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DEVELOPING STUDENTS' LITERARY COMPETENCE THROUGH TEACHING WRITERS' PSEUDONYMS IN PRIMARY EDUCATION

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Annotation. This article discusses the pedagogical significance of developing students' literary competence through teaching writers' pseudonyms in primary education. It analyzes the role of pseudonyms in understanding writers' personalities, creative approaches, literary heritage, and the historical-cultural context of literary works. The article highlights the theoretical foundations of literary competence development based on the views of pedagogical, psychological, and methodological scholars. Special attention is given to the use of interactive methods, creative assignments, problem-based learning, and information technologies in teaching writers' pseudonyms. The study emphasizes that learning pseudonyms not only enriches students' literary knowledge but also develops their analytical thinking, creativity, aesthetic perception, and respect for national literary heritage.

Keywords: primary education, literary competence, writers' pseudonyms, literary education, creative thinking, reading culture, interactive methods, literary analysis, national literary heritage, students' cognitive development.

Today, one of the important pedagogical tasks in the education system is to develop students' ability to think independently, consciously perceive literary works, and form their literary and aesthetic thinking. Particularly at the primary education stage, the development of reading culture, creative approaches, and literary competence among students plays an important role in their future spiritual and intellectual growth. From this perspective, introducing students to writers' lives, creative works, and their pseudonyms in native language and reading literacy lessons is considered an effective means of increasing their interest in literature. Teaching writers' pseudonyms is not merely a process of memorizing an author's additional name, but an educational activity aimed at understanding the writer's creative personality, worldview, historical period, and the ideological content of their works. By studying the origin, meaning, and significance of pseudonyms in the lives of writers, students expand their literary knowledge and develop skills in analyzing literary texts, understanding the author's personality, and forming creative thinking abilities.

Introducing primary school students to the pseudonyms of writers such as Alisher Navoi, Zahiriddin Muhammad Babur, Abdulla Qodiriy, G'afur G'ulom, and Oybek, as well as explaining their meanings through methods appropriate to students' age characteristics, serves as an important factor in developing literary competence. In this process, the use of interactive methods, creative tasks, problem-based questions, and inquiry-based approaches increases students' active participation in lessons. The development of literary competence enables students to understand literary works, express opinions about authors, analyze characters and ideas, and develop respect for national literary heritage. Therefore, improving the methodology of teaching writers' pseudonyms in primary education is considered one of the relevant issues of modern pedagogical science. This article discusses the pedagogical opportunities and effective methods of teaching writers' pseudonyms in developing the literary competence of primary school students.

The issue of developing students' artistic thinking and literary competence in the process of literary education has been studied by many pedagogical, psychological, and methodological scholars. In particular, the issues of teaching based on students' age characteristics, as well as developing their thinking and creative abilities, have been widely discussed in the scientific works

of psychologists such as L.S. Vygotsky, A.N. Leontiev, and D.B. Elkonin. Their research substantiates the leading role of education in the development of a child's personality, cognitive processes, speech, and thinking.

The improvement of reading and literary education methodology in primary education, as well as the development of students' ability to understand literary works and think independently, have been studied by Uzbek methodologists such as Q. Abdullayeva, K. Qosimova, S. Matchonov, M. Yusupova, and T. G'afforova. Their scientific and methodological views highlight effective approaches to developing reading skills among primary school students, working with texts, analyzing literary works, and organizing the educational process based on creative approaches.

In the field of literary studies, the scientific works of scholars such as N. Mallayev, A. Hayitmetov, B. Valikho'jayev, I. Haqqulov, and U. Normatov are of great importance in studying writers' personalities, their literary heritage, the meaning of pseudonyms, and their role in the creative process. In their research, these scholars paid special attention to revealing the writer's personality, artistic style, literary legacy, and the spiritual-aesthetic significance of pseudonyms.

Furthermore, issues related to organizing the educational process based on a competency-based approach and developing students' key and subject-specific competencies have been reflected in the scientific studies of pedagogical scholars such as J. Yo'ldoshev, N. Azizkhodjayeva, and B. Khodjayev. These studies serve as an important source for determining the scientific and theoretical foundations of developing students' literary competence through teaching writers' lives, creative works, and pseudonyms in primary education.

At the same time, the issue of studying the teaching of writers' pseudonyms in primary classes as a means of developing literary competence requires a special approach. This creates the need to develop new methodological recommendations in this field and introduce innovative methods into the educational process.

Primary education is an important stage in the intellectual, spiritual, and creative development of a student's personality. During this period, children develop such skills as interest in fiction, understanding the personality of writers, analyzing the content of literary works, and expressing independent opinions. In the modern educational process, special attention is paid not only to providing students with ready-made knowledge but also to guiding them toward independent research, developing creative thinking, and improving literary competence.

Literary competence is the ability of students to understand literary texts, know about the life and works of writers, comprehend the main ideas of literary works, analyze characters, and express their personal attitudes toward literary phenomena. In primary classes, along with studying writers' lives, creative activities, and works, teaching their pseudonyms also has significant methodological importance in developing this competence.

A pseudonym is a literary name chosen by a writer, which often reflects the author's worldview, creative purpose, personal qualities, or life views. Explaining writers' pseudonyms to students increases their interest in the personality of authors and strengthens their desire to study the historical and cultural aspects of literature. For example, through the creative names of writers such as Alisher Navoi with the pseudonym "Navoi," Zahiriddin Muhammad Babur with the pseudonym "Babur," and Muso Toshmuhammad o'g'li with the pseudonym "Oybek," students gain a broader understanding of the writer's personality and creative direction.

It is important to take into account students' age characteristics when effectively organizing the process of teaching pseudonyms in primary classes. Primary school students acquire knowledge more effectively through visual, interesting, and practice-oriented teaching methods. Therefore, the use of interactive methods such as "Find the Writer," "Who Does the Pseudonym Belong To?",

"Writer's Map," "Question and Answer," and "Matching" during lessons provides positive results. For example, in the "Who Does the Pseudonym Belong To?" method, the teacher presents famous pseudonyms to students, and they identify the writers associated with them. At the next stage, students discuss the writers' works, lives, and their role in literature. This process not only strengthens students' memory but also develops their logical thinking and ability to connect literary knowledge. Furthermore, learning writers' pseudonyms helps students develop respect for national values, interest in the works of great ancestors, and an artistic-aesthetic worldview. By understanding the meaning of a writer's pseudonym, students realize that literature is not only about reading texts but also a means of exploring the author's thinking, the spirit of the historical period, and national culture.

The use of information and communication technologies in teaching writers' pseudonyms also produces effective results. Electronic presentations, multimedia materials, and interactive assignments increase students' interest in lessons. In particular, creative tasks based on writers' pictures, literary works, and pseudonyms help strengthen students' knowledge.

In conclusion, teaching writers' pseudonyms in primary education is one of the effective pedagogical tools for developing students' literary competence. This process increases students' interest in literature, develops their creative thinking, and contributes to their formation as well-rounded individuals who value national literary heritage.