



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

DEVELOPING ORAL AND WRITTEN SPEECH OF PRIMARY SCHOOL STUDENTS THROUGH INDEPENDENT READING OF EXAMPLES OF WORLD LITERATURE

Submission Date: March 20, 2024, **Accepted Date:** March 25, 2024,

Published Date: March 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue03-20>

M.B.Zaripova

Teacher at the department "Distance education in pre-school and primary courses" of the External Department at JSPU named after A. Qadiri, Uzbekistan

ABSTRACT

This article talks about the development of oral and written speech of primary school students through independent reading of samples of world literature.

KEYWORDS

Book reading, folklore, spiritual and moral education, heredity, exhibitionism, retelling.

INTRODUCTION

It is known that among the examples of world literature, the works of children's literature, which are necessary for learning in primary classes, are quite significant in their scope.

In the 1960s and 1970s, attention was paid to this issue in the curricula of primary schools of general education. For example, "Gavroche" from Victor Hugo's novel "The Contempt", an excerpt from "The Adventures of Tom Sawyer" by Mark Twain, fairy tales by Hans Christian Andersen, "Robinson Crusoe" by D.

Defoe, "Gulliver's Travels" by Jonathan Swift (1937 translated by F.Abdullayev), J. Verne's works such as "Fifteen Young Captains" and excerpts from them are recommended for reading in the classroom and outside the classroom [1].

In particular, the examples of world literature recommended for independent reading outside the classroom are taken into account, taking into account the age of the students, the grade they are in, and how

much independent knowledge they have about world literature.

It is important that the student's worldview and thinking skills change in a positive way after reading the world literature recommended for independent reading. In addition, the famous works of Uzbek and world literature form the ability to compare the works in the places where they left a deep impression on the students and educate the reading skills. When the teacher introduces students to the translation of a passage taken from the works of this or that writer, the goal of this passage should be to make children love to read independently. Also, it is one of the important issues to tell the students how the passage studied in the training is a component of a large work. Some experienced teachers try to introduce the full content of the excerpted work and give a brief understanding. In order to further master the foreign literature studied in the curriculum, it serves for the in-depth mastering of the main topics covered in the classroom by determining the samples of children's literature recommended for reading outside the classroom and their reading levels.

The main goal of introducing students to examples of folk art is given a wide place in the curriculum and textbooks of the primary school, as it is suitable for the hearts of students and the age of reception.

Among the examples of world literature, the fairy tales of the Brothers Grimm are also included in the elementary school textbook.

Fairy tales of the Brothers Grimm have been studied in educational programs of different countries for several years. Since students are not given information about

these writers in other classes, it is appropriate to give brief information about their biographies.

Brothers (Jacob 1785-1863. Wilhelm (1786-1859) Grimm began to study German history and culture, law and morphology, folklore, language and literature while studying at the University of Margburg.

Studying and working hard on themselves became the path to happiness for the Grimms. They first became professors at the University of Gottingen, and later at the University of Berlin. Jacob began to study the history and grammar of the German language and mythology, and Wilhelm began to study German literature and folklore.

They built a bridge for the flourishing of German folklore and for traveling around the world. Finally, in 1812, the first volume of fairy tales created by the Grimms, Children and Family Tales, appeared. In 1815, the second volume was published, and in 1822, the third volume, summarizing both volumes, was published.

The Grimms recorded most of the tales by listening directly to the tellers, and some by talking to the peasants. Each of the fairy tales taken from the people is processed by the Grimms, given an artistic touch and returned to the people.

More than two hundred fairy tales were collected in the three-volume Grimm's books, in which the authors tried to summarize more mythical, household and animal tales. In every fairy tale, along with virtues such as generosity, hard work, and bravery, laughter at cowards, laziness, and lying are strongly condemned. It is also gratifying that, most of the time, the main heroes of these tales are not kings and princes, but the sons and daughters of the poor, widows, shepherds or

soldiers. They leave a deep impression on the audience of fairy tales with their instructive work.

The themes of wisdom and wisdom are well reflected in the fairy tales "Golden Goose", "Ghost in the Glass", and "Three Brothers".

The heroes of Grimm's world-famous fairy tales "Cinderella" and "Snow White" are girls who are pushed by everyone, scolded and perform the lowest and most difficult tasks. will be

Tales such as "Lazy Geis", "Hans' Happiness", "The Hero Tailor", "Young Pakhlavon", "Bremen Musicians" have also become favorite works of Uzbek children.

"Yozhuchchi's" fairy tale "One Persimmon Shavla" is included in the 4th grade curriculum and has been studied for several years. Paying attention to the content of the fairy tale, the role of the students in conveying its text to the students is of particular importance.

Because students may have doubts and misunderstandings while reading the text in the textbook, understanding some of its parts. This fairy tale of the Brothers Grimm was translated into Uzbek in 1938, and the details that should be given in its text are not disclosed in detail. For this reason, the teacher can express the surprise of the characters of the fairy tale through the expressive reading of the text, and in some places, in cases where it cannot be expressed through words, through various facial expressions, actions, intonation, i.e. tone.

The use of visual aids gives a positive result in making the training more lively. That is, it can show the picture of the little girl in the fairy tale meeting an old woman when she went to pick a monkey, or the picture of the

old woman giving dates to the little girl in a simple picture. Because the meaning of the fairy tale is directly related to the dates given by that old woman. Through this picture, the idea that is to be told in the fairy tale is revealed. If the teacher guides the topics in the textbook on the basis of demonstration, he gets closer to the children and invites them to be active. The teacher draws the attention of the students while telling the story of "Bir Date" and its content with the help of pictures. In particular, it brings the content of the fairy tale to a magical world that they have not encountered in life.

Because, among the Uzbek folk tales, "Ur tokmok", "Emerald and expensive", "Three brother heroes", "Flying carpet", among the Russian folk tales A.S. Pushkin's "Fisherman and the Tale of the Fish", I.A. Krylov's "Wolf with a Lamb" or Hamid Olimjon's epics such as "Oygul bilan Bakhtiyor" and "Semurg" based on examples of Uzbek folklore have heard or read. At least partially, they have an understanding of magical tales.

The fairy tale "A date" by the Brothers Grimm is also considered a magical fairy tale. Writers used magical numbers used in traditional folklore to clarify the content of the fairy tale, and these numbers served as key words to clarify the idea of the fairy tale. After getting acquainted with the text of the fairy tale in detail, in order to tell the tale, the teacher can add the most important words and terms from the content of the fairy tale to fill in the spaces left by the students in the fairy tale.

For example, which of the words "One, two, three, cook dates in dates" and "One, two, three are late" did the little girl's mother forget? What is the taste of "Shavla cooked with dates"? After the magic words

were not spoken, what were the consequences of the date-cooking shavla.

It is known that there are special methodical models for learning the genre of fairy tales in primary classes. Methodist T. Gaffarova, while talking about the main aspects of the model, explains that this method is mainly increased in a mutual sequence as follows [2]. This model is mainly designed for learning the fairy tale genre in elementary grades, and it covers several issues.

1. Determination of concrete reality;
2. Fairy tale heroes.
3. Characteristics of fairy-tale heroes
4. Consistency of events
5. Behavioral motives.
6. Character traits of fairy tale heroes and characters.
7. Interactions between the heroes and characters of the fairy tale.
8. Verbal description of fairy tale characters or certain episodes in a fairy tale.
9. Identify the main idea in the fairy tale.
10. To determine the personal attitude of students to the hero of the fairy tale or the events in it.
11. Distinguish the characteristics of the fairy tale genre.
12. Composition of a fairy tale.
13. The place where reality took place.
14. Artistic expression of fairy tale events.

Now we will use the above model in the analysis of the Brothers Grimm's fairy tale "A Persimmon Tree".

The tale can be reworked based on examples of folklore. Although the fairy tale belongs to the literary fairy tales, it contains imaginary and magical situations.

Characters of the fairy tale: Little girl, old witch, little girl's mother.

In this fairy tale, the girl is presented as a simple and innocent character, and the old witch, like in all fairy tales, appears as an image that shares goodness. Although the girl's mother is shown as the cause of the complicated accident, this situation can be justified because she thought about earning a living and raising a family as a mother.

The events begin and end in the form of a typical fairy tale. For example, a little girl goes to pick a monkey and meets an old witch there, the old witch wants to do something good for the little girl in exchange for a monkey, etc.

The moral theme in the fairy tale means that the one who does good will surely be rewarded with good. Evil does not go unpunished.

Another unique aspect of the tale is that the girl's mother made a mistake and did not do it on purpose, and secondly, the result of this work turned out to be beneficial to people. People have always eaten shavla.

If it is necessary to describe the character of the characters in the fairy tale, the innocence of the girl's heart, inclination to do good, and open heart will open the doors of goodness to her. Curiosity and haste in the mother can cause problems. And the witch old woman,

based on her nature, always shares goodness with people.

The main idea of the fairy tale is based on the content that doing good will be returned with good. A girl who generously gives her hard-earned monkey nuts to someone she meets on the road will bring her goodness.

In the structure of a fairy tale, the beginning, the development of events, and the end are given in the usual sequence.

At the end of the story, asking the students about their impressions of the story, giving them the task of telling about the events and incidents based on the content of the story, serves to make the oral speeches of the students more meaningful.

The importance of using the above-mentioned empathy method is that students can understand the problems written by the writer, feel the experiences of the characters, and form the basis for forming the skills and abilities of the students by entering the image of the heroes of the fairy tales.

As noted by Methodist scientist K. Husanboyeva. "Educational methods do not just define information. They also mean the system of the material and its preparation to work in this way.

That is, it should cover the provision of the knowledge embedded in the educational material in such a way that the student can learn it, and the development of children's ability to acquire knowledge" [3].

So, it can be seen that the effect of students' interest in mastering the basics of reading is closely related to the correct selection and application of educational

methods. Therefore, it is important to choose methods that are suitable for the examples of world literature studied in elementary grades and, most importantly, to take into account the age characteristics of their reception. Naturally, choosing these methods is not easy. It depends more on the types of literature included in the textbooks, such as the fairy tale "Two Waves", "The Fox and the Stork", "A Persimmon by the Brothers Grimm", poetry (Samuel Marshak's "Close the Door", Ogden Nash's "The Germ") requires the use of techniques appropriate to the story of "Frank the Inventor" and other species. In the words of Methodist Safo Matjon, analyzes of small-scale literary genres" ... in the form of a teacher's explanation in the process of reading an artistic text, in the form of a detailed review of the work, in the form of describing the characters or identifying the means of visual expression it can.

Deep meaning is the first and main condition of literary analysis. Analysis always focuses on a certain goal, determines its form and content" [4].

Here, as the scientist noted, let's consider the methodical method related to the teacher's explanation or detailed review in text analysis:

For example, the 3rd grade textbook includes parts 1-2 of Donald Bissett's parable "Two Waves" translated by Mirjalal Madvaliev. In the text, folk sayings such as "Open heart", "One body, one soul" are found. Explanations given by the teacher to these phrases directly give logical meaning to the content of the text.

In addition to expressing the meaning of "open heart", it can be seen that the homonym is used as a phrase. Or, the expression "One body, one soul" is close to the meaning of "Yakdil" in the Persian-Tajik language, which means "Unity, cooperation."

"In the parable of the two waves, there are terms directly related to the sea. These terms are a little unfamiliar to children studying in the Uzbek class, and it will be necessary to explain them. These are words like deck, machta, ocean, chagalay. "Deck" - the decked surface of the ships, the deck", "tulkin" - a door on the water surface that is strongly shaken, "mast" - installed in the middle of the ship, used for hanging sails, observation and signaling given in superior form.

This explanation is important for primary grades and serves to reveal the essence of the text being studied.

Let's say, after listening to the teacher's interpretation of H.K. Andersen's fairy tale "Children's Fever", let the students remember the middle and the beginning of the fairy tale, so that the details of the fairy tale do not become the necessary clarity and abstraction in its main part. Because the main part of the fairy tale, the teacher's words and role in clarifying the students' conclusions from it are of special importance. Another thing is that the teacher should have a theoretical and practical idea about the various genres taught in primary school.

Because students may suddenly ask for explanations for the parts they did not understand about the stories they read independently. Because fairy tales are a genre full of enigmatic, magical details of strange events that children do not understand.

In order for the teacher to remember each lesson for a long time in the memory of the students, he should use a place in the next lesson that is suitable for the lesson, and also skillfully connect the previous topic to the current topic. It is also a positive way to remember students with li.

When controlling children's oral speech, in cases where the student is unable to tell the full content of the story told by the student, by asking other students to fill in the remaining places, restore the full content of the text and students if attention is paid to concentration, the purpose of training will be realized. This form of training can be continued until all the children in the class have fully memorized the content of the text.

In fact, one of the main reasons for studying examples of world literature in elementary grades is to provide information about the mutual cultural and literary relations of the peoples of the world, and on the other hand, students can learn from the works of creators who are favorite for children among the favorite writers of one nation it's about having fun, even if it's through interpreters.

Also, when the translated works are translated into Uzbek, the children accept the books named after them, following the rules of the law of the native language. Therefore, thanks to the skills of the translator, it serves, along with other subjects, to develop the oral speech of students who have read examples of world literature. As a result, they become aware of the terms mentioned in the literature of the world's peoples in their speech, but left in their original form without translation. The explanation of these new terms will be explained by the teacher during the training. Children's oral speech is directly based on the norms of their worldviews and thoughts. Therefore, it is important for a primary school teacher to organize an activity that requires children to think and express their thoughts in words in reading classes and mother tongue classes, and the works of Uzbek artists, along with examples of folk art, are world-class. should also make good use of examples of literature.

REFERENCES

1. Azimov S., Sultonov Y. O'zbek sovet adabiyoti. O'rta maktab uchun darslik 9-10 sinflar uchun (Darslikning chet el adabiyoti qismini Q.Axmedov yozgan) Toshkent, O'qituvchi, 1974 y. G'afforova T. Boshlang'ich sinflarda zamonaviy texnologiyalar. Toshkent.: Tafakkur, 2011, 160-bet
2. Husanbayeva Q. Adabiyot-ma'naviyat va mustaqil fikr shakllantirish omili. Toshkent, A.Navoiy nomidagi O'zbekiston milliy kutubxonasi, 2009, 368-bet
3. Safo Matjon. Maktabda adabiyotdan mustaqil ishlar-Toshkent. O'qituvchi, 1996-138 bet.
4. Bolalar ensiklopediyasi. Toshkent, 2000, 43-bet
5. Ona tili va o'qish savodxonligi 1-qism [Matn]: 1-sinf uchun darslik. / I.Azimov [va boshq.]. – Toshkent: Respublika ta'lim markazi, 2021. – 104 b.
6. Ona tili va o'qish savodxonligi 2-qism [Matn]: 1-sinf uchun darslik. / I.Azimov [va boshq.]. – Toshkent: Respublika ta'lim markazi, 2021. – 104 b.
7. Ona tili va o'qish savodxonligi [Matn]: 1-sinf uchun mashq daftari / I.Azimov [va boshq.]. – Toshkent: Respublika ta'lim markazi, 2022. – 72 b.

Internet sites

1. <https://unilibrary.uz>
2. www.arxiv.uz
3. www.bolajon.uz
4. www.edunet.uz
5. www.gazeta.uz
6. www.gov.uz
7. www.kitob.uz
8. www.lex.uz
9. www.TDTU
10. www.ziyonet.uz
11. www.ziyouz.uz