

## Formation of students' knowledge and skills by means of parables and riddles

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**Annotation:** In this article, mastering the culture of oral speech, knowing its characteristics; to teach the student to compose sentences and speeches in accordance with the standards of the literary language in terms of grammar, orthography, and stylistics. For the development of oral speech, it is necessary to consistently increase the student's vocabulary, to acquire practical knowledge of the syntactic structure of the sentence, to develop skills related to ensuring the logical harmony between speech units, and to connect new letters and sounds. the meaning of the words should be fully understood by the reader. It was thought about working on riddles, proverbs, and wise words

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Organization of reading classes in primary grades is aimed at developing the vocabulary of children of primary school age, teaching them to think independently, developing literary and aesthetic thinking, and raising children of this age to become mature in all aspects. The content of the study program serves to form the concepts of faith and belief in elementary school students, instill love for the homeland, and to get to know one's identity. In the process of teaching students to read, a number of skills and competencies are formed. Including correct, conscious, fast and expressive reading; to deeply perceive the literary and aesthetic features of the read work, to grasp the essence of the described events, to draw certain conclusions; teaching to work on the text, enriching students' knowledge about the environment; such as raising high moral qualities and a sense of sophistication in students. The tasks mentioned above are carried out on the basis of the teaching of artistic, scientific and popular works, examples of folk oral creativity included in the "Reading" textbooks.

Reading lessons in primary grades are organized in two directions. 1st grade reading lessons; 2nd route extracurricular study lessons.

It is clear from our observations that ideological-aesthetic, seasonal, and practical principles were taken into account when creating the study program. The selected teaching materials include knowledge about existence and high human relations, which are important in teaching and educating students. The artistic works

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expressed in the textbooks (reading textbooks of the 1st, 2nd, 3rd, and 4th grades) are the past of our people, the history of our country, important events in it, symbols of our country, people's work, human faith. and spirituality, with the goal of educating a well-rounded person.

Teaching students to read is based on life experiences. For this, the student relies on certain skills he has in the cultural-household and other spheres, as well as in relation to natural phenomena.

Using methods that increase students' activity and enrich their imagination in reading classes, teaching works by dividing them into roles based on the nature of the genre, retelling the story on behalf of the characters, continuing the story about the hero's fate, creating an oral story on interesting topics it is appropriate to use positive tasks such as

Acquiring the culture of oral speech, knowing its characteristics; to teach the student to compose sentences and speeches in accordance with the standards of the literary language in terms of grammar, orthography, and stylistics. For the development of oral speech, it is necessary to consistently increase the student's vocabulary, to acquire practical knowledge of the syntactic structure of the sentence, to develop skills related to ensuring the logical harmony between speech units, and to connect new letters and sounds. the meaning of the words should be fully understood by the reader. Work on riddles, proverbs, wise words (on the basis of textbooks and educational materials selected for reading outside the classroom);

Riddles are questions and tasks in a poetic or prose structure based on finding the symbol, form, behavior, state and function of things or events that are deliberately hidden by comparing them to other things or events. Riddles are created in close connection with people's life. They are based on people's ancient beliefs and imaginations, aspirations to know and understand the world.

Finding hidden things is his answer. In order to find the answer to a riddle, one should carefully read the text of the riddle, understand what is being referred to, and try to guess what the main features and signs of the riddle are aimed at.

Finding hidd teaches students to be resourceful and present. Therefore, this genre of folklore is widely used in textbooks. In the 1st-2nd grade "Reading book", there are more riddles under each text. The purpose of this is to achieve the mastery of the content of the text based on riddles. For example, the 1st grade "Reading book" ", under the text "Love the book" is the riddle "Fold it quickly, don't throw it away if you're smart" and it was chosen very well for the topic. When riddles are given in this form, their answers are easy to find.

In the reading textbooks of the 1st-4th grade, various riddles are given under the topic "Riddles", which further increase the ingenuity of the students and

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develop their thinking. In the 1st - 2nd grade textbooks, the answers to riddles are written below them or given with pictures. After the 3rd and 4th grades, the answers were not recorded. The reason for this is that by this time, students have acquired the skills to work on riddles.

Riddles are also created by children's poets. Such riddles are fun and interesting. For example, in the 4th grade "Reading book" there are riddles "Find this, my girls" (G. Ghulam).

It should be emphasized that it would be appropriate to include riddles of more educational importance, selected according to the subjects, suitable for the age of the students, in the elementary school textbooks.

Studying riddles in primary grades is initially carried out in each lesson. Teachers can use different methods when learning as a separate lesson. Now we will give an example of the development of a puzzle lesson:

The word "find" means to think, to find something hidden.

Who is finding? or what The questions are hidden, and the answer is required after the riddle is told. The riddle first of all attracts the child's interest with its brevity, figurativeness, and the secret giving of something. Thanks to this interest, the child learns the inner secrets of various things and events, the connections between them.

Another characteristic of riddles is that the idea is expressed in a simple and concise way.

A riddle teaches a child to think, to express his thoughts fully and clearly, develops his imagination, thinking, and develops stable attention in him.

The riddle not only gives children new knowledge, but also teaches them to correctly perceive the knowledge they have received and to apply it in their place.

In the process of finding riddles, children learn to do some brainstorming, that is, to analyze, synthesize, summarize things.

Riddles have a great impact on the development of children's speech, teach them to say words clearly, and make sentences correctly.

Dalama-dala qidiradi,  
Qo'y bilan echki oh uradi.(Bo'ri)  
Erta turadi,  
Jar chaqiradi. (Xo'roz)

Boshida tayog'i bor,  
Sakkizta tuyog'i bor. (Echki)  
Osti tosh, usti tosh,  
O'rtasida jondor bosh. (Toshbaqa)

After telling the students the riddles about the animals listed above, after finding out their answers, it is necessary to give information about them. It is necessary to explain that they should be preserved. It is explained to children that animals are divided into 2 types, they are domestic and wild animals. Pets live in the

house, feed the house, benefit people. That is why they take care of them and feed them at home. And without people, pets will starve. And who has pets at home? What are their main characteristics? It is necessary to ask questions.

In traditional riddles about vegetable crops: watermelon, melon, carrot, onion, pumpkin, turnip, beetroot, cabbage, garmdori are riddled. We did not find any riddles about tomatoes, eggplants, potatoes, radishes, etc., which were spread in Uzbekistan in the next century. The reason for this can be explained by the fact that these vegetables were not grown in the conditions of Uzbekistan in ancient times. The fact that these vegetables were widespread and widely consumed among the Kazakhs, especially during the next half century, is the most difficult part of the matter. It is not possible to solve this problem without conducting systematic observations.

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