

# Methodology Of Working on Literary Language Tools In Primary School Reading Lessons

Rustamova Davlatkhon Toyirjon qizi

The Teacher of Fergana State University, Uzbekistan

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**Abstract:** This article discusses the importance of developing language skills in primary school students, emphasizing the role of narrative texts in improving both oral and written speech. It highlights the teacher's responsibility in fostering creative and independent thinking, promoting language sensitivity, and instilling a love and respect for the native language. The article further explores the significance of preparatory work before reading, the development of vocabulary through text analysis, and the moral and intellectual growth that occurs through literary education. The ultimate goal is to nurture students as well-rounded individuals who appreciate the richness of their language and culture, and develop strong moral values.

**Keywords:** Language development, narrative texts, speech culture, primary education, teacher's role, vocabulary development, creative thinking, moral education, literary education, native language.

**Introduction:** Each linguistic phenomenon has its own place and function in speech activity. It is a requirement of the times that students have the ability to use language opportunities depending on the situation, to express their thoughts, to select and use the necessary words and sentence forms, phrases and figurative expressions. A teacher who teaches in the mother tongue should be a true creator, encourage students to listen to the subject, understand it, think freely and independently, compare, differentiate, separate and classify, be able to convey their thoughts and ideas to others, and control and manage the formation of skills and qualifications. This should be formed from the primary grades. The formation of independent and creative thinking skills in students is directly and indirectly related to the subject of the mother tongue, which is considered one of the leading subjects in school education. Native language classes should arouse interest in learning all the beauty and magic of the language, introduce it to its laws that cannot be determined by any program, which should serve as the main and most important factor in establishing a promising education. Working on a narrative text in the development of students' speech cultivates language sensitivity in students, familiarizes them with the rich means of expression of their native language. A literary text has the ability to introduce a young reader to the

magical world of their native language. They should be used as a means of spiritual education for students. Forming spirituality in students not only creates an understanding of it, but also affects the formation of their behavior. Starting from primary education, it is necessary to instill in students the richness of the vocabulary, beauty, possibilities, range of expression, magic, etc. of the mother tongue, and to instill feelings of love and respect for the language. Instilling feelings of love and respect for the mother tongue is an integral part of patriotic education, both directly and indirectly.

## LITERATURE ANALYSIS AND METHODOLOGY

Since the goal of primary education is to equip students with the foundations of knowledge at the level of the requirements of the State Standard and the curriculum, to educate them as complete individuals, all efforts should be directed to the implementation of this goal. In implementing the above tasks, the narrative texts given in the primary school "Reading Book" are of great importance. By working on the text, students' speech is developed, and their moral qualities are formed. The development of students' speech culture is of great importance in language and literary education. Because a student who has mastered oral and written speech well will easily and fully master all subjects, and his desire for knowledge and innovation will increase. In modern pedagogy, the development of students'

speech is considered an important pedagogical problem. After all, as stated in A.Zunnunov's "Methodology of Teaching Literature", developing students' speech is a long-term process, and if classes related to developing speech are not conducted consistently and continuously, it is impossible to achieve good, high-quality education and students' mastery of cultural speech. Developing students' speech through working on the text is one of the most appropriate methods, and in this process the following skills and qualifications are formed:

- acquiring knowledge;
- reading correctly, fluently and expressively;
- thinking creatively and independently;
- analyzing and drawing the necessary conclusions;
- being polite;
- mastering speech culture.

It is necessary to strive to develop students' oral and written speech equally. Because both forms of speech serve for the growth and improvement of each other. These requirements are also followed when working on the text of the work. Elementary school reading lessons are a component of literature lessons in higher grades, and the main type of work in them is work on the text. The development of both oral and written speech through working on the text of the work can be shown on the example of texts studied in reading lessons. Development of speech through work on the dictionary. In this case, after reading the text, students identify unfamiliar words in it and, with the help of the teacher, understand them. For example, the following vocabulary work can be carried out on the text of "Sumalak"<sup>3</sup> (tale) presented in the 2nd grade "Reading Book" (authors: Q.Abdullaeva, M.Yusupov, M.Mahmudova, S.Rahmonbekova):

Seed - grain taken for sowing.

Ivitish - to put in water

Nish urmoq - to start growing

Mix - to cut into small pieces

Azan - early in the morning

Taste - to eat

Delicious food - sweet food

Bardam bel - to be healthy

Developing speech by retelling the content of the text. In this type, students shorten and expand the content of the text, change the images, and retell the story by expressing their own opinions. Of course, using the words from the text is effective when retelling. When retelling the story "Sumalak", students should distinguish the main points and use the words they

learned by working on the dictionary. Such a retelling could be as follows: "Once upon a time, there was a farmer. When spring came, he put the grain he had taken to the seedbed into the water. The weather was bad, and the wheat that had been soaked began to sprout. The farmer's children were hungry. So he told his old woman to make something from it so that the wheat wouldn't go to waste. The old woman put the wheat that the farmer had ground into a pot and boiled it. When she woke up during the call to prayer and went to get news from the pot, a wonderful smell hit her nose. When she tasted the food in the pot, it was very delicious. The next year, the farmer's children also ate the same food. Thus, the tradition of cooking sumalak was born. Sumalak became widespread among the people and became a delicious delicacy. Sumalak is prepared every year during the Navruz holiday. This food helps people restore their health and become strong.

## DISCUSSION AND RESULTS

Working on a work of art is a complex process, and the teacher's educational and educational tasks of reading lessons require taking into account the specific features of the work of art and the readiness of students. In a work of art, all components are interconnected. Images develop in the work. As events develop, the characters are revealed more and more. These features require a holistic approach, perception, that is, synthesis, when working on a work. After reading the work from beginning to end, it is analyzed, and then again a high-quality synthesis is carried out. Before starting to read the work, it is necessary to prepare students for reading a work of art. So, the preparatory period gives the process - synthesis - analysis - synthesis. In order for students to correctly perceive the content of the work, they need to have a certain idea of \u200b\u200b. For this, preparatory work is carried out. Tasks of preparatory work. Enriching students' imaginations about the events and phenomena reflected in the work, providing new information that affects the conscious perception of the text, creating conditions for students to connect the facts described in the work with their observations in their own lives. Introducing the writer's life, arousing interest in the writer's life and creativity. Preparing students for emotional perception of the work. Explaining the lexical meanings of words that help to understand the content of the work. The forms of preparatory work are varied, and the teacher selects the type of work depending on the content of the work and the circumstances. 2-5 minutes are allocated for the preparatory period. Excursion. This type of work can be used when studying topics related to the image of nature or production, construction, urban, rural life.

## **CONCLUSION**

As is known, covering a qualification graduation work has its own difficulties. We tried to achieve the plans we set for ourselves as much as possible. After all, children's education is mainly carried out by parents and educators. Preschool children, who do not yet know how to read, write, or draw, are completely unaware of the secrets of the world. Nevertheless, they strive to learn the secrets of the world around us as quickly as possible. In this case, parents in the family, educators in kindergartens, and teachers in school will help them, that is, they will learn to read excerpts from works of art, understand the content and essence. They will be able to learn to read the colorful letters of the illustrations of fiction books. Children's literature, which is an integral part of adult literature, is also of great importance in raising the growing younger generation as complete people. Children's literature is distinguished by the large and complex task it sets before itself: to raise the future generation to be physically strong, spiritually pure, intellectually sound, with complete faith and conviction, with high moral character, courageous and courageous, and patriotic.

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