

The Issue of Children's Age-Sufficiency of Works Recommended for Adolescent Students

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Abstract: The article analyzes the suitability of works recommended in a literature textbook for 6th-grade adolescents and how much they can enrich their worldview. The unsuitability of the recommended works for children is compared with world experience.

Keywords: Literature, Abdulla Qahhor, Gafur Gulom, Odil Yakubov, Otkir Hoshimov, adolescence, recommended works of art, psychology



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When you get acquainted with the works selected in the literature discipline, which should amaze with the essence, understanding of the person, and suitability for the child's age, in the 6th grade, when the adolescent crisis is going on, your confidence in its psychological suitability for the child's age weakens. After all, adolescence is the period of a child's 10-15 years. Moreover, today's adolescents have many advantages over their predecessors: both physical and mental and political... Sexual maturation, socialization processes, and psychological growth are manifested earlier in them, which also expands the scope of the crisis. The definition "Adolescent is no longer a child, but not an adult either" can explain their character.

Adolescence, which is considered a period of transition from childhood to adulthood, is characterized by its own physiological and psychological characteristics. At this stage, children's physical and mental development accelerates, their interest in various things in life increases, their desire for novelty increases, their character is formed, their spiritual world is enriched, and conflicts flare up. Adolescence is a period of maturity, and psychologists emphasize the emergence of new feelings, sensations, and complex issues related to sexual life.

Taking into account these aspects, it is necessary to take into account the concept of conflicts and complex issues separately. Because the most common problem situations, the observation of inappropriate actions that cannot be called either a child or an adult, and excessive emotional sensations become the main characteristics of this period. These changes are physiological and psychological changes. These stages correspond to two different periods of adolescence - early adolescence and late adolescence. In the first stage, the teenager separates himself from the "children" and now wants to emphasize his belonging to the adult world. That is why world book recommenders recommend works for teenagers of this age that develop a worldview, are interesting and eventful, have adventures and the child is the main character. These include Lewis

Carroll's "Alice in Wonderland", J. Swift's "Gulliver's Adventures", C. Dickens' "Oliver Twist", A. Milne's "Winnie the Pooh", J. Barrie's "Peter Pan" and Mark Twain's adventure works.

Each of them, while reflecting various periods, is a work that can vividly show the difficulties experienced by the main characters and their determination to overcome them. Imagine the damage caused by new and unexpected actions - and the excitement at the end of the work. However, the works recommended for Uzbek teenagers are not age-specific. Chapter 1 of the textbook is called "Every Day is a Lesson," but the textbook is structured like a program intended for a teacher. Children's interests are not considered a very important concept. In the chapter that begins with the story "The Thief" by Abdulla Qahhor, the story "The Patient" is recommended for independent reading. Literary critic Laylo Osarova: The story "The Patient" is rich in symbolic images. The patient is a symbol of society. Society is sick and needs to recover. Sotiboldi is a symbol of scientists and enlighteners who are trying to fix society. "Such symbolic images can be found in many works of Abdulla Qahhor," he says. But, expressing how true this is, does a 13-14-year-old child not become young for such a deep observation? If he becomes young, will his impressions not be formed by these works? Will the child not gain a sense of distrust in the state, and a sense of regret that his compatriots are a fool and a fool from the story "The Thief" and the story "The Patient"? Oh, the happy ending at the end of the work. Are we forming a sense of enduring the worries of life, the consequences of burying a child in social problems?

I didn't know how necessary it is for a child to be ready to live in a society of those who enjoy someone else's pain - and how much we need "old" teenagers who are on a par with the generation that enjoys Alice's journey in the world's diverse corners. When it comes down to it, adults are powerless to understand an articulate creator like Abdulla Qahhor, and it is for a child to read the meaning embedded in the root of the word. It is difficult, after all. Moreover, at an age when a child's critical, analytical worldview needs to be formed, there is a need for the teacher to explain the content again.

It is incomprehensible that 'afur Ghulam's "Shum Bola" is included in the list of the rarest works of the last century, but its scene, full of smut, humor, and lies, is included in the textbook. Who can guarantee that a young person who takes everything literally from a scene that appears to be light satire and humor will not find lies a pleasure? Moreover, the story "My Only Thief" recommended for independent reading is also told in a child's language, but it is difficult to assimilate it into the child's psyche. After all, the events in the work may seem like a typical situation for a curious teenager. It is difficult to believe that a child would understand the impunity of a thief and the complaints about the time and society in a conversation with a thief, and the invitation to spend the night with the rich, by observing it.

Although Odiljon Yakubov's works such as "Goodness" and "Ice Cream" vividly depict childhood memories, the real goal was to reveal the spirit of the era in a touching way. The terrible events of the difficult years in a happy, prosperous era are often forgotten. We mean that stories do not have the expected effect on the child's psyche. To understand the essence of this, the connection between lessons and topics must be appropriate. Talking about the tragic fate of the events and people of the 20th century in the 6th grade, when there is not a word about Tsarist Russia in the history textbook, is like pouring water on a desert. Since the coherence of the topics is not noticeable, the effect will be the same.

I don't know how suitable these works are for children, such as "The Works of the World" and "The Last Victim of War" by Otkir Khashimov, but the emotional impact of the relationship with the mother will not cease to affect the child's psyche for many years. Now think about it, the lack of love, the anger and swearing of the father - the head of the family, and similar incidents, the concealment of lies, and the author's experience of observing this after years, will directly affect adolescents.

None of the 8 works selected in one season was calculated with the child's psyche in mind. And these examples and themes of 20th century literature also refer to only one era. It is possible to achieve an imprint of the unenlightened Uzbek image in the child's mind. Moreover, nothing but society, nepotism, hostility towards the rich, and conflicts will not be fuel for the fire of a child. While psychologists around the world recommend works that have different stories and expand the child's imagination, our recommendations are based on exactly one story and its development. This clearly cannot meet the advanced educational standards of the world.

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