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CHILDREN'S LITERATURE IS AN INDEPENDENT BRANCH OF LITERATURE

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Abstract: The article describes the issues based on analyzing children's literature is an independent branch of literature. The subject of children's literature is distinguished by the richness of the problem-thematic composition. Literally all aspects of human life and activity are reflected in literature. However, we must not forget that the thematic direction reflects the cognitive and educational potential of children's literature. In addition, its subject is determined by the social order and educational ideals of the society. The topic reflects various aspects of social life, moral positions, and the dominant social ideal, which affects the nature of the subject of children's literature.

Keywords: literature, children's literature, social life, modern literature.

INTRODUCTION

As it's known that, the specific interests of the children's audience are taken into account, and the content focuses on childhood, the period of growth and maturity of children, and the tasks they face. Therefore, the topic of children's literature includes episodes from the life of school life, summer vacation, acquaintance with the city and country, historical heroes, scientists, culture and art workers. But the selection of the subject and factual material of the works does not end the general features of the content. An important indicator of the subject area of children's literature is the problem of works. So, it is clear that the subject of children's literature is a social, historical and developing quality.

In the process of formation, children's literature has deepened significantly, and modern literature is attracted by the eternal questions of humanity: how a person is

formed, from what and where a person and humanity go. In this literature, childhood is seen as the beginning of a person's path to the future.

DISCUSSIONS

The topic of children's literature is carried out according to the topics of publications, which are discussed in detail below. Children's literature is divided into an independent group according to the address of the reader, and the category of the reader's appeal is inextricably linked with the category of the intended purpose of the literary work. Despite the similarity and unity of the tasks and principles of children's and adult literature, children's literature is distinguished only by its specific features, which allows us to raise questions about the specific characteristics of this type of literature. This question has been very controversial for a long time. There were two main points of view that put forward opposing positions: firstly, children's literature is only a means of education, and secondly, children's literature does not have its own characteristics. As it turned out, both approaches were fundamentally wrong. V.G. Belinsky refers to this problem in his works as children's literature should be a carrier of artistic value. In the XX century, we can observe the active development of his idea: the authors are becoming professional and knowledgeable; they aimed at working with young readers.

The main feature of children's literature is that the younger the reader is, the specific factors of his perception (clarity, simplicity, brevity) should be taken into account when creating and editing a book, and as he grows older, the content of the topic expands. The content of the works can be gradually complicated. Children's literature researcher A.S. Makarenko: "It is impossible to point out the serious and fundamental limitations of children's themes, but at the same time, it should always be remembered that the child, due to lack of sufficient life experience, is not able to understand, understand the texts of the works of "adults" with deep philosophical meanings or describing events and experiences that the child has not yet had the opportunity to experience.

This does not mean that in children's books, the author is silent about the feelings of the hero: he tries to write about them in a form that is convenient for a young reader. In this case, the task of the editor is to eliminate abstract, abstract concepts, to make the text figurative, lively, subjective and brighter.

The main theme, of course, remains the life closest to children and teenagers of their peers: therefore, stories about childhood, including autobiographical stories (L.N. Tolstoy, A.M. Gorky, A.N. Tolstoy, A.P. Gaydar, L. Kasil, M. Twain and others). Children's literature is a set of artistic, scientific works created for children and teenagers. The main parts of these are artistic works. Children's literature can be divided into works that were created directly for children and works that were not intended for children, but later became children's literature.

The unique feature of children's literature is a changing phenomenon, which is directly related to the reader's age, historical period and social environment. Considering the age of the reader is one of the main features of children's literature. In preschool age, this process is based on the seemingly simple conflicts of the forces of goodness and evil, while the psyche of complex people in complex lives begins to open up in the literature created for teenagers.

Another feature of children's literature is its richness of action. From this comes the demand for the plot in children's literature. It requires quick, interesting, imaginative, humorous resolution of events.

The formation of children's literature in almost all nations is closely related to enlightenment and reforms of the school education system. The stabilization of Uzbek children's literature goes back to the enlightenment movement of the second half of the XIX century and the beginning of the XX century. Saidrasul Azizi, Munavvarqori, Abdulla Avloni, Hamza and dozens of other enlighteners created about fifty alphabet and reading books for students of Uzbek schools in the "new method" ("Usuli Jadidiya") are considered one of the brightest works in Uzbek children's literature. Viewing children's literature as works specially created for

children, defining its specific principles is characteristic of the beginning of the XX century.

Uzbek children's literature has developed under the influence of the advanced traditions of world children's literature. Rare examples of world children's literature were translated into Uzbek, "Gulliver's Travels" (J. Swift), "Robinson Crusoe" (D. Defoe), "Uncle Tom's Cabin" (Bicher Stowe), became the property of Uzbek children.

A number of Tolstoy's stories, fairy tales and other stories were translated at the same time and included in the alphabet and reading books of the new schools. Creators have mastered the unique features of realistic children's literature through translation, and a group of writers for children has been formed. In the 20s and 30s of the XX century, Hamid Olimjon, Gafur Ghulam, Ghairati, Shakir Sulaiman, Ilyas Muslim, Gulam Zafari, Ainiy, Elbek, Zafar Diyar, Sultan Jora, Kudrat Hikmat, Quddus Muhammadi, Shukur The works of Sadulla, Hakim Nazir, Po`lat Mo`min and other artists were of great importance in the development of Uzbek children's literature and its formation as a special literature.

In Uzbek children's literature, the genre of literary fairy tales has developed in particular. Hamid Olimjon's "Aigul and Bakhtiyor", "Semurg or Parizod and Bunyod", Mirtemir's "Ajdar", Shukur Sadulla's "Uch ayiq", "Ayyor chumchuq", Zafar Diyar's "Yangi Ertak", "Tashkhan with Moshkhan", "Tulkining ayyorligi" ", Sultan Zhora's literary tales such as "Zangor gilam" and "Qaldirg'och" belong to the ranks of artistic works created on the basis of the traditions of folk oral creativity, elaborated in terms of form and content. In the 1930s, Uzbek children's poetry rose, and its subject range expanded.

In the 1940s and 1960s, Uzbek children's literature developed further, the number of children's writers expanded with Nasir Fazilov, Khudoyberdi Tokhtaboyev, Talib Yoldosh, Farhod Musajonov, Latif Mahmudov and other writers. Representatives of adult literature such as Uygun, Mirtemir, Asqad Mukhtar, Said Ahmad, Shuhrat, Mirzakalon Ismaili, Mirkarim Asim also created works for children.

In the children's literature of the 1980s, the works of Anvar Obidjon, Safar Barnoyev, Rauf Tolipov, Qambar Utayev, Hamza Imonberdiyev and other artists were noted for the fact that they serve to educate the young generation in the spirit of the best human qualities.

In children's literature, along with artistry, enlightenment also takes a leading place. Because examples of children's literature also serve to educate young people in the spirit of human qualities. The development principles of children's literature of all periods are reflected, first of all, in enlightenment and education. However, as children's literature develops, its striving to master the elements of pure art and cooperation with the principles of development of general literature are also noticeable. Including 20 a. At the beginning of the Uzbek children's literature, more ideas of enlightenment were leading, in the children's literature of the 1930s, the principles of realistic literature prevailed, and in the children's literature of the 50s and 60s, the elements of adventure and fantastic literature increased. In children's literature of the 1980s, there is an increase in psychologism, and in the interpretation of the young hero, there is a spirit of striving to describe him not as a young child, but as a person who is entering life more and more rapidly, who has his own views.

The 90s were a period of renewal in the development of Uzbek children's literature. The restoration of national, cultural, literary and religious values with the honor of independence had a significant impact on the creativity of children's literature representatives, the image of the real Uzbek image began to occupy a leading place in their works. The peculiarities of children's literature are more vividly manifested in the image of its hero. Early XX century examples of children's literature are more characterized by the activity of the creator, rather than the image of a hero, and the priority of promotion spirit, in the children's literature of the 1930s, folkloric works were more often referred to, as well as in the works created during this period there was almost no active character. Children's literature of 50-60 years became real children's literature by taking a decisive place in the events of works of young heroes. In the 70-80s, the image of a young hero who sees life from his own

point of view and has a sharper critical eye than lofty, rhetorical definitions began to emerge from the examples of children's literature. In the literature of the 90s, a new step was taken in this regard, the Uzbek child was fortunate enough to read priority works in the spirit of being proud of being the child of an Uzbek, being worthy of great ancestors, and the idea of patriotism in the literal sense.

The subject of children's literature can be considered as knowledge and ideas about the surrounding reality, described in a form that children can perceive. Knowledge about the world reflected in children's literature should have its own characteristics and take into account the unique characteristics of the reader. Childhood is a period when personality is formed and the future fate of a person depends in many ways. The foundations of the future are formed in childhood. At the same time, it is a natural, very important and completely independent part of life. This is a time full of impressions, bright, colorful events, when a person prepares for adulthood and discovers the world for himself. His character is formed, the structure of spiritual values that determine the inner image of a person is created.

In order to a child easily refer to a book, its content should attract the reader. Therefore, when creating a children's work, it is necessary to take into account the specific characteristics of children's interests, which affects the topic of the content. In addition, it should be remembered that the child is constantly developing under the influence of external conditions, and these conditions affect the formation of the personality. Therefore, when publishing children's literature, it is necessary to take into account the educational impact of the publication. So, the subject of children's literature implies the educational effect of the book on the reader.

But this is not enough to describe the content of children's literature. Children's psychology is different from that of adults. Children, especially children of preschool age, believe in the inviolability and openness of the world, kindness and justice, that positive, good, approving adults should exist in a state that is correct and optimal for their understanding and perception.

CONCLUSIONS

This observation allows us to identify another important aspect of the subject area of children's literature. As a rule, works of children's literature are optimistic, in which goodness triumphs over evil and truth over lies.

By the way, we emphasize that a person in childhood is closely connected with the text. Children communicate with adults and with each other primarily through texts. Acquaintance with the surrounding world is also carried out through the text - after all, the child learns a lot not from his own experience, but also, from the explanations of others. Apparently, the book is useful for children's perception. For a child, behind it is a conversation with adults, because the book is primarily read by parents or older brothers or sisters. This point should be kept in mind when questioning the effect of the book on the reader. Due to children's constant, active interest in the environment, the influence of the book content on the child can be much stronger, and the perception of the book content can be reliable and natural.

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