

COGNITIVE DEVELOPMENT AND PERCEPTION FORMATION THROUGH LITERARY WORKS IN YOUNG STUDENTS: SHAPING PSYCHOLOGICAL CHARACTERISTICS

Yusupbayeva Lobar Alisherovna

Student of the "Primary Education" Faculty,
Ajiniyoz Nukus Pedagogical Institute

Annotation: This article analyzes the psychological characteristics in the process of cognitive development and perception formation of young students through literary works. The methodology for analyzing literary works has been improved in accordance with the new requirements for children's development in modern schools. Reading literary works by young students not only supports logical and scientific thinking but also promotes emotional and ethical development.

Keywords: Literary work, cognitive development, perception, psychological characteristics, creativity, ethical development

The tasks set before modern schools, the increased overall development of young students, and advancements in the fields of psychology and specific methodologies require changes in the content of lessons and teaching methods. In connection with this, the methodology for analyzing literary works has been improved: repetitive narration exercises have been reduced, and exercises that develop the skill of expressing one's opinion about the read text have been increased. Now, work is done not on parts of the work, but on the entire work as a whole. Students' independence in explaining the idea and characters of the work has increased, and greater use of various types of assignments, educational tools, and advanced pedagogical technology methods has begun. In young students, the process of cognitive development and imagination formation through literary works is a very important process. Literary works not only expand the child's worldview but also develop their thinking, imagination, and emotions.

Literary works serve as an important tool in shaping children's cognitive development, imagination, and emotions. Through the works they read, children not only develop scientific or logical thinking, but also achieve social and emotional growth. At the same time, literary works foster their creativity and imaginative abilities. In the methodology of analyzing literary works in elementary grades, the psychological characteristics of young students' perception of

the literary work are taken into account. Simply understanding a work is not enough for a thorough perception of it. Perception of a work is a complex process that involves forming a certain attitude towards the events described in it. Psychological research has revealed that young students' perception and evaluation of literary characters are influenced by psychological characteristics. These students exhibit two types of relationships with literary characters:

1. **Emotional relationship with the literary character**
2. **Elementary analysis**

In the reading lessons of elementary grades, although not scientifically, various genres of works are studied practically. The reading textbooks mainly include works from genres such as stories, poems, fairy tales, fables, proverbs, epics, legends, and riddles. In addition, popular science works are also taught. Literary works from different genres have unique characteristics in terms of their structure and style, and their impact on students also varies. Riddles are assimilated through comparisons of objects and events, while proverbs require interpretation through life examples. Therefore, when teaching literary works of different genres, the teacher is required to select appropriate methods for each genre. Reading lessons help students distinguish between different literary works, identify how the author reflects real-life events using artistic tools, and understand the characters created in these works. Moreover, students develop the ability to independently read and analyze a work. By mastering literary information, students begin to comprehend the content, idea, and significance of a work. Analyzing the language of literary works also fosters a deeper appreciation for their native language. In fairy tales, comparisons, personification, and exaggerations are often used. It is important to teach students to explain these elements, later identifying them within the text, and using them in their own narratives. After reading the work, the teacher works with the students on literary language tools. To properly organize reading in the classroom, the teacher must consider the specific characteristics of the literary work, the psychological basis of the reading process at different educational stages, and the peculiarities of how young elementary school students perceive and assimilate the text. The character traits of the figures in the work are understood based on their moral qualities. In this process, it is important not only to understand what the character does but also why they do it. Greater attention should be paid to exploring the moral qualities of the characters in the work. For example, when analyzing the character of Qodir and his traits in the story “Qodir and Sobir”, a method of selective reading and branching can be used. The teacher can guide students by asking questions, such as:

- “What kind of child is Qodir?”

- “Find the part where Qodir's arrogance is described.”
- “Find the part where Qodir's cowardice is expressed.”
- “How does Sobir correct Qodir's lie? Find that part.”
- “Find the part where Qodir's violence is expressed.”

Students are then asked to prove Qodir's character traits based on the parts they have read. In literacy lessons, it is essential to consider the psychological and cognitive characteristics of students to ensure the conscious assimilation of the material being taught. When it comes to perceiving and forming cognitive development through literary works for young students, the following psychological characteristics need to be taken into account:

1. **Emotional Relationships:** The emotional connection with literary characters teaches students empathy, understanding emotions, and experiencing the progression of events with the characters. Students develop a connection with the characters of the works and begin to feel their emotions.

2. **Elementary Analysis:** Children analyze the characters, events, and relationships between them in the works they study. This process enhances their logical thinking. For example, when analyzing a literary work, it is important not only to understand what the characters do but also to understand why they do it.

3. **Imagination and Expression of Thought:** Reading literary works broadens students' imagination. They learn to imagine events, characters, and problems in different ways. This imagination helps shape their creative thinking.

4. **Moral Comparison:** To teach moral lessons to students, it is important to analyze the moral qualities of the characters. In this process, students learn to analyze the actions and ethical choices of the characters.

5. **Development of Creativity:** Fantastic and surrealistic works stimulate creative thinking in children. Through these types of works, students create their own imaginative visions.

6. **Application of Pedagogical Technologies:** The use of advanced pedagogical technologies and tools when analyzing literary works makes students' activities more effective. These technologies ensure that students can present their ideas in a coherent and clear manner.

By considering these psychological and cognitive aspects, students can develop a deeper understanding of the literary works, cultivate their emotional intelligence, and enhance their creative and critical thinking skills.

In conclusion, the process of developing cognitive growth and perception in young students

through literary works not only enhances their knowledge but also fosters emotional and moral thinking. Literary works contribute to the students' growth in logical, creative, and emotional aspects. During this process, students develop various psychological characteristics through analysis and perception of works — including emotional relationships, elementary analysis, imagination and expression of thought, moral comparison, and creativity. Teachers are required to apply a clear methodology, pedagogical technologies, and scientific-psychological foundations when analyzing literary works. Guiding young students towards cognitive development through the analysis of literary works plays a crucial role in shaping their thinking abilities, imaginations, and creativity.

References:

1. Nabiyeva, S. (2015). *Badiiy asarlarning kichik yoshdagi o'quvchilarda psixologik rivojlanishga ta'siri*. Tashkent: O'qituvchi nashriyoti.
 2. Mahmudova, N. (2018). *Badiiy asarlar orqali bolalar tafakkurini rivojlantirish*. Tashkent: O'qituvchi nashriyoti.
 3. Shamsiyeva, G. (2017). *Psixologik va pedagogik yondashuvlar: Kichik yoshdagi o'quvchilarda ta'lim jarayonlari*. Tashkent: O'zbekiston davlat pedagogika universiteti nashriyoti.
 4. Axmadova, L. (2019). *Kichik yoshdagi o'quvchilarda emotsional rivojlanish*. Tashkent: Sharq nashriyoti.
 5. Murodov, D. (2020). *O'quvchilarni badiiy asarlarni tahlil qilishga o'rgatish metodikasi*. Journal of Pedagogy and Psychology, 12(3), 34-45.
 6. Pavlov, P. (2021). *O'quvchilarda kreativ fikrlashni shakllantirish*. Moscow: Pedagogika Press.
 7. Yusupov, A. (2014). *Kognitiv rivojlanish va uning ta'lim jarayonidagi o'rni*. Tashkent: Yangi dunyo nashriyoti.
 8. Aliyev, S. (2022). *Badiiy adabiyot va psixologiya: Bolalar tafakkurini shakllantirishda o'quvchilarga ta'siri*. Journal of Education and Psychology, 5(2), 50-63.
- Qosimova, K., Matchonov, S. (2009). *Ona tili o'qitish metodikasi*. Toshkent: Nosir nashriyoti.