



## THE PLACE AND SIGNIFICANCE OF PROSE AND POETRY WORKS STUDIED IN PRIMARY GRADES

Zokirova Sohiba Mukhtoraliyevna  
Associate Professor of Fergana State University

Khaydarova Mahliyo Murodjon kizi  
Graduate student of Ferghana State University

### **Abstract:**

In this article, there are opinions about the role and importance of prose and poetic works studied in elementary grades. The specific features of the genres presented in reading lessons in primary grades are revealed.

**Keyword:** elementary education, reading, story, poem, fairy tale, parable, proverb, saga, narrative, riddle.

In the reading classes of primary classes, works of different genres are studied, although not scientifically, but practically. Reading textbooks mainly include stories, poems, fairy tales, proverbs, epics, narratives, and riddles. In addition to the above genres, popular scientific works are also taught in primary classes. Artistic works of this genre have their own characteristics in terms of structure and style. For example, the text of poetic works is fundamentally different from the text of a story, the text of a parable is from the text of a poem, the text of a popular scientific article is fundamentally different from the text of works related to the narrative genre. Riddles are mastered by comparing similarities between objects. Proverbs require interpretation. Accordingly, when reading works of art of different genres, the teacher is required to choose appropriate methods. In the literary education of elementary grades, works of small size, or excerpts from them, are presented and studied. Some short stories can be presented in full or abbreviated. The formal elements of a story and a fragment taken from a short story or a novel differ from each other, and some elements may be similar. It is desirable that excerpts from the works acquire a mutual whole, that the content of one part does not reject the other, and that the cited excerpts acquire a general integrity.

The fairy tale genre, which is considered a folklore example in primary literary education, is well received by children. One of the reasons why it is read with interest is the impressiveness and sharpness of its language. meaning and closeness to colloquial language. The image of real life in fairy tales is combined with elements of adventure. The sharp, exciting subject of the tale, extraordinary and wonderful situations attract readers. The brave, strong, resourceful, brave, agile heroes in it, the constant victory of good will attract children.

Teaching children not only to read a fairy tale, but also to tell it is one of the important tasks when working on fairy tales in primary literary education. In the course of working with the text of fairy tales in reading lessons, it is important to work on theoretical concepts such as artistic tools used in it:



animation, metaphor, exaggeration. Taking into account all the above considerations, the construction of fairy tale lessons can be defined as follows:

1. Introducing the fairy tale:

- a) preparing students to understand the fairy tale;
- b) teacher's expressive reading of a fairy tale, retelling from memory, etc.

2. Conducting a short conversation in order to determine to what extent the students perceived the fairy tale.

3. Read and analyze the fairy tale in parts. some visual aids in it, finding synonyms, dictionary work (explaining the meaning of some words).

4. Preparing to tell a story (reading inside), etc. [1]

Many fairy tales are mentioned in elementary school books. For example, in the new 2020 edition of the reading textbook for the 4th grade, the fairy tale "A person without a skill is close to death" mentioned in the chapter "Risking unar from a craft" can also be conveyed to students based on the above four stages. First of all, the teacher reads the fairy tale to the students in an expressive way. If it is possible, the teacher can recite the fairy tale from memory. ra attracts more attention and engages students better. At the next stage, the teacher conducts a question-and-answer interview to determine the extent to which students have mastered:

1. Dear readers, who did the king fall in love with when he went hunting?
2. What conditions does the woodcutter girl set for the king?
3. What book name is mentioned in the fairy tale?
4. Tell me the proverb mentioned in the book?
5. Who does the king ask to teach him his profession?
6. Where does the minister find the place of the kebab shop?

Students will be interviewed through such questions. After that, the teacher selects the students using any type of selective teaching and analyzes the story. At this point, the teacher asks the students which word they do not understand and conducts vocabulary work. The teacher explains the words or phrases that the students do not understand. For example, if we consider the words "carpet maker" and "prisoner" in the above story as difficult words for the students to understand, the teacher explains the meaning of both words to the students and if necessary , can also be written down. Carpet weaver, tailor. Carpet weaver. Prisoner-imprisoned, imprisoned. Imprisoned, imprisoned, deprived of liberty. [2] After the vocabulary work is done, students are prepared to retell the story.

In elementary school reading classes, in short fiction works of the genre, certain events and important aspects of life that can happen in people's lives are summarized. In stories, usually an episode in a person's life is taken as the object of the image. The content of my story is more realistic than in fairy tales. The story is a suitable genre for elementary school students, both in terms of content and form. Younger students are more interested in stories about characters' behavior, appearance, portraits, and events. Introducing children to the text of the story is connected with the explanation of its plot. At the initial stage of elementary grades, the main types of work are opening the content of the stories, working on the vocabulary, retelling the read text, etc. The content of the story is usually analyzed based on



questions and assignments. Among the questions and tasks: analysis of the content of the story; comparing evidence, reasoning and conclusions; identifying and summarizing connections between events and actions; directing students to independent thinking and free activity; to ensure one's own participation in the path of one's spiritual perfection; it is used in order to make them feel the pleasure of discovery and at the same time arouse interest in reading works of art. [1]

Explaining the meaning of words and phrases that students do not understand when reading stories in the reading classes of primary literary education is also considered one of the important types of work. Because this stage is one of the main stages for students to fully master the content of the story. Otherwise, students may not be able to fully absorb the content of the story. This, in turn, has a negative impact on the effectiveness of text analysis. At the initial stage of primary education, when working on stories, the development of students' speech as a result of the analysis of the content of the story occupies a central place. After reading the story, it is necessary to give some time for the students to think about its content, clarify their impressions, and prepare to express their opinions. The first questions asked to elementary school students about the content of the read story are asked to find out whether young readers liked the story or not, how the character of the characters affected the student. Only after that, other questions and tasks are used. The story genre is unique in its vitality. Scenes related to human personality and life are described in the story. Pupils are interested in the character of the hero and their characteristics. The text of the story is related to a certain era. The following works are carried out on the basis of the text to master the content of the story:

1. Answering questions about the content of the text.
2. Completing tasks based on the text of the story.
3. Pupils form questions about the content of the story.
4. Draw pictures suitable for the content of the story.
5. Divide the text of the story into parts.
6. Find a title for each part.
7. Plan the story.
8. Planned retelling (full, abbreviated and creative retelling storytelling).
9. Writing a statement based on the plan, etc. [1]

The implementation of the above stages in the study of works belonging to the narrative genre in the reading classes of primary grades ensures the complete mastering of the content of the story.

Working on parables in primary grades also implies a specific educational goal. A parable is a short poetic, sometimes prose work whose content is moral, satirical, and expressed in sarcastic, ironic images. The characteristics of the human character are transferred to the world of figurative images - animals, plants and animals in the parable. In addition to the ironic character of the symbols, funny questions and answers are also characteristic of the language and style of the parable. Often, in the introduction to the parable, sometimes at the end, a contribution - an instructive conclusion - is drawn from the story. In the theory of literature, a parable is considered as one of the lyric-epic genres and is defined as a work with a short subject in a poetic form and figurative character. In parables, various



animals are figuratively described as the heroes of the work. A parable reminds of a small play with a small volume, but a rich content, a knot, a climax and a solution. Parables can be an excellent example of a short, meaningful description of an event. Aesop's fables were very popular in ancient literature. The language and style of "hidden" criticism made through (metaphorical) words and ironic expressions, which are copied from their meaning, is attributed to Aesop and is called "Aesop's language". [1]

We all know that education is carried out in harmony with education. From the day they come to school, the desire to learn is formed in children. They gradually develop a need for knowledge, and through this, students begin to receive spiritual nourishment. With this, the child develops positive feelings such as striving for the future, desire, thirst for work, honesty in charity, love for the motherland, selflessness, perseverance, consequence, friendship, goodness. Works in the genre of parables also help to eliminate vices such as rudeness, blindness, lying, laziness, carelessness in children. The contribution from the story in the parable fills the places and gaps in the text that the reader has neglected, skimmed over, and not tried to understand well. The sharp irony hidden in some parables, the rapidity of events the rapid change of place prevents them from being read at the same time. Therefore, a student who has not developed enough skills for expressive reading should familiarize himself with the text first. When analyzing a parable, it is necessary to vividly imagine the development of events, to help students to clearly perceive images. It is advisable to tell some of the meaning of the parable, to describe it with the help of the teacher, to divide into roles at the last stage of the work, and to recommend reading. When describing the characters, along with their behavior, specific features of their language are also used. In order to prepare for an expressive reading of a parable, it is necessary to know its subject and to understand the author's language well.

In elementary literary education, when working on poetic texts, the main attention is paid to the fact that it is an exciting rhythmic speech with a certain arrangement in terms of tone, created as an expression of feelings. Certain means of regulating poetic speech in terms of tone are rhythm (the consistent repetition of small children who sound alike) and rhyme (sounding words that come at the end of a verse). It is important that young students are excited by the poetic description of nature and social events when the poem is read. In the elementary grades, stories written in the style of poetry, fairy tales, and poetic works and lyric poetry are also studied. The subject, that is, the system and development of events, is characteristic in poetic stories and poetic literary tales. A lyrical poem is "a spiritual experience born in a person under the influence of a life event. reflects life through thoughts and feelings". The characteristic of lyrical poetry is that it "helps to more effectively express a person's emotional speech full of feelings". [1]

One of the main types of work in poetry reading classes is expressive reading of the text. Only if the students understand the main content of the poem being read. can read it expressively. In the analysis of a poetic story, the types of work used in the analysis of a story, fairy tale, parable can be used. Reading and analyzing a lyrical poem requires great skill from the teacher. Most teachers treat poetry as a simple text. This is the wrong way. In these cases, one forgets that the poem is related to feelings, and the meaning of the poem is not understood. As a result, students do not understand the true meaning of



the poem. Not feeling the tone of the poem. Not fully understanding the words of the text makes memorizing a poem a boring exercise. The main and obvious example of visual education in primary grades is expressive reading of poetry. When the poem is read for the first time, no explanation is given. Because it is necessary to take into account and know how the poem affected the students. A primary school teacher should read the poem in such a way that the students fully understand its main content. Then they will be asked to read the poem independently. When reading, it is recommended to read with natural pleasure, joy, and happiness. One should not allow false expression of the feeling of anger with a screaming voice. The teacher should make sure that the children follow the line of the poem while reading the poem, and ensure that they do not break the rhythm of the poem in the process. The text of the poem is also subjected to didactic analysis with the help of questions and assignments. Questions and tasks can be given to make sure that students understand the main content of the poem. Expressing the lives of students, their unique thoughts, feelings, and interests. also, a more complete analysis of the content of poems about modern heroes, the Uzbek people, defense of the country, heroism is required. Special preparations are made for reading such poems: a brief introduction or conversation is held about the historical event that is the basis of the poem's content. Many poems studied in elementary grades are analyzed and expressive reading is practiced, then the task of expressive recitation is set. It ensures that the poem is easy to memorize, suitable for the level of schoolchildren, has a simple rhythm, and is sonorous. The teacher teaches the students how to memorize the poem. For this, the teacher divides the poem into several parts with equal lines. It is said that there is a pause after the end of the line, regardless of whether there is a punctuation mark or not. But it's said that it doesn't require the volume to be turned down like a breakpoint. After such a pause, the teacher explains to the students that they have an idea, and the separated parts are memorized by the teacher. In primary literary education, reading poetic texts in a formal way, that is, understanding the author and being able to enjoy this reading is the main factor in assessing the level of perception of the poem. If Sherkhan could not read the poem expressively or was not affected by it, it means that he did not understand something enough, did not take into account figurative expressions.

One of the most important moments of the lessons of working on lyrical works is that the text is, of course, read by the teacher from memory, expressively, and your students can listen to it. Then all students in the class will be in awe of the aesthetic effect of the poem for a few minutes. A few seconds of silence after reading gives the reader such an opportunity. At this point, the following warning of Professor K. Yoldoshev is extremely appropriate: "Most teachers and even some methodical scientists mean expressive reading by observing loud punctuation marks and reciting in an upbeat spirit. they understand. However, in most cases, original lyrical works cannot be read aloud. Even high, lofty. therefore, an insincere expression can destroy the gentle lyricism of the poem.

So, expressive reading means being able to understand the state of the creator and read while standing in the bosom of the spiritual scenes imprinted in the work.





## List of Used Literature:

1. Husanboyeva Q., Hazratqulov M., Jamoldinova Sh. Boshlang'ich sinflarda adabiyot o'qitish meto'dikasi. – Toshkent: Innovatsiya-Ziyo, 2020. – 219 b.
2. Madvaliyev A. O'zbek tilining izohli lug'ati. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2009. – 573 b.
3. Adxamjonovna, Q. M. (2021). Emphasis on thinking in elementary grade mathematics lessons. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5), 952-954.
4. Buzrukova, D. M. (2023). "Muhabbat" konseptining lingvomadaniy o'ziga xosligi. *FarDU. ILMIY XABARLAR 1 (UDK: 811.161.1)*, 318-321.
5. Buzrukova, D. M. (2023). "MUHABBAT" HISSIY KONSEPTINING TURLI LINGVOMADANIYAT VAKILLARI IDROKIDAGI TASVIRI. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 3(1), 178-183.
6. Dadabaeva, S. (2020, December). COMPARISON APPROACH AND ITS EXPRESSOR LANGUAGE TOOLS. In *Конференции*.
7. Kuchkarova, M. A. (2020). Решение Нестандартных Задач Методом Рассуждения На Уроках Математики В Начальных Классах. *Theoretical & Applied Science*, (1), 682-685.
8. Kuchkarova, M. A. THE IMPORTANCE OF LOGICAL PROBLEMS IN DEVELOPING CRITICAL THINKING OF CHILDREN. *Zbiór artykułów naukowych recenzowanych.*, 171.
9. Kuchkarova, M. A., & Ganiyeva, S. (2023). FEATURES OF LOGICAL THINKING. *Open Access Repository*, 4(3), 674-679.
10. Makhmuda, Q., & Maftuna, K. (2020). Creative tasks in mathematics lessons in primary classes. *Proceeding of The ICECRS*, 6, 398-400.
11. Mamajonov, A., & Dadabayeva, S. (2022). SUPERSYNTACTIC INTEGRITY WITH THE MEANING OF CONTRAST. *American Journal Of Philological Sciences*, 2(04), 14-20.
12. Mamurkhanovna, D. B. (2022). The Concept Of "Love" As An Important Element Of The Emotional World Landscape. *EPRA International Journal of Research and Development (IJRD)*, 7(5), 95-98.
13. Mukhtoralievna, Z. S. (2022). INFORMATION TECHNOLOGIES IN EDUCATION. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 162-165.
14. Mukhtoralievna, Z. S., & Odilovna, B. R. (2023). AGE AND PSYCHOLOGICAL AND PEDAGOGICAL BASES OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN. *Open Access Repository*, 4(2), 763-767.
15. Mukhtoralievna, Z. S., & Salimovna, R. M. (2022). HISTORY OF UZBEK FOLK GAMES. *Innovative Technologica: Methodical Research Journal*, 3(10), 191-198.
16. Mukhtoralievna, Z. S., & Tavakkalovna, A. G. (2022). History of Information Technologies in Education. *Spanish Journal of Innovation and Integrity*, 6, 359-363.
17. Muxtoraliyevna, Z. S., & Odilovna, B. R. (2023). MAKTABGACHA YOSHDAGI BOLALARDA MUHQOT MADANIYATINI RIVOJLANTIRISHNING ASOSIY TUSHUNCHALARI VA



- XUSUSIYATLARI. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 3(4), 147-152.
18. Shuhratovna, D. S. (2022). COGNITIVE LINGUISTICS AND NEUROLINGUISTICS. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(10), 308-321.
  19. Teshaboyev, D., & Abdumutalova, M. (2023). BOSHLANG 'ICH SINIF DARSLIKLARIDA QO 'LLANGAN XALQ OG'ZAKI IJODIYOTI NA'MUNALARIGA DOIR AYRIM MULOHAZALAR. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 3(3), 37-42.
  20. Tursunova, D. T., Abobakirova, O. N., Buzrukova, D. M., Mahmudova, O. T., Ubaydullayeva, Z. H., & Kholmatova, N. N. (2022). Principal Principles And Important Factors Of Student Women's Social Activity. *Journal of Positive School Psychology*, 6262-6269.
  21. Valijonovna, K. I., Rakhmatjonovich, T. D., & Mukhtoraliyevna, Z. S. (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
  22. Zokirov, M. T., & Dadabayeva, S. S. (2020). ABOUT THE ROLE OF LANGUAGES CONTACTS IN THE DEVELOPMENT OF LANGUAGES. *Theoretical & Applied Science*, (4), 687-691.
  23. Zokirov, M. T., Zokirova, S. M., & Dadabayeva, S. S. (2021). About The Influence Of The Uzbek Language In Rishtan Tajik Dialects Of Ferghana Region. *Turkish Online Journal of Qualitative Inquiry*, 12(4).
  24. Бузрукова, Д. (2022). ҲИС-ТУЙҒУЛАР УНИВЕРСАЛЛИГИ ВА ҲИССИЙ-ЛИСОНИЙ ОЛАМ МАНЗАРАСИГА ПСИХОЛИНГВИСТИК ЁНДАШУВ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(11), 239-242.
  25. Тешабоев, Д. Р. (2022). ЭРГАШ ГАПЛИ ҚЎШПРЕДИКАТИВ БИРЛИКЛАР ФАЛСАФИЙ МАЗМУН КАТЕГОРИЯСИ СИФАТИДА. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 51-55.
  26. Тешабоев, Д. Р. (2022). ЭРГАШ ГАПЛИ ҚЎШПРЕДИКАТИВ БИРЛИКЛАР ФАЛСАФИЙ НАРСА КАТАГЕРИЯСИ СИФАТИДА. IJTIMOIIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 2(11), 25-30.
  27. Тешабоев, Д. Р., & Ахмаджонова, М. Б. (2021). SON SO'Z TURKUMINING BOSHLANG'ICH SINIF DARSLIKLARIDA IFODALANGAN SHAKLLARINI AKT ORQALI TUSHUNTIRISH. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 4(1-1).