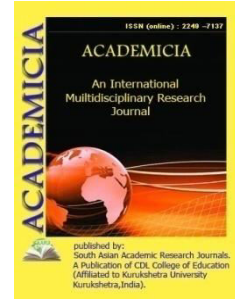




ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01925.X

TEACHING TO WORK ON THE TEXT IN THE MASTERING OF THE CONTENT OF THE STORY “THE YOUTH OF ALISHER” (GRADE 4)

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ABSTRACT

The article reviews the analysis of the story “the youth of Alisher” in the primary class “reading book” to teach the pupil. As we know, life in the story is reflected by images. At its center stands a person, his attitude to nature and society. The main thing is that in the process of analyzing the story, independent thinking appears in the readers. Teaching students to work on the text of the story implies teaching and learning through the formation and cultivation of the skills of literary and aesthetic analysis in them and it is also aimed at enhancing the students' independent thinking skills, strengthening their memory, improving their reading skills and reacting to events expressed in the story, enriching the readers' dictionary with new words.

KEYWORDS: *Story, Knowledge, Skills, Qualifications, Reading, Competent, Selective Reading, Interactive Method, On The Foot, Vigilant, A Sniper, A Beard, A Deer.*

INTRODUCTION

Analysis of its content in the reading of the story and on this basis, the development of students' speech, independent thinking skills, strengthening their memory, improving reading skills, react to the events expressed in the story, analyze the content of the story, as well as compare the facts, comments, conclusions, the central role is played by the identification of links between events, behavior, generalization, enriching the reader's dictionary with new words. We know that speech

is associated with contemplation, so it is grown in a state of inextricably connected with contemplation. In order for the story read in the process of the lesson to be understood by the readers consciously, to understand the meaning and idea, logical types of work are used, such as dividing the text into a holistic, whole, into parts, comparing, drawing an analogy, generalizing. In the analysis of the text of the story, different ways of work, that is, students tell the main participants in the story, under the guidance of the teacher draw up a plan of the work. The participants may not be told in sequence by the pupils, but the teacher asks them to say in the order of participation in the game. As a result, a drawing of the story is drawn up under the guidance of the teacher. For example, in the 4th grade on the basis of the text on mastering the content of the story “the youth of Alisher”, the following works are carried out:

- Answering the teacher's questions on the content of the text.
- Perform question-and-answer assignments based on the text of the story.
- Compilation of questions from readers on the content of the story.
- Draw pictures corresponding to the content of the story.
- Dividing the text of the story into parts.
- Finding the title of each track.
- Making a plan for the story.

Answering the teacher's questions on the content of the text.

In the reading lessons of the primary classes, the growth rates of the students’ speech are a properly organized re-storytelling. In the school experience, there are full, concise, selective, and creative re-storytelling types. For elementary schoolchildren, it is much easier to re-narrate the text in full or close to the text, while other types are relatively difficult. On the content of the story, which was read in the re-storytelling, the teacher's question should focus on the details of the story, on the reason-consequences of the connection between certain events. A person participating in the development of the plot of the work, their behavior plays a key role. Students are well aware of the contents of the work with the help of an analysis of the persons participating in it and their behavior, characteristic features. The question of the teacher should be directed to tell about what the heroes of the work did, where and under what circumstances their behavior occurred, to give a consistent statement of events and to enlighten their interdependence. For example:

— Count the main contestants in the story.

G‘iyosiddin Kichkina, bek, mother, Alisher, two neighboring children.

— Bek for some reason — the boy is not a bad, vigilant, let him protect from the alien eye — said.

G‘iyosiddin Kichkina was having a conversation with a bek in a garden. Alisher rejoiced and ran to his father, kissed him with a hug around his neck, ran to his mother, standing aside, went out into the street together.

What did Alisher talk about with his comrades?

— My uncle, let the pastime, which brought from the steppe. He is a master sniper. He speaks with interest about the behavior, behavior of animals.

What did Alisher answer when his partner said that I would become a hunter when I was older?

— Our homeland is Herat which is like paradise. It is desirable to hunt wild animals like wolves, tigers. In a world where there is no harmless creature as a deer.

A consistent re-narrative of the contents of the read work will help to formulate its plan. When making a plan, the reader will have the story in the components and determine in which parts the main idea. All this is considered an analytical work. Then the synthetic is switched to work, that is, the children find a title for the parts of the story. In the process of making a plan under the guidance of the teacher, the students in each part of the story read, the main and secondary issues are thinking about what is the phrase from, how to express the idea briefly and clearly. It is necessary to work on the topic of finding a title, to collective discussion of the title in which the students are composed, the process of drawing up a plan itself, the ability of the child to think, to prove his reasoning in it, to educate reasoning habits. Perform question-and-answer assignments based on the text of the story. This type of exercise allows students to develop the ability to hold discussions on what has been read, evaluate the heroes participating in the work and determine the link between the life stories described by the author and the idea of the work. Questions posed in this type of work should motivate the readers to think independently. For example, the use of the following questions and assignments on the story “the youth of Alisher” is of great importance.

— What does Alisher mean when he says “the school teaches many secrets of life”?

— What qualities in the heroes of the story do you like? (Or do not like?)

— How do you explain the sentence of his father “a scientist cannot be offended”?

Compilation of questions from readers on the content of the story. Teaching readers to compose a question gives a good result when working on the text. The teacher draws the attention of the students on the way to formulate a question in the text and before compiling a question, carefully read the text, show the participles and understand that the question should be divided into parts. At the initial stage of training to formulate a question, this exercise is performed as a team. For example, on the story “the youth of Alisher”, the task is given to compose the following question:

— Read the first and second paragraph in the story and draw up a question on these parts.

What did G‘iyosiddin Kichkina say about his son?

— Compose questions and assignments on the interpretation of the meaning of the words used in the first paragraph in the story. (comment on the meaning of the words on the foot and vigilant)

Where did the G‘iyosiddin Kichkina stand on his feet and talk with a bek?

— The son is not a jackdaw, let the vigilant stand out from the alien eye! - Who said?

— Compose questions on the heroes of the story.

The older the children were surprised at what Alisher said?

Work on the dictionary:

oyoq ustida (*on foot*) – standing upright;

tiyrak – vigilant, cautious;

tangri (*God*) – Allah, in the sense of God;

takya - headdress, cap, hoof.

Draw pictures corresponding to the content of the story. In some texts, ready-made pictures corresponding to the part of the text are not given; they describe it in words by the children themselves. The story is read and analyzed by parts, then the pupils read the text, the teacher asks them how to draw a picture. Work on the remaining parts is also processed in this way. For example, on the surface of the text of the story “the youth of Alisher”, it is possible to draw the following pictures as an assignment:

1. Draw a picture that reflects the conversation in the garden.
2. Draw a picture of the status of played dumb with Alisher and friends.
3. Draw a picture of the condition reflected by Alisher, deer and friends.

Divide the story text into parts and find the title. In the process of analyzing the parts of the text, the students, under the guidance of the teacher, determine the main idea in each part and find a heading for it; the teacher writes the headings in the style of the plan into a hat. The readers are assigned to divide the text into parts, using the given headings. They read the text and divide the part that belongs to the headlines. For example, on the surface of the text of the story “the youth of Alisher”, the following title and small texts are formed:

BOG‘DA

G‘iyosiddin Kichkina bog‘da bir bek bilan oyoq ustida turib suhbat qurar edi. Alisher sevinib, otasi oldiga yugurdi, bo‘ynidan quchub o‘pdi-da, chetda turgan onasi oldiga yugurdi, birga cho‘chaga chiqib ketdilar.

— O‘g‘il chakki emas, tiyrak, begona ko‘zdan asrasin! — dedi zimdan bolani ta‘qib qilib turgan bek.

G‘iyosiddin Kichkina kamtarona ohangda:

— Illohim, mulla bo‘lsin, zehni yaxshi, — dedi.

So‘ng o‘zi ham ichida: “Ha, Tangrim yomon ko‘zdan asrasin”. — deb qo‘ydi.

In English:

IN THE GARDEN

G‘iyosiddin Kichkina was having a conversation with a bek in a garden. Alisher rejoiced and ran to his father, kissed him with a hug around his neck, ran to his mother, standing aside, went out into the street together.

— The boy is not a bad, vigilant, let him protect from the alien eye! - said bek who was looking and following the child.

G‘iyosiddin Kichkina with the modest tone:

— My God, be a mullah, his mind is good, he said.

Then he himself said inside: “Yes, God protect him from the evil eye please!” - put that.

KIYIK

Daraxtlar orasidan otilib chiqqan kiyik Alisherni hidlab, erkalanib surkaldi.

— Seni tanir ekan, qurmagur, xo‘p o‘rgatibsan o‘zinga, —dedi bolalardan biri.

— Rostmi, qoyilman! —deya ma‘qulladi zavq bilan ikkinchi bola.

— Tog‘am, ermak bo‘lsin deb, dashtdan oliob kelgan edi. U kishi usta merganlar. Hayvonlarning, ayniqsa, kiyiklarning xulq-atvori, qiliqlari haqida maroq bilan hikoya boshlasalar, kullib jahonni unutib yuboray deyman.

In English:

DEER

The deer, which was thrown out of the trees, smelled the Alisher and drove away.

— You taught yourself to this deer abscess while deer knows you, - said one of the children.

— Is it true! I am really impressed! - The second child with pleasure pleased.

— My uncle, let the pastime, which brought from the steppe. He is a master sniper. I'll laugh and forget the world when he speaks with interest about the behavior of animals.

OVCHI

— Pok, ozoda, ajoyib, suluv jonivor, — dedi zavq bilan tomosha qilgan bola.

— Katta bo‘lganimda ovchi bo‘lgumdir, tog‘larda merganlik qilishning kayfi zo‘r, — dedi kiyik ketgan tomonga tikilganicha ikkinchi bola.

— Bizning vatanimiz Hirot o‘lkasi jannatmakon desak lof bo‘mas, do‘stim, — dedi Alisher cho‘p bilan yerga nelardir chizgan holda, boshini ko‘tarmasdan. — Meningcha, bo‘ri, yo‘lbars yanglig‘ vahshiy hayvonlarni ov qilmoq ma‘qul. Kiyikday beozor maxluq, fahmimcha, dunyoda kamdur deyman.

In English:

HUNTER

— Clean, neat, wonderful, juicy creature, - said the boy who watched with pleasure.

— When I'm older I'll be a hunter, the pleasure of being a sniper in the mountains is cruel, - said the second child until the deer is sewed to the side gone.

— Our homeland is the Land of Herat is like paradise, my friend – said Alisher without raising his head, drawing what is on the earth with a broom. — In my opinion, it is better to hunt wild animals like wolves, tigers. A gullible creature is a deer, I would say, deer is rare in the world, in my opinion.

MAKTAB

— Ov qilmoq, merganlik — ermak narsa, lekin eng zo‘r zaruriyat maktabdir. Turmushning ko‘p sirlarini maktab o‘rgatadi.

Suhbatning bunday keskin o‘zgarganidan shoshib, bir on jim qolgan bolalarning kattarog‘i:

— Kim o‘rgatdi senga bu gaplarni — deb so‘radi Alisherga tik qarab.

— Bilaman-da, otam hamisha: “Olim odam xor bo‘lmaydi”, — deydilar. Otamning oldiga olim odamlar ko‘p keladi, turli gap-so‘z, ajoyib g‘azallarni chetda o‘ltirib tinglaymen, o‘zim ham xiylagina g‘azallarni yod bilurmen...

Alisher yaqinda maktabga borajagini, otasi ko‘pdan va‘da qilib yurganini aytmoqchi edi, lekin aytmedi.

In English:

SCHOOL

— Hunting, marksmanship is a pastime thing, but the most salty necessity is school. Many secrets of life the school teaches.

From such a sharp change of conversation, the older the children who are in hurry and a moment silent:

— Who taught you that? – he asked, looking straight at Alisher.

— I know my father always said, “A scientist is not despised”. Many scholars come to my father, I sit outside and listen to all kinds of gossip and wonderful poems, and I also memorize a few poems.....

Alisher wanted to say that he would go to school soon, as his father had promised, but he did not say.

Make a plan for the story. The plan will help the reader in conscious and deep understanding of the content of the text, in distinguishing the main idea, in determining the consistency of events, in understanding the interconnection of parts of the text. Working on the plan, students develop their speech and thinking. They learn how to divide the text into completed parts of the content and find the basis of each part, find a short and clear title to them and form it as part of the plan. Thus, once the skills of drawing up a plan are formed in students, in 3-4-th classes, they independently divide the text into parts, make a plan for each part. The plan is formulated in the form of a comb and an atov sentence, in which each part must be in the form of some kind of sentence.

At the final stage of the analysis.

— What did Alisher talk about with his comrades?

— What qualities of Alisher did you like?

— What qualities of comrades liked you? (Or did not like?)

— Why does he disapprove of his comrades' views on hunting?

— What does Alisher mean when he says “the school teaches many secrets of life”?

— Have you ever had events in your life similar to those in the story?

With the help of questions and assignments such as, it is possible to find out how the readers understood the conclusion of the fairy tale.

In conclusion, the compactness of the story, first of all, the simplicity of the language, short, sharp and folk language strongly affects the child's emotions, and is an important material in the cultivation of the speech of pupils. The actions, behaviors, and speech characteristics of the protagonists of the story capture the reader's attention. Thus, in the primary classes, the use of methods and methods, types of analysis, which strongly affect the personality of the reader in the analysis of the text of the story, in general, ensure the assimilation of knowledge, corresponding to their level, serves to increase the knowledge, skills, qualifications, of the students.

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