

THE ROLE OF RULES IN THE EFFECTIVE DEVELOPMENT OF SPEECH OF EARLY SCHOOL PUPILS

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Abstract: *This article discusses the use of riddles in developing students' speech in primary grades. The use of riddles and their full delivery in the process of teaching primary school students gives positive results.*

Keywords: *vocabulary, primary school, folklore genre, riddle, logical thinking, composition.*

Folklore is an inexhaustible and cherished product of human society. Our ancestors used it effectively in raising their children. The great scholars once noted that folklore is an inexhaustible treasure, and repeatedly reminded of its consistent and regular use. Folklore is the property of the people, not of individual writers. That is why every proverb, riddle and fairy tale is based on the life experiences of the people. Each proverb or parable, riddle or anecdote introduces children to life experiences as an example of folk pedagogy. It instills moral norms in them. Getting acquainted with folklore in the primary school allows children to get initiated with the theory of literature in practice. This, in turn, makes it easier for them to master written materials. The upbringing of children is a multifaceted field, and the importance of folklore in their psycho-physiological upbringing is incomparable.

Thanks to our independence, today our esteemed President pays great attention to the field of education. Taking advantage of such conditions, today our students have a strong desire for both education and upbringing. It is very necessary to educate the future generation as a comprehensive, mature, and well-rounded person. Therefore, we, educators, must educate the growing young generation as a comprehensive, mature, and well-rounded person. After all, they are the owners of our future, our country, our homeland. The intended goal will be achieved only if a student receives proper upbringing and solid lessons from primary education. Of course, students must conduct education and upbringing together. Because education and upbringing cannot be separated from each other.

Consciously teaching the younger generation about folk art and understanding its history creates the foundation for them to appreciate being children of an independent country in the future. Examples of folk art play an important role in the formation of students' worldview, instilling the qualities of resourcefulness, responsibility, and honesty.

Riddles play a special role in the development of students' thinking. The Russian writer Ushinsky emphasized in his works that riddles are useful gymnastics for the child's

brain. Solving riddles is gymnastics for students, generalizing the child's mental powers. To solve riddles, you need to carefully study society, remember what you have experienced, compare events, analyze them mentally, always highlight the good sides, combine and synthesize what you have found. Solving riddles develops ingenuity, quick reaction speed, intelligent mental activity, and the habit of a deeper and more comprehensive perception of society.

Children love to solve puzzles. Students enjoy both the process itself and the result of this unique intellectual competition. Solving puzzles streamlines and organizes the mind, teaches children clear logic, deep thinking and reasoning. It develops the ability to find, analyze, and combine answers to puzzles, forms the ability to draw a single conclusion and conclusions. The only feature of a puzzle is that it is a logical puzzle. Any puzzle contains a question that is asked explicitly or implicitly.

Guessing riddles is equivalent to finding the answer to a problem, answering a question, that is, performing a complex mental process. There are various ways to compose logical riddles. Often, the riddle is based on listing the signs of an object, phenomenon, or state. These may include size, shape, color, taste, sound, movement, material, purpose, and others. Based on these signs, you need to find a clue.

In the riddle "First a flash, then a crack, then a splash", several consecutive actions are named - signs characteristic of one of the natural phenomena (crack, shine, splash), and at the same time, the sound of the words denoting them. The signs are taken into account. The logical sequence of registration, the semantic properties of the words and their sound - all this creates a vivid visual and audible picture of the thunderstorm. The solution of logical problems of this type is carried out on the basis of analysis (selection of all features) and synthesis (combining them into a single whole). A sufficient number of signs and their uniqueness allow you to perform the necessary mental processes and solve the logical problem with high success.

There are riddles in which the description of the subject is clear, concise, given from one or two sides.

The guesser must restore an integral image of the object with two or even one sign.

To solve such a problem, the guesser must be well acquainted with this single sign, isolate it, connect it with other things not named in the riddle. This is possible only when there are sufficiently complete ideas about the subject, phenomenon.

To solve the riddle "I swam in the water, but remained dry", you need to observe this feature of the goose, understand why the bird's feathers remain dry after bathing.

Such riddles are also difficult because they reveal long-term, perceived during observation, signs.

To draw a conclusion about the stability of their color throughout the year, it is necessary to observe a pine or spruce. After that, it is not difficult to guess the riddle "Winter and summer in one color". In such riddles, it is possible to find the whole by one or two signs, if these signs stand out in the general system of examining the subject (or

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acquaintance with the phenomenon) by the guesser and are recognized by him along with other signs. There are riddles built on the basis of negative comparison: "Gentleman, but not a wolf, long-eared, but not a hare, hooved, but not a horse" (donkey)

Guessing riddles based on such negative comparisons confirms the opposite: the guesser must compare different and at the same time somewhat similar objects in turn, clearly distinguish similar aspects in them, group them in a new way, in a new combination, and by rejecting incorrect answers and collecting new ones. Such analysis develops logical thinking and the ability to think clearly in the necessary sequence. In order to generalize and clearly distinguish sounds, and develop accurate pronunciation, some riddles are memorized by children. In this case, the meaning of the riddles must be explained.

For example, giving a task to memorize a riddle about a rooster, the teacher explains to the students the words "patterned tail, well-groomed boots", that is, it serves not only to expand vocabulary, but also to acquaint with some of the features of this bird. It is necessary to use riddles as objects of speech to clarify the pronunciation of sounds, to improve other aspects of the sound culture of speech, to take into account the general readiness of students to guess. In the classroom, the teacher should not rush to determine the answer to the riddle. Each child should be given the opportunity to think about the answer. Even after the answer is found, it is recommended to ask 4-5 students: "What does Alisher think? What (who) is this?"

In the easy formation of speech and pictorial skills of students, adult questions play an important role, helping students to compose riddles. The content of the questions depends on the specifics of the topic on which the riddle is composed. If, for example, this is an animal, then the questions are appropriate: what is it? Where does it live? What is its sound, etc. You can ask about vegetables: where does it grow? What color is it? What shape is it? What does it taste like? If we are talking about household items, then it is necessary to find out what this object is made of, why it is needed, etc. The content of the questions also depends on the speech development tasks that the teacher solves. If we want the riddles to reflect various characters (appearance and actions), then we ask the following questions: which one? What does it look like? What is it doing?

Such questions clearly direct the student to a complete and diverse description of the topic using various speech means. By changing the content of the questions, the teacher influences the choice of speech means for the riddle, its composition, and artistic characteristics. So, if we want the description of the appearance of an object (or animal) to be given through a riddle, when studying it, we should pay special attention to speech means that express its shape, size, color, as well as signs. If we want children to name the actions of the objects they are guessing at, when teaching it, we should pay attention to these signs: what it does, how it moves, etc. A systematic approach to the riddle brings students closer to understanding folk literary speech, ensures the child's fastest mental, speech and artistic development.



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