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## TOOLS FOR DEVELOPING WIT SKILLS IN PRIMARY SCHOOL PUPILS

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### ABSTRACT

*The article discusses the features of the development of wit skills among primary school students. This paper also presents a number of exercises aimed at improving the quality of the wit of elementary school students. Examples of exercises in which children have to compare, observe, contrast, draw conclusions are given. All exercises for attention lead to the development of stability of attention, which naturally affects the activation of the cognitive activity of students, the assimilation of knowledge, and the formulation of skills.*

**KEYWORDS:** *Attention Development, Junior Schoolchildren, Mathematics Lesson, Properties Of Attention, Wit.*

### INTRODUCTION

Primary education is aimed at shaping the student's personality, developing his individual abilities, positive motivation and skills in educational activities (mastering reading, writing, counting).

The success of a student is not only an objective indicator of high results of cognitive activity, not only a positive assessment of the teacher, but also a positive self-esteem and self-awareness of the child himself, this is fully consistent with the system of separately parallel education.

For the successful teaching of junior schoolchildren, it is necessary for them to develop at the proper level such mental processes as memory and wit.

Wit can be called a special and rare gift, but one should not think that only a select few have access to it. In fact, this ability, like many other abilities, can be fully developed for oneself, and

this is done without much effort, although, of course, with a certain amount of perseverance and determination.

Wit is a muscle of a sense of humor, and if it is poorly developed, it is too early to talk about yourself as a joker, humorist, and even more so a comedian. Being witty means being able to break patterns, play with associations, observe people and what is happening and see the comic in it, change the perspective of situations.

In addition, a witty person almost always has a quick, almost instantaneous reaction, because the joke that is said to the right place and on time is good. If there is no such reaction, even the funniest jokes lose their strength and sharpness.

In addition, wit makes a person more interesting for other people, turns him into the soul of the company and a magnet for those around him, makes him more attractive for the opposite sex. So the development of wit carries a lot of positive aspects related to humor and not only.

First, we will look at the basic guidelines for developing mental acuity:

To always have the opportunity to show off your mind, expand your horizons, learn to joke while watching other people, read more useful thematic literature, for example, books by such masters of words as Nasriddin Afandi, Pakhlavon Mahmud and others.

For the development of wit, it is useful to look for hidden properties of phenomena, objects, people and situations that are not striking. Learning to compare the disparate, you will learn to joke and cool.

Try to avoid trivial phenomena. Remember that wit is about the absence of clichés and clichés. Stay in search of new words and associations, mix up dissimilar terms, low and high, formal and familiar, bureaucratic and romantic, etc.

To enhance the effect of comparisons, bring concepts and phrases to the point of absurdity, because in wit, as, for example, in cartoons, it is quite possible to use exaggeration (hyperbole).

Don't trust spontaneous improvisation. Professional and experienced humorists say that a high-quality and effective impromptu must be prepared

Therefore, collect phrases, sayings, jokes and comparisons and repeat them regularly so that you can always be able to apply them in a conversation.

Cultivate a humorous attitude towards life. Even the most difficult problems and situations can be perceived with a smile. Humor helps to bypass scrapes and resolve them much faster and better.

Excessive seriousness, on the other hand, stiffens and makes it difficult to solve problems.

Sense of humor includes different creative abilities. Even Z. Freud (1999) wrote that the sharpness is created (the work of wit), and the comic is found.

A. N. Luk (1977), introducing the concept of "sense of the comic", divided it into "wit" and "sense of humor." Wit is the ability to discover patterns and connections where, at first glance, there are no such connections. It has more to do with the intellectual realm.

Wit is about generating humor. A sense of humor is the desire to find the ridiculous and funny in everyday surroundings. It is more connected with the emotional sphere, although it certainly requires an understanding of humor, that is, it is also associated with the intellect. Wit and a sense of humor are shared by such scholars as S. Metcalfe and R. Philible (1997), introducing the terms "humorobics" - to make funny (wit) and "humoroptics" - to see funny (feeling humor). It has been shown that there is only weak or no connection between wit and sense of humor (Babad, 1974; Kohler, Ruch, 1996; Koppel, Sechrest, 1970). This suggests that people who are capable of creating humor do not necessarily enjoy other people's jokes, cartoons, etc.

A sense of humor is a complex creative personality trait, an "aesthetic symbiosis" of emotional, intellectual, existential qualities. A sense of humor is associated with such qualities as intuition, dialectic, metaphorical, paradoxical thinking, manifested in unexpected comparisons, distant associations, such as reconstruction of stereotypical models, the ability to see contradictions, improvisation, ambivalence of feelings, the ability to decentrate and empathy.

What gives the right to consider the "sense of the comic" as a creative ability?

Analyzing the techniques of wit, A. N. Luk came to the conclusion that they have in common going beyond the limits of formal logic. In addition, a witty thought arises as an unexpected juxtaposition of two or more distant phenomena, objects or ideas. At the same time, A. N. Luk introduces the concepts of comic and non-comic wit and, on this basis, emphasizes the importance of wit (in fact, the originality of a solution) in scientific thinking.

T.V. Ivanova (2002) made a direct comparison of the level of creativity (figured form of P. Torrens) and wit. As a result, a positive correlation was revealed between such an indicator of creativity as originality and wit ( $r = 0.43$ ,  $p < 0.05$ ).

No connection was found between wit and the indicator of creativity "elaboration".

Wit, resourcefulness in speech is the ability to quickly answer a question, find the necessary words, phrases and expressions.

If this is so, then the ability to be resourceful, witty should be taught from an early age, from elementary grades. We know that elements of oral folk art are widely used to develop students' speech, enrich their vocabulary: riddles, proverbs, sayings, tongue twisters. Indeed, as the experience of life shows, these funds are invaluable and important. These include counting rhymes and a competition in wit, which are an important element of the upbringing system, which must be used in work with students, which has a great effect in education. In the learning process, when using these games, great skill is required on the part of the teacher and therefore it is necessary:

1. When using games during the educational process, the teacher must have certain scientific and practical knowledge and skills.
2. It is necessary to take into account the individual characteristics of each student when using games during lessons.
3. Knowing when, where and in what situation to use games.
4. When using these games, it is necessary to link to the objects of the properties that are studied and explained.

So, what is the game of "sanama" - a rhyme-match in wit?

"Sanama" is a child's play an integral element of the spiritual heritage, which is, respectively, among the Russians as a "rhyme", among the Tajiks "Shumurak", among the Turkmens "sanovoch", among the Tatars "spanashu", among the Uzbeks "sanama".

Readers are considered to be a collection of various games and are performed impromptu in a loud voice.

For example:

Ten, twenty, thirty, forty,

Fifty, sixty, seventy, Eighty, ninety, one hundred.

The most beautiful girl is one hundred.

As you can see from the example, in the process of playing, children overcome difficulties with the knowledge of numbers in decimal terms up to a hundred, where in the form of affectionate expressions "White-faced beauty is like a hundred years old", gives special content to what is happening. Such games, which are creatively reworked and filled with new content in the learning process, in the form of a "dispute", dividing students into groups, you can achieve greater assimilation of the material in the lesson:

Ten, twenty, thirty, forty,

Fifty, sixty, seventy,

Eighty, ninety, one hundred.

Who will be the winner?

You or us.

These games can be used at any stage of the lesson, counting rhymes are the starting, organizing moment of the lesson, that is, they can be used:

- before the start of the lesson;
- before fixing the passed topic;
- to consolidate a new topic;
- before performing practical tasks.

Creatively redesigned counting rhymes help to cheer up students, save time preparing for the lesson, help increase attention to the lesson and, most importantly, there is motivation for the lesson. This leads to the successful assimilation of the educational material by students, is the foundation for the formation of the skills of wit and wit.

This game gives a noticeable effect in the process of teaching primary grades, contributes to the development of students' speech, activates interest in learning, reveals the creative potential of everyone.

In general, children's games in whatever form they are, contribute to the development of the creative potential of students, activates them, and allows each of them to self-manifest, that is, to show as much as possible what the student is capable of as a person.

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