

THE ROLE AND IMPORTANCE OF PUZZLES IN THE DEVELOPMENT OF INTELLECTUAL ABILITIES OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

The article states that the riddle, one of the genres of folklore, is a real being, connected with the existing life of people, an important tool in understanding the material and cultural life of the people, in which an object is hidden, it is thought that the psychological conditions that occur in a child through thinking nurture his thinking, realize his imagination, increase his vocabulary, and teach him to be observant.

KEYWORDS: *Folklore, Riddle, Intellectual Ability, Thinking, Ethical-Aesthetic Point Of View, Mood, Problem Situation*

INTRODUCTION

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 psychophysiological upbringing is incomparable. [1]

Riddles are one of the oldest and richest genres of folklore. Riddles usually reflect the customs, psyche, and moral and aesthetic views of a people. Several different features of the riddle are given in a secret, mysterious way, and there is a meaning that must be found at the root of each riddle, and “who?”, “what?” The answer lies secretly. People look at these questions and try to find what they are hiding.

Children in particular are very interested in knowing the puzzle in the puzzle, and finding it.

The subject of puzzles consists of specific events and things that occur in everyday life in nature. Usually, an object or event that needs to be found is represented figuratively by comparison. For example, "A golden pile in the ground, it will be food for everyone" (carrots). The characteristic feature of this find is that the carrot is close in color to gold, the shape resembles a peg, it grows underground and can be eaten. In the puzzle "it has a short height with seven layers of robe"(Pak-pakanabo'yibor, yettiqavatto'nibor), symbols such as short (Pak-pakana), seven-layers of robe indicate that it is an onion. Symbols such as the round, the in the shape of small moon, and when you bite it there is the oil inside, indicates that it is a nut. [2]

Some puzzles can be created based on the following properties, depending on the function of the object, its movement, what it is made of or how it is made: "It's no arms, no legs, but protects the house" (Lock).

The riddles may be based on metaphors: "A piece of bread, is sufficient to the world" (Moon).

Sometimes a metaphor can say more than one thing: "One father, one mother, hundreds of thousands of children" (Sun, Moon, stars).

There are also a lot of riddles created by rhetoric: "A thousand pits in a pit" (thimble), "one inch itself, got thousand inches beard" (thread, needle).

Some riddles are based on the melody of the words: "It's bottom and topcovered with the stone, but in the middle it got a head"(Turtle).

The riddles reflect the wisdom of the people. With their unique content and form of expression, they teach children to be alert, observant, and develop their thinking skills.

Riddles are taught in grades 1-4 in literacy, spelling and speech development classes. They are used as grammar exercise and analysis texts.

In elementary school, students enrich and improve their speech by reciting riddles orally in reading and speaking lessons. Finding the answer to a riddle develops students' thinking; they develop the ability to think logically and draw the right conclusions through comparison and comparison. As a result of reading the texts of the riddles, they acquire the skills of correct reading. In the process of working on the text of a riddle in reading lessons, they also gain a theoretical understanding of the genre of riddles. They will be able to correctly and easily find hidden signs, objects, events and happenings. In mother tongue classes, the teacher works according to the student's activity. [3]

Because students are curious to find out what is hidden in the puzzle. This forces them to think comprehensively, deeply and correctly.

Riddles have a great educational value. They, like other genres of folklore, reflect the traditions, psychology, moral and aesthetic views of the people. Puzzles broaden students' minds and teach them to think carefully, to be observant, and to think logically. Logical reasoning helps to develop a child's speech.

Analogies, contrasts, and metaphorical imagery are characteristic of riddles. It is a good idea to show the children the picture of the object itself or a picture so that the comparisons in the puzzles will be well remembered by the students. [4]

While recommending puzzles to children, care must be taken to ensure that they are relevant to the textbook and the topic being covered. For example, days 3-4 in 1st grade a riddle about vegetables can be suggested. In preparation for literacy, children are introduced to the book "Alphabet", which gives an idea about the pictures in it. It would also be a good idea to suggest finding a riddle during a conversation about a picture of vegetables.

Riddles change with the development of socio-economic life of the people, express new meaning and content.

Students independently compare the given objects according to their color, shape, and taste. This ensures that the idea of objects is stored in the minds of children for a long time, develops in them the ability to consciously invent riddles, develops their vocabulary. Riddles explain the origin, creation of objects, their role in human life. [5]

The concept of a hidden object or event in a puzzle is firmly established in science and is based on the teacher's teaching style, close to scientific methods.

The educational nature of the puzzles is strong. In the discovery, a phenomenon in nature, a living being, is secretly embodied by analogy, comparison to something or its state and an event.

Logical exercises play an important role in the transformation of abstract concepts in the minds of students into concrete concepts, so that the teacher can use them appropriately.

Logical verbal exercises are conducted in 1st grade in the first half of the school year to improve speech. In the second half of the school year, however, these exercises become more complex, meaning that the puzzles are analyzed in writing after oral analysis.

Written puzzle analysis can be done in the following order:

1. Encourage students to copy the puzzle from the book.
2. Underline the words that represent the main characters in the puzzle and read them aloud.
3. Find a picture of a hidden object in the puzzle and paste it under the text of the riddle or write the answer to the riddle.

From what has been said, it is clear that the study of riddles means knowing the riddle and what is hidden in it.

Cognition is a complex dialectical process. In order to know the riddle and the object hidden in it, it is necessary to understand and imagine them. Therefore, students do a lot of work in the process of learning the riddle.

For example, the teacher writes and explains the text of the riddle on the board, and the students copy it into their notebooks.

This is the first version of the written analysis. In the second option, the teacher writes the text of the puzzle on the board while introducing it to the students, or hang a puzzle display in a place where students can see it.

Once students have found the answer to the riddle, it will be determined how accurate it is. Below the text of the riddle is written his answer. When using both methods, the teacher not only

finds the answer to the riddle and writes it down, but also conducts exercises for expressive reading through the text of the riddle.

When reading a riddle expressively, it is important to pay attention to its content.

Reading a riddle can take place in the following stages: a) expressive reading of the riddle by the teacher; b) have a short conversation to find out if the students fully understand the riddle they have read and how much they remember it; (c) recall certain words or phrases that may be mispronounced; g) analysis of the content of the puzzle; d) re-reading. For example, re-reading a key word to determine a sentence;e) explain that the riddles belong to the people, remind them of the purpose of its creation.

The expressive reading system of riddles applies not only to reading and speaking lessons, but also to grammar and spelling lessons. Because when a grammar exercise is performed, the student goes through the process of reading the text of the exercise, whether it is written or oral.

As students read the riddle, they will also learn how to read poetry and prose.

The teacher uses puzzles to teach students the meaning of human organs, learning tools, machines, fruits and plants, household appliances, animals, the moon, the sun, the stars, and etc.

In general, puzzles are one of the great forms of folk oral art used to develop children's ability to relax or think.

Because the puzzles are so compact, rhyming inside and out, and vital, children will quickly recognize them and memorize them.

Riddles play an important role in broadening children's horizons, developing their intellect, and developing their sense of observation and sensitivity.

Grammar, spelling and speech development classes do not take much time to study riddles. This is not the main purpose of grammar lessons.

Examples from textbooks and exercises include Uzbek folk riddles.

Learning riddles in native language classes is different from learning riddles in reading classes. This is because grammar analysis is more important in native language lessons than in content analysis.

Incorporating puzzles into native language classes will help students relax in class. It gives them an aesthetic pleasure.

There is also a situation in the classroom where students get tired of reading, writing, and sometimes grammatical analysis. As a result, students become passive. Riddles help prevent such situations that occur in the classroom.

In general, the study of folklore in the primary grades requires teaching based on the best didactic principles. Properly selected and explained, puzzles studied in a variety of forms are of great value as material that inculcates the norms of education and upbringing in students.

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