



**THE ROLE OF LITERARY WORKS IN DEVELOPING PUPILS' VOCABULARY**

Teshaboyeva Gulnoza  
Andijan State University,  
Teacher in The Department of Primary Education

**Annotation**

This article discusses the role and importance of literary works in developing pupils' vocabulary.

**Keywords:** Literary text, writer, teacher, pupil, pragmatic competence

Nowadays, the education system has a rich experience of teaching methods. With the help of the right choice of teaching methods, the desired result can be achieved in a short time. The continuous improvement of the education system and the emergence of new opportunities require the constant updating of teaching methods in order to successfully implement the tasks facing secondary schools. Teaching methods determine the characters of teacher and pupil activities in the educational process how to organize and conduct the learning process. In other words, teaching methods involve both activities, that is to say the teacher equipping pupils with knowledge, skills and competencies and the ways which are used in the learning process of knowledge, habits and skills. Hence, teaching methods focus on the interaction of the participants in the pedagogical process. During the course, the type of activity of the teacher and the pupil is determined by the character of the information being taught. In this case, the learning process leads to new approaches to achieving a specific goal.

Working on literary novels increases the effectiveness of teaching pupils to equip them with theoretical knowledge in the formation of pragmatic competence, literary and aesthetic analysis. Because the subtlety of the subject can only be deeply felt and mastered when it is studied on the basis of the genre features of the thought expressed by the writer. Taking into account viewpoints of mentioned above, it can be concluded that the use of Gafur Gulam's story "Shum bola" in the 6th grade can be used to effectively develop children's vocabulary:

Classes are divided into groups, each group is given a name:

- "Luck" group
- "Friendship" group
- "Goodness" group

The lesson will be based on a feature film based on Gafur Gulam's "Shum bola":

1. What is the basis of the film and who is the author?
2. Who is the actor that he skillfully played the role of playful boy in the film based on the story "Shum bola"?
3. What are the main characters in the movie?
4. Tell us about unfamiliar events for you?

Once the questions have been answered by the class in general, a paper copy of the questions in the form of a table is given to each group as a set of materials. Team members can answer these questions.



Questions	
1.	Who is Gafur Gulam
2.	Count the works of Gafur Gulam?
3.	What kind of questions would you give if you met with Gafur Gulam
4.	What kind of characters of playful boy do you like?
5.	How can we imagine playful boy?
6.	Tell us the event in the novel that you like
7.	Do you want to be playful boy?
8.	Please show us one of the event in the novel with artistic skill.

After the groups have answered the questions, the correct answers will be shown on the monitor. The most active group receives an incentive card. The pupil's vocabulary plays an important role in the development of all four skills and in this way the pupil's ability to comprehend develops orally and in writing. Pupils will be able to describe the strengths and weaknesses of the "Karaway's (Black boy) Characteristics" by listening to the charts. It develops the ability to think independently. The role of listening comprehension and the development of a pupil's vocabulary are enhanced by the fact that audio tapes demonstrate the pupil's ability to read and write directly.

It is important to develop the pupil's reading and understanding ability. At the end of the lesson, using the "Bumerag" technology, the groups will be presented with a questionnaire in the form of a spreadsheet for each group. This allows answering not only the questions of the group, but also the questions asked by the other groups and to understand the topic deeply.

Pupils also read to answer questions, learn to interpret the meanings of the words in the text and acquire the skills of independent perception. Spoken language, literacy and vocabulary of the pupil are developed. When the teams answer the questions, the teacher uses the time to ask the pupils in each group to write a "Third Overtime" method. After pupils have identified their answers, the correct option will be shown on the screen. This will develop the pupil's ability to communicate directly. That is to say the reader tries to explain the meaning of the above words, which are limited to today's usage but are preserved in our literary works.

"... there is Sariboybolis who owns a big place in this village. There is a constant need for a dedicated service provider in the garden. Especially, since it is apple ripen season, they never make people go away like me who works for food. I decided to stay overnight in a staff room. Grape grower showed me the way to the grapevine. There are young and old approximately twenty maids who were sitting on juvari go'ja."

Note: there is Sariboybolis who owns a big place in this village.

Bolis (Russian: волюст - to own) is an administrative subdivision of a number of villages in Russia and the former Soviet Union. The reason for naming Sariboy in the novel is also connected with the fact that he owns a large place.

"Sariboy played gambling with Yusuf kontor from Chuvalachi and Sariboy won his garden, his orchards, interior and exterior with all the equipment. His owner liked Yusuf kontor's garden, especially his beautiful shelter and then he immediately married Kyrgyz women and never returned to the castle



for ten or fifteen days. The apples are ripe and no one can pick them without the owner's permission. There is nothing for horses to eat. He is a servant, but no one dares to go ahead. Everyone is afraid of the question of "inaykeyin" after each sentence. "

The group responses are also discussed. The next screen displays a group of questions and answers. The group that answers correctly will receive an incentive card. Spelling and grammar dictionaries play an important role in the development of pupils' vocabulary.

In other words, the reader will gain knowledge of the meaning, essence, origin, and meanings of each word. Visual literacy is also enhanced. You will be able to see. This will help you to become more literate. **“Muammo”** texnologiyasi Creating problems and solving them in the classroom also enhances the quality of the class. Here are a few basic facts about a "Problem" technology:

"Problem" Technology

Problem type	Causes of the problem	Problem-solving and your actions
The noise of the child coming out of the house	The difficulty of the time	Comparison of the return of a noisy child with our modern children

At the end of the lesson, the groups will collect points and announce the winner then pupils who actively participate in the lesson will be rewarded.

Through the use of the above-mentioned pedagogical technologies in the study of Gafur's works, the love of pupils for literature, on the other hand, expands vocabulary, oral and written literacy.

## References

1. Mirzayeva Z., Jalilov K. Adabiyot o'qitish metodikasi. (an'anaviylikdan zamonaviylikka). Uslubiy qo'llanma. Toshkent 2020.
2. Innovatsion ta'lim texnologiyalarivapedagogik kompetentlik / O'quv qo'llanma. B. S. Abdullayev avaboshq. – T.: "Navro'z" nashriyoti, 2020. – 256 b.
3. Umumiy o'rta ta'lim maktablarining 6-sinfi uchun darslik-majmua. I qism S. Ahmedov, R. Qo'chqorov, SH. Rizayev. T.: «Ma'naviyat», 2017. 15-bet
4. Yo'ldoshev M. Badiiy matnning vopoetikasi. – T.: Fan, 2008. – 160 b.
5. Havasxon Shokirova "G'afur Gulomning "Shum bola" qissasitahlili", Tilvaadabiotta'limijurnali, 2013-yil, 7-son, 17-bet.
6. Dilrabo Boltayeva "G'afur Gulomning "Shum bola" qissasitahlili", Tilvaadabiotta'limijurnali, 2016-yil, 9-son, 19-bet