

Ways to Study Children's Literature and Children's Books

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Annotation: This article explores the methods of teaching modeling elements in primary school mathematics lessons. It emphasizes the importance of introducing geometric concepts and figures to young learners and how these foundational topics can develop their knowledge, skills, and abilities. The article also discusses practical activities and examples from mathematics textbooks for grades I-IV to engage students and enhance their understanding of geometric concepts.

Keywords: Primary school, mathematics education, geometric concepts, teaching methods, practical activities, student engagement, skill development, textbook examples, modeling elements.

The purpose of children's literature is to be artistic and educational reading for a child. This purpose determines the important functions that it is called upon to perform in society. By their nature, these functions are common to all literature as a type of verbal art, but in children's literature they have a special meaning.

1. Children's literature, like literature in general, belongs to the field of the art of words. This determines its aesthetic function. It is associated with a special kind of emotions that arise when reading literary works. The reader experiences pleasure from the play of fantasy, which takes him into the world of fictional characters and imaginary circumstances. He enjoys the brightness and expressiveness of artistic speech and the special organization of the narrative. Children are capable of experiencing aesthetic pleasure from what they read no less than adults. The child happily immerses himself in the fantasy world of fairy tales and adventures, empathizes with the characters, feels the poetic rhythm, and enjoys sound and verbal play. Children understand humor and jokes well. Not realizing the conventions of the artistic world created by the author, children fervently believe in what is happening, but such faith is the true triumph of literary fiction. We enter the world of the game, where we are simultaneously aware of its conventions and believe in its reality.

2. The cognitive (epistemological) function of literature is to introduce the reader to the world of people and phenomena. Even in those cases when the writer takes a child into the world of the impossible, he talks about the laws of human life, about people and their characters. This is done through artistic images that have a high degree of generalization. They allow the reader to see the natural, typical, universal in a single fact, event or character.

But children's literature cares not only about the general and typical, but also about the individual, specific, factually accurate. Children, unlike adults, are just beginning to discover the material world, and children's writers satisfy their desire to understand it. Therefore, children's literature often balances on the brink of artistic and informative-cognitive storytelling. Children's literature also performs a cognitive function in relation to the native language - the polysemy of the word, its semantic and lexical possibilities are often played up by children's writers; Then, along with the game, the development of the native language occurs.

3. The moral (educational) function is inherent in all literature, since literature comprehends and illuminates the world in accordance with certain values. We are talking about both universal and general values, and local ones associated with a specific time and a specific culture. Writers try to avoid directly

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presenting their moral programs. The author's beliefs, views, and passions are revealed by the pictures they created of the life and fate of the characters.

4. Since its inception, children's literature has performed a didactic function. True, ideas about what should be taught have changed over time. There was a time when the rules of decency were considered the main value in children's literature. And although teaching such rules still takes place today, the purpose of literature is completely different - to introduce the reader to the universal values of human existence. The idea of how to do this was also not unchanged. In the past, there are works for children that spoke to the child in the language of edification. Children's writers, like their fellow writers in "great" literature, strive for "talking" characters and "talking" situations. At the same time, the depth and ambiguity of the vision of life, so valuable in fiction, arises. This does not negate the certainty regarding the author's position: the blurred boundaries of good and evil are always painful for the child reader, as are tragic endings. In an adult reader, such endings can awaken elation, and in a child, they can destroy faith in the triumph of good. Life affirmation is the main value of children's literature, its main emotional tone.

The functions of children's literature determine its important role in society - to develop and educate children through the means of artistic expression. This means that literature for children largely depends on the ideological, religious, and pedagogical attitudes existing in society. They can influence the assessment of a children's book and its fate. Thus, in the history of Russian children's literature there were periods when its aesthetic function was clearly underestimated, and the value-educational function was brought to the fore, and values were understood as class norms or political doctrines. Such "topicality" leads to the lifelessness of these books, since, along with a change in public views, many of them are doomed to oblivion. The vulgar sociological approach, in which the artistic value of a work was determined by the presence in it of social ideas that were in demand by the era, was dominant in Soviet criticism for many years. At the same time, "convenient" works were given an inflated rating.

In this regard, the problem of evaluating children's literature arises.

It is not easy and depends not only on ideological principles, but also on the expectations of the readers themselves. Meeting these expectations, the writer can repeat already proven techniques and images (clichés), believing that a reader who is not sophisticated in literary experience will not notice the fake. This brings success to the book despite its literary merits. This creates a layer of literary kitsch, which also includes second-rate retellings of famous works and poor translations. That's why criticism of children's literature is so important, which will not only allow you to give an objective assessment of the work, but also find the reasons for its popularity among readers. Children's literature and its criticism merge with the sociology and psychology of children's reading. However, it must be remembered that the role of a critic of a children's book is played by everyone who turns to a book to read to a child or to work with children. Therefore, it is necessary to know the history of children's literature, understand its specifics and artistic features.

Children's literature is part of world literature, and therefore the same methods and techniques that are used to study "adult" literature are applicable to it. One of the main methods is a holistic analysis of a work of art. The main goal of such an analysis is to, by characterizing the individual components of a literary work (plot, composition, style), to create a complete picture of its content. Such research is hindered by ideas about the simplicity of children's literature, as if it is not subject to full literary analysis. But the work of a teacher or educator involves telling stories specifically about specific literary works, and the methods of holistic literary analysis are simply necessary here.

A holistic analysis of a literary work often goes hand in hand with the study of writers' creativity. In this case, the work is considered not independently, but as a part of the writer's creative path. There are quite a lot of works about the classics of children's literature. From them you can learn not only about the writer's works, but also about his biography.

Children's literature is part of the literary process as a whole. But children's literature also has its own history. Therefore, materials on the history of children's literature are published, and bio-bibliographic dictionaries of children's writers are published.



The sociology of children's reading studies the perception of books by readers of different strata of society and different age groups. This helps create a portrait of the reader of a particular era. Modern sociological research in the field of reading makes it possible to judge reading preferences and the real interests of a child reader. Knowledge of this approach to a children's book helps teachers and educators in their work. Experts are also involved in the perception of children's books in the psychological and pedagogical aspect - they look for the paths that will lead the child to the book.

The study of children's literature is associated with the children's book itself, its publishing and reading fate. The subject of the study is the book as an artistic phenomenon. Therefore, children's book illustrations are of particular interest. Illustrations in a children's book indicate an individual reading and interpretation of the work, which depends both on the personality of the artist and on the requirements of the time.

The literary-critical approach to children's literature clearly prevails over all others. This is due to the fact that specialists in children's literature often act as popularizers of children's books. Therefore, there are many books on recommended bibliography ("What to read to a child"). They combine works under various thematic headings and address them to readers of a certain age. Both teachers and educators work with such signs; Moreover, they themselves act as compilers of recommendation lists, which requires bibliographic skills.

This textbook on children's literature sets itself, first of all, tasks of a literary nature, because children's literature is the art of words. Through an overview of the creativity of individual children's writers and their works, through the study of genres and styles, a wide panorama of children's literature is revealed. In turn, it gives an idea of the volume of children's reading, the peculiarities of perception of a children's book, and the opportunities that children's literature opens up in the field of upbringing and education of a child.

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