CRITERIA FOR SELECTING LITERARY WORKS FOR PRIMARY GRADES

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Annotation: *This article presents criteria, methodological foundations and practical recommendations for selecting literary works for primary school students (grades 1–4). Selection criteria are proposed based on factors such as age characteristics, language level, content-ethics, cultural relevance, visual appeal and pedagogical integration. An evaluation rubric, categories of exemplary works and tasks for teaching practice are also provided for teachers and school libraries.*

Keywords: *primary schools, selection of literary works, children's literature, pedagogical criteria, content, language and linguistic, ethical and cultural relevance, teaching methodology, evaluation rubric, library policy (school library).*

INTRODUCTION

During the primary school years, children develop language (speaking, listening, reading), thinking, emotional intelligence, and cultural awareness through literary works. Incorrectly selected works may reduce motivation, convey incorrect moral messages, or be inconsistent with language norms. Therefore, clear, methodologically based criteria are necessary when selecting works.

The process of primary school students' acquaintance with literary works is a very delicate and complex process, and the age characteristics of children,

their level of psychological development, aesthetic taste, and individual thinking abilities have a significant impact on this process. How students perceive and interpret works of art is formed depending on their age, experience, and worldview, and these are certainly among the methodological criteria.

The process of children's perception of works of art and age psychology. Primary school students are usually children between the ages of 6 and 10. The psychological characteristics, emotions, cognitive processes, and thinking abilities of children of this age are still in the process of formation. Therefore, their acquaintance with works of art is unique and specific. During this period, children mainly have concrete thinking and try to understand events in a simple, clear form. Since abstract thinking is not yet sufficiently developed, it may be difficult for them to correctly perceive symbols, spiritual and philosophical concepts in works.

Development of imagination and feelings. The imagination and feelings of primary school students develop through works of art. Children of this age understand what they read mainly through descriptive and clear representations, and one of the main criteria for choosing works that evoke these same feelings is the choice of works of art. Therefore, the impact of works of art on children depends on the liveliness and brightness of the images.

METHODOLOGY

Criteria for selecting works of art for primary grades.

Introducing primary school students to literature and forming their interest in reading is an important stage of the educational process. In this process, it is important what works of art teachers offer children, what works students start reading.

Age-appropriateness criterion. Primary school students are usually children aged 6-10. At this age, their psychological and emotional development is not yet fully formed, and the content, language and plot of the works are very important for them. Age-appropriate works of art should contain events that are consistent with children's understanding and experience. Therefore, when choosing works, their plot should be simple, understandable and interesting to students.

Simplicity and comprehensibility of the plot. When choosing works of art for primary school students, the simplicity and clarity of the plot are of great importance. In order for children to understand the work, the plot should be simple and direct, without many complex symbols and philosophical concepts.

The clarity of the characters and their interest for children. For primary school students, the clarity and interest of the characters in works of art is very important. Children are mainly interested in heroes with strong characters. For them, the actions of the heroes of the work, their courage and justice are important.

The simplicity and clarity of the language. The language of works of art for primary school students should be simple and clear. The vocabulary of children of this age is still limited, and they may have difficulty understanding complex words and phrases. Therefore, the language of the works chosen by teachers should be understandable for children. The simplicity of the language helps children understand the work easily and increases their interest in reading.

Moral educational aspects of the work. The educational value of works of art for primary school students is of great importance. Works are not only interesting reading materials for children, but also a means of moral education. Children learn about life values, right and wrong behavior through works.

Formation of aesthetic taste. Children's aesthetic taste is formed through works of art. Aesthetic taste is associated with children's life views, understanding and appreciation of beauty. Therefore, the works selected for primary school students should be not only interesting and educational, but also aesthetically rich. The language, style, development of events and images of the works form the concept of beauty in children.

Contribution to cognitive development. Works of art play a major role in the development of children's thinking. Through works, children get acquainted with new concepts, terms and topics. This enriches their cognitive process and develops their ability to acquire knowledge. Therefore, when choosing works of art, teachers should also take into account their contribution to the cognitive development of children.

The process of studying works of art in the Uzbek education system is of great importance, especially in primary grades. It serves not only to form the aesthetic, cultural and moral knowledge of students, but also to develop their creative thinking skills. The methodologies, innovative technologies and modern approaches used in the process of studying works of art help to make the learning process of students interesting and effective.

DISCUSSIONS

In elementary school reading lessons, although not scientifically, works of various genres are read and studied in a practical way. Reading textbooks mainly include works of such genres as stories, poems, fairy tales, parables, proverbs, epics, narratives, and riddles. In addition, popular science works are also taught. Artistic works of various genres have their own characteristics in terms of structure and style, and their impact on students is also different. Naturally, the text of a work of each genre also has its own linguistic characteristics. For example, the text of poetic works is fundamentally different

from the text of a story, the text of a fairy tale from the text of poetry, and the text of a popular science article from the text of works belonging to the parable genre. If riddles are mastered by comparing the similarities between objects and events, then the content of proverbs requires interpretation through real-life examples. Accordingly, when reading works of art of different genres, the teacher is required to choose appropriate methods.

RESULTS

Main groups of selection criteria

1. Age and developmental characteristics.

✓ Length appropriate to the child's attention span (1st grade: short story, poem; 4th grade: shorter story or parts of a children's novel).

✓ Simplicity of the plot: characters and events are easy to understand, without complex psychological motivations.

✓ Emotional relevance: frightening or overly complex topics should be limited.

✓ 2. Language and linguistic level

✓ Vocabulary richness and relevance of repeated phrases (the ability to choose new words).

✓ Syntactic level: sentence length and complex structures appropriate to the grade level.

✓ Phonological and rhythmic elements (poems, repetitions) - stimulate early reading.

3. Pedagogical value

✓ Relevance to the didactic goal: connection with the curriculum, such as the topic - the environment, friendship, work, personal safety.

✓ Compatibility with teaching methods: dialogic reading, dramatization, opportunities for project work.

✓ Cross-disciplinary connection (natural science, art, mathematics).

CONCLUSION

The selection of literary works for primary grades is a responsible process that involves not only didactic, but also ethical, cultural and emotional development. A systematic selection based on normative, linguistic, cultural and visual criteria will maximally support students' interest in reading, language potential and personal development.

In speech development classes, great importance is attached to children's reading and retelling of works of art. Teaching retelling works of art and staging them, memorizing poetry imposes great skill and responsibility on the teacher. The more vividly the author expresses the content of the work of art, the more expressively and meaningfully the speeches (sayings) of the participants are conveyed to the children, the more exciting it is for the children, the more positive the development of their emotions, the longer they remember the events that happen to the heroes of the work, the richer their vocabulary, and the more grammatically correct their speech is formed. Children can easily answer the teacher's questions about the work, repeat some words and sentences, characterize the positive and negative sides of the heroes, and try to imitate the teacher and imitate their voice.

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