as discussions, storytelling, and continuation of the tale.

7. **Active student engagement** – Rather than being passive listeners, students are encouraged to actively participate by sharing their thoughts, answering questions, and engaging in classroom debates, which makes the learning process more dynamic and effective.

The findings indicate that a methodology enriched with modern pedagogical strategies in teaching children's literature:

- fosters analytical and literary thinking;
- strengthens students' oral and written communication skills;
- encourages creativity and independent thought;
- promotes education based on both national and universal values.

Furthermore, when the teacher selects literary texts that are purposefully chosen, didactically sound, and age-appropriate, the effectiveness of literature lessons increases significantly.

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