

STUDY AND TEACHING CHILDREN'S LITERATURE IN EDUCATION ON THE BASIS OF NEW METHODOLOGY

ESTUDAR E ENSINAR LITERATURA INFANTIL NA EDUCAÇÃO COM BASE EM NOVA METODOLOGIA

ESTUDIO Y ENSEÑANZA DE LA LITERATURA INFANTIL EN LA EDUCACIÓN A PARTIR DE UNA NUEVA METODOLOGÍA

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ABSTRACT: In this scientific article we have studied the literary heritage in the light of a new modern national thinking, in accordance with the requirements of the time. In addition to traditional materials in the teaching of children's literature, the latest scientific achievements in this field were highlighted, and the need for works that fully reflect the child's inner feelings, joys, sufferings, psychological and spiritual experiences was shown. In the process of teaching, in the formation of the spiritual education of children and youth, in terms of expanding their worldview, the study of children's literature in education in the direction of the latest methodology is set as an important issue of today. In order to train specialists who can meet these requirements, it is necessary to revise the curriculum, programs, textbooks, teaching aids in higher education, and their level should be set at the level of today's requirements, both in terms of teaching methods and scientific theory.

KEYWORDS: Teaching education. Methodology. Children's literature.

RESUMO: Neste artigo científico estudamos o patrimônio literário à luz de um novo pensamento nacional moderno, de acordo com as exigências da época. Além dos materiais tradicionais no ensino da literatura infantil, foram destacadas as últimas conquistas científicas neste campo, e foi mostrada a necessidade de obras que reflitam plenamente os sentimentos, alegrias, sofrimentos, experiências psicológicas e espirituais da criança. No processo de ensino, na formação da educação espiritual de crianças e jovens, no sentido de ampliar sua visão de mundo, o estudo da literatura infantil na educação na direção da metodologia mais moderna configura-se como uma questão importante da atualidade. Para formar especialistas que cumpram estes requisitos, é necessário rever os currículos, programas, manuais, auxiliares de ensino no ensino superior, devendo o seu nível estar ao nível das exigências de hoje, tanto em termos de métodos de ensino como em termos de teoria científica.

PALAVRAS-CHAVE: Ensinar educação. Metodologia. Literatura infantil.

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RESUMEN: *En este artículo científico hemos estudiado el patrimonio literario a la luz de un nuevo pensamiento nacional moderno, acorde con las exigencias de la época. Además de los materiales tradicionales en la enseñanza de la literatura infantil, se destacaron los últimos logros científicos en este campo y se mostró la necesidad de obras que reflejen plenamente los sentimientos, alegrías, sufrimientos, experiencias psicológicas y espirituales del niño. En el proceso de enseñanza, en la formación de la educación espiritual de los niños y jóvenes, en función de ampliar su cosmovisión, el estudio de la literatura infantil en la educación en la dirección de la última metodología se configura como un tema importante de la actualidad. Para formar especialistas que puedan cumplir con estos requisitos, es necesario revisar el plan de estudios, los programas, los libros de texto, los materiales didácticos en la educación superior, y su nivel debe establecerse al nivel de los requisitos actuales, tanto en términos de métodos de enseñanza como de teoría científica.*

PALABRAS CLAVE: *Enseñanza de la educación. Metodología. Literatura infantil.*

Introduction

The methodology of teaching literature discusses the features of teaching literature in high school, explores effective ways of teaching it, learns and summarizes best practices, equips teachers with scientific and methodological achievements and closely assists students in mastering their professional skills.

Without studying literature in teaching and learning

1. Goals and objectives of literature teaching, history of teaching;
2. The content and organization of extracurricular activities in the literature;
3. Rules for bringing visual and technical aids, Internet resources to classes;
4. How to achieve interdisciplinary integration issues in literature it is impossible to know the issues.

There are many issues related to the teaching of literature in schools, all of which create the subject of literature. Software, textbooks, effective organization of the teaching process, opportunities to bring modern learning technologies, Internet resources to the teaching process, communication, management and organizational skills of the literature teacher, opportunities to switch from “memory” technology to “thinking” technology in the teaching process, teacher's “knowledge transfer” function to develop the skills of support, facilitation of the student's knowledge and skills in the learning process, the development of his logical, critical and creative thinking, the democratic role of the teacher in the learning process, reputation, sincerity, care and demand for children, advanced work experience, etc. issues are also studied as one of the main problems of this subject. One of the main tasks of this course is to

successfully implement the transition from a student to a teacher. Thanks to this course, every young literature teacher learns what a rich teacher's personality, thinking, responsibility, patience, spiritual world, morals and behavior are, and acquires certain knowledge and skills. Apparently, literature takes on a serious and responsible burden. The successful solution of these cases is not possible only in the conditions of its isolation. For this purpose, the literature is based on the achievements of other fields of science, using them to create its own research object, research methods, define the departments of the subject, specify their content and structure. Thus, as a result of close cooperation with other disciplines - the field of science, literature creates its own scientific and educational-methodological base and successfully implements the tasks ahead.

Topics such as children's literature and its importance in teaching are developing with different characters, language and style features. Several creative generations of children's literature have a say in the great field of literature. I must also say that no matter how easy it is to write a work for the older generation, writing works of art for children is a difficult and at the same time humane work. Sometimes there is a misconception that it is possible to create a children's work by speaking in simple and clear language from ordinary life events. This is not the case. In the words of the famous pedagogue V.G. Belinsky, “an ordinary writer needs one talent, and a children's writer - two talents”. Because the main feature of this literature is its educational nature. This writer requires sensitive observation, a deep understanding of child psychology, the ability to write what he thinks in a simple, clear language. People's Poet of Azerbaijan S. Vurgun said: “Every work written for children must have a beauty of meaning. With a shallow, rocky meaning and a vague sense of purpose, the hymns shine like a sudden spark in a child's memory” (ALESGERLI, 2007). Yes, the beauty of meaning must really breathe. These words are a call for a citizen to cultivate a noble, benevolent, necessary person in society.

In general, we must teach the new generation the material and spiritual riches of the world we live in and educate them as heirs to this wealth. For him, too, the path of this literature must be right, so that in the future the child who serves the society will be able to choose the right path. We must bring up every child as a human being, a citizen, so that we can see a clear and bright future. Therefore, every writer and poet should pay special attention to the language of children's books when writing his work (HASANLI, 2015) and must be able to convey the content in an easy and interesting language.

The emergence of new types of schools, colleges, lyceums in modern times, such innovations require increased attention to textbooks and teaching aids in the native language in

accordance with the requirements of the time. The spread of the wave of enlightenment, the expansion of the media network, especially the publication of children's magazines, is reflected in new topics. All these are factors that stimulate the development of children's literature. It must be created thanks to the national prejudice of the intelligentsia, and children's literature is still alive and well today because it has flourished from a healthy and fundamental beginning.

Methodology

State standard and programs of general education (Curriculum)

In order for the literature teacher of tomorrow to have a clear understanding of his responsibilities and the content of the work he will do, he must first get acquainted with the content of the laws, decisions and orders adopted in the field of education. Familiarity with these official documents allows us to imagine what he would do as a teacher. A teacher cannot establish his activity without knowing the content reflected in those documents. The teacher should at least know the provisions of the Law of the Republic of Azerbaijan "On Education", especially on the objectives of general education, because each of us must know what the state wants from us. This document has been in force for five years. Its content will be updated soon (its draft version has already been published). It is important to know what is reflected in it. We will introduce you in detail. Let's first clarify why the reforms in the field of education are carried out (YUSIFOV, 2017).

Today there are constant changes in public life, science and technology. Abundance of information, globalization, the Internet, the formation of a single educational space, integration into the European educational space, new learning technologies, etc. These issues need to be addressed in the content of education, as well as in teaching methods and assessment. That is why the optimal option is to update the educational documents for a period of 5 years. It is necessary to make these changes at least once every five years. Reforms in the field of education are a historical and social necessity.

The following issues compel this process to begin:

1. The emergence of a new socially acceptable meat in society;
2. Transition from a planned economy to a market economy;
3. Integration into the world education system;
4. Requirements of the information age;
5. Formation of new views and approaches to the goals and objectives of education;

6. Non-compliance of existing general education programs with modern requirements. (YUSIFOV, 2017).

Contradictions between personality and time in children's literature in high school curricula

H. Aliyev said: "Children's literature - should bring up children as a mature person with rich spiritual and aesthetic taste, possessing the most humanistic knowledge of his time" (ISMAYILOVA, 2016). Preserving our native language and making children love it should be the greatest historical achievement of Azerbaijani children's literature. Academician I. Habibbeyli says:

Real children's literature is the best textbook in the native language. Patriotism is the soul and spirit of children's literature. Children's literature is the eternal homeland of Azerbaijani literature. Azerbaijani children's literature, written in our simple and clear native language and based on patriotic themes, honorably serves to prepare our people for the struggle for independent statehood. It is impossible to imagine preparing children for a great life without children's literature. Children's initial impressions of the world around them add to and enrich the educational qualities that are being formed in the family environment (HABIBBEYLI, 2017).

Azerbaijani children's literature has a rich history. The problems of this literature have always been in the focus of attention of literary critics, writers, educators, teachers and parents. One of the reasons that enlightened intellectuals, teachers and writers in the early twentieth century encouraged teachers and writers to write children's texts was the lack of reading books in schools for students to read (ISMAYILOVA, 2014). Even today, intellectuals must write works in accordance with the requirements of the time, considering the development of children's literature in all its scope and nuances. In other words, in addition to thinking about how to write, what to write, in what genre to create a topic, at the same time writers should write not only children's poems, fables, fairy tales, but also strong stories.

Recent socio-political events in our country - the Karabakh war, the occupied territories, the sons of the martyrs, the lands occupied by the Second Karabakh War for 28 years, our underground resources, historical sites, monuments, human settlements, etc. It must be written one by one to our future children, to their heirs. In addition, about each of our martyred sons, who wrote our 44-day history of victory, their heroic chronicles should be written. It means war, disaster, tragedy, destruction. In the midst of all this tragedy, children's bitter life stories, the disasters of wars have left children helpless, people's homes have been destroyed, they have

been driven from their homes, and so this should be written in children's literature. The hymn of human love, man's love for man, the contrasts between personality and time, and human sorrow must be written. In addition, the perception of the technological civilization that covers the world we live in from a child's point of view. If we pay attention to such topics, we will see that the period of independence is one of the topics covered by Azerbaijani literature.

Children of our literary critics, writers M. Jafar, B. Nabiyev, S. Ahmadov, Y. Karimov, Elchin, G. Namazov, T. Mahmudov, Z. Khalil and others in their speeches at congresses, plenary reports of Azerbaijani writers, as well as in articles published in periodicals show the individual problems of the literature and the tasks facing it are brought to the fore. Our critics Sh. Alishanov, M. Gasimli, N. Shamsizade and others also wrote articles on children's literature, spoke about its successes and shortcomings.

As time and life are constantly evolving and changing, children's literature in general must be enriched with new forms and methods in the development of education. In the historical conditions we are in today, it is more expedient to draw attention to the implementation of education on a national basis - to the teaching of works that introduce us to ourselves. Very little has been done in this work in terms of compiling modern textbooks and teaching aids, new programs, reflecting the history and specific features of the development of children's literature in Azerbaijan, creating a comprehensive and accurate scientific picture of it, improving its scientific and methodological qualities.

Although children's literature has been taught since the 1920s, it has been taught as a doctrine for years, with some modifications. As time goes by, as the dates replace each other, the new textbook of this subject, the new program must develop day by day in accordance with the requirements of the time. However, one of the most important issues of the day is the re-establishment of the teaching of Azerbaijani children's literature from the standpoint of national interests, on the basis of the ideology of "Azerbaijanism" in accordance with the requirements of the time. From this point of view, it is unfortunate that the vast majority of pedagogical writers who struggled to write national children's literature and created valuable examples of its scientific and theoretical foundations could not go beyond the scope of existing programs and textbooks.

Training strategies

Under this heading you will find information on the organization of literature teaching, the main requirements, teaching literature lessons using new learning technologies (Reading and Writing and Active (Interactive) Learning, Mechanisms of Active (Interactive) Learning in the Development of Critical Thinking), methods used in literature lessons (methods and techniques), forms of work (individual, pairs, small and large groups), planning of teacher's learning activities (perspective and current planning), types of literature lessons (inductive, deductive and mixed types), teacher's position in literature lessons (facilitation skills). You will consider the issues of teaching literary works, teaching reviews, teaching information about the life and work of the writer, teaching information on literary theory, organization of extracurricular activities in literature, ability to work with literature textbooks, speech development (AHMADOV, 1991).

The requirements for the teaching of literature have changed over time. The demand of the time has led to the renewal of the content and change of the composition of this work. If we approach the issue from this point of view, we would like to bring to your attention the general methodological requirements, which were reflected in the funds of J. Ahmadov in 1991:

1. Accuracy and clarity of purpose to achieve the set goal;
2. Relation of the lesson with the previous and subsequent lessons;
3. Expecting unity of training and education in the classroom;
4. Ensuring students' activity at all stages of the lesson;
5. Ensuring labor discipline of students;
6. Maximum efficient use of time in the classroom;
7. Providing the course with the necessary funds;
8. Concluding the lesson with useful results (YUSIFOV, 2017).

Although the issues reflected here are formulated in the spirit of the requirements of the Soviet era, they remain relevant and are still relevant for today's lessons, but not enough. All you have to do is reconsider the requirements and reconcile the issues that come to your mind.

Influence of examples of folklore in children's literature on children's thinking

Children's folklore is an important part of the centuries-old oral folk art of our people and it created an example (HEBIBBEYLI, 2017). Examples of children's folklore were created taking into account the age characteristics of children in terms of ideas, content and form. Children's folklore plays an important role in the formation of Azerbaijani children's literature, which has its origins in the depths of centuries (NAMAZOV, 2007). Fantastic scenes in the description of fairy-tale heroes, especially the victory of good over evil, the system of images, the vastness of artistic description and expression, the real depiction of life, the poetic understanding of the child's world.

In general, all fairy tales are interesting for children. But allegorical tales are more interesting and masterfully created. Here, too, the age characteristics, psychology and interests of children are very skillfully considered. Many allegorical tales involve different animals. In addition to the above-mentioned types of fairy tales, this type is more concrete and laconic. Here the events are described clearly and concisely. Unlike in fairy tales, there are more elements of truth.

Riddles, one of the examples of Azerbaijani oral folk art, have also come a long way. It has been used in an important area of life and livelihood of our people. Unlocking riddles develops children's quick thinking, high intelligence, resourcefulness, thinking ability (ISMAYILOVA, 2006).

New technologies in training

As we have noted, since 1998, modern learning technologies, pedagogical technologies, concepts of active (interactive) learning have begun to take a perfect place in our educational space. In the same year, our national leader Heydar Aliyev ordered the establishment of a reform commission to carry out reforms in the field of education. It was not long before the commission adopted a reform program in the field of education that meets the needs of the day. In this program, among other issues, the introduction of modern learning technologies and new teaching methods in the school was declared a priority. Specialists from foreign countries were invited to our republic to promote modern learning technologies and active learning methods, and they conducted trainings for teachers of higher and secondary schools on the mechanism of using these technologies. It was not long before the work began to bear fruit, and these technologies gradually spread to school life. It can be said that an army of teachers was created to teach in such a way. The process of training to meet the requirements of life, the formation

of life skills in students, the conscious acquisition of knowledge, at one level or another, has always been the focus of educators. But lately, the idea of forming a more thoughtful audience, a class, has become more prominent (YUSIFOV, 2017).

The qualitative changes that have taken place in the European and world education systems over the past 30 years, and the rapid and direct introduction of scientific and technological progress into human life, are a prime and simple example of how effective that education system is. The problem does not end with the fact that the latest achievements of science immediately take their place in life and do not get stuck in safes. The issue is also on the agenda of moral education, human education, the development of independent thinking. We would say that there are many achievements in this area abroad - in Europe and in the world. From modern pedagogical experience it is clear to us that when knowledge is closely connected with students' personal impressions, life experiences, certain qualitative changes occur in the learning process when they form life skills. Moreover, the introduction of interactive teaching methods in such a learning process significantly increases the achievements. Experience and observations show that the construction of lessons in an active (interactive) form, the use of active learning methods in teaching raises the quality level of knowledge and skills instilled in such classes to 80%, and the level of activity in the classroom to a higher level. In such classes, great achievements are made in the formation of students' morale, in preparing them for life, in cultivating them as free-thinking individuals, and in acquiring scientific knowledge and skills. In particular, successful results are obtained in a conscious approach to the teaching process and the application of acquired knowledge.

World children's literature - enrichment of Azerbaijani children's literature

Translation literature is of great importance in the enrichment and development of national literature (YUSIFOV, 2017). Through translated literature, peoples learn about each other's way of life, customs and traditions, psychology, cultural progress, development and history of struggle (ALASGARLI, 2007). It also has a great impact on the mutual development of national literature. The best examples of world literature have become the spiritual wealth of the Azerbaijani people since the middle of the last century. When the teaching of the mother tongue gave rise to the need for national textbooks, there were very few examples of children's literature in the artistic heritage of our classical writers. The available examples, however, were complex in language and content and did not suit the children's level of thinking and spirit.

Therefore, the authors of the textbook used selected examples of advanced world literature, especially Russian literature, through translation.

Starting from the 19th century, the works of progressive Russian writers with rich content and close to children's spirit were translated into Azerbaijani and included in textbooks. During this period, the fables of I. Krylov, the tales of A. S. Pushkin, the poems of M. Lermontov, the stories of L. Tolstoy enriched not only children's literature, but also the Azerbaijani literature with new content.

The rarest examples of human culture that nurture humanist ideas have been translated into Azerbaijani and entered the treasury of our national culture. Ancient Indian monument “Kalila and Dimna” from the Eastern literature, the epos “A Thousand and One Nights” rich in legends of the Arab peoples, “Gabusname”, the book “Reading Cup” with examples of children's literature of many Eastern peoples. The instructive words of artists such as Firdovsi, Khayyam, Sadi, Hafiz, Jami, Khosrov Dahlavi, Navai, in general. Eastern world, Eastern psychology. Provides a broad and rich knowledge of Eastern culture.

Also the rarest examples of Western literature: the tales of the Crimean brothers, the tales and stories of the famous Danish writer H. Andersen, D. Defoe's “Robinson Crusoe”, J. Swift's “Gulliver's Travels”, Mark Twain, Jules Verne, Mein Reed, Charles Dickens, Selected works by E. Seton Thompson, J. Rodari and other prominent artists and writers have significantly increased children's reading opportunities. The mutual cultural relations of our country with foreign countries have laid the foundation for the enrichment of children's literature.

Today, technical evolution has reached such a peak that it is possible to get acquainted with the way of life of all the peoples of the world on a daily basis through computers and the Internet. And today's youth must study the civilized development of mankind and spread the spiritual wealth it has created. Children's literature is one of the most important tools in this direction.

Methods of teaching literature

There are two sides to the learning process: teaching and learning. Teaching covers the factors that directly regulate the work of the teacher. This includes official documents on the program, textbook, education. Learning involves the process and its object - the student. The training process is based on the interaction of these two parties. In the learning process, the teacher tries to convey knowledge to students, forming in them various skills and habits. To achieve this, certain tools are used. These means are called way, method, rule or style. So, the ways to convey knowledge to students are the methods of teaching - the process of learning and teaching. Teaching method is a way for a teacher to instill and convey relevant knowledge, skills, habits and qualities to students. There have been many classifications of training methods to date. The reason for this difference was who approached him, how and for what purpose. It should be noted that you have received detailed information on the concept of teaching methods in pedagogy. Training methods are different. This diversity allows the teacher to choose the most appropriate one, depending on the nature of the material to be taught. Let this chosen method convey knowledge to the student in a lively, interesting and creative way. Therefore, when teachers want to choose one of the teaching methods, they pay attention to the nature of the textbook material (the materials reflected in the textbook are also called program materials). So, when we say teaching methods, we need to understand the ways to teach, convey and gain knowledge to students.

To date, scientists have tried to classify and group teaching methods in different ways. The most popular of these divisions are:

- 1) Traditional teaching methods.
- 2) Active (interactive) learning methods.

Group 1 methods prefer to present knowledge to students in a ready-made way, while group 2, on the contrary, aims to provide students with knowledge. The choice of which of these groups - teaching methods - depends on the subject teacher's education, skills, love of the subject and his students. Rather than giving ready-made knowledge to good students, good teachers show them how to look for it. The student collects information and acquires knowledge independently.

Results

In conclusion, children's literature is a very important part of general literature. Since the quality of development of society depends to a large extent on the upbringing and abilities of children, it is impossible to deny the exceptional importance of literature for their upbringing in the right direction, enriching them with national and spiritual qualities. In this sense, it is necessary to study and reveal examples of children's literature, to determine their literary and artistic merits, innovations and features.

- Assessment of theoretical problems in the context of general literary development, such as content, form, composition, plot, method and creative process in the development of children's literature in education.

- To reveal the contradictions between the aesthetics of the period in each work included in the creative laboratory of individual artists in the development of children's literature in university curricula.

- Research of ideological and artistic features of prose, drama and poetry in the development of children's literature in education.

- Evaluate children's literature from a modern perspective, study the scope of the topic, analyze the innovations in children's literature.

The poetic understanding of the world begins with children's literature. That is why it is an important task of children's literature to bring up our future children properly, to show them that everything is right, to acquire scientific knowledge, to be intelligent, to love the motherland, nature, humanity, to bring up humanists and citizens.

Today, very important tasks are set for the teaching of literature. Inculcating knowledge and skills in students in accordance with the content standards based on the curriculum is set as a priority. Our students must acquire the most necessary life skills, instill in them the qualities that can support them in this way of life. For this purpose, the requirements set by the state in the content of teaching literature, teaching and assessment of student achievements must be successfully implemented. We believe that this textbook will be a great help in solving this problem.

Discussion and Conclusions

The methodology of teaching literature aims to study the most important issues of teaching literature in secondary schools. The subject and theoretical bases of the methodology of teaching literature, the organization of the teaching of literature at school, the methods of teaching literature, the effective organization of the teaching of individual subjects are among the most important issues in the study of literature.

He carefully explains to young teachers the content and structure of the subject of literature, the role and importance of planning in the organization of literature teaching, and the level at which this work is organized. It provides useful information for teachers about the stages of literature lessons (both traditional and active (interactive) lessons) and the content of the work done in them. The subject of literature is rich in content. The literature program plays an important role in creating this content. It includes literary works, biographical materials, review topics, materials of literary theory, issues of oral and written speech development. Thus, types of lessons are created to teach each topic. These lessons differ in content and organization. What is the difference, how should these lessons be organized, and what methods and tools should be used to teach these topics? Such issues reveal the types of literature lessons. Here are given scientific-methodical considerations on the types of literature lessons and their implementation, considering their need for the teacher (YUSIFOV, 2017).

What methods and tools should a teacher use to achieve the goals of training, education and development in literature lessons? The topic of methods of teaching literature tries to answer such a question. It provides 299 detailed approaches to both traditional and widespread teaching methods in the 1970s and 1980s, and more recently known as active (interactive) learning methods. Here, our students are able to compare all three methods. We have tried to get a broad idea of each of the training methods in this section. The choice will probably be yours. The answers to questions such as the importance of visibility in literature lessons, what is the content of visibility, and how to use it in lessons are highlighted in the next section (HAJIYEV; YUSIFOV, 2003).

An important part of the program materials are literary works. It is not accidental that a lot of work has been done in the field of teaching literary works at school, many research and monographs have been devoted to its teaching. We have also reconsidered these views here and tried to put forward the requirements of the new era based on the considerations expressed so far. Therefore, we aim to reflect here the most important issues of both the content and analysis

of the work. We believe that these considerations will also be useful in the practical work of our teachers (VEYSOVA, 2007).

The development of students' oral and written speech in literature classes is also one of the important areas of ERC's attention. In this section, we bring to your attention the content and features of speech development, organizational issues.

Literature training plays an important role in teacher training. He pays special attention to teachers' mastery of art secrets. Without it, it is impossible to succeed in future teaching activities. We believe that the methodological considerations put forward in the manual will provide our teachers with the necessary level of practical assistance.

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How to reference this article

ISMAYILOVA, N. Study and teaching children's literature in education on the basis of new methodology. **Rev. EntreLínguas**, Araraquara, v. 8, n. 00, e022079, 2022. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v8i00.17680>

Submitted: 10/08/2022

Required revisions: 19/09/2022

Approved: 22/10/2022

Published: 30/12/2022

Processing and editing: Editora Ibero-Americana de Educação.
Correction, formatting, normalization and translation.

