

DEVELOPING PRIMARY SCHOOL STUDENTS' SPEAKING SKILLS THROUGH FOLKLORE

Saipova Hilola Abdulhamitovna

Okhunova Munisa Umidbek kizi

Fergana State University, 4th-Year Student

Abstract

This article describes the theoretical basis and importance of the formation of speech skills in elementary school students through the works of folk oral works given in the elementary school textbook.

Keywords: Folklore, elementary school, fairy tales, proverbs, folk epics, reading book.

Introduction

Folklore has been honed over the centuries, and each sentence has acquired a unique meaning. It is of great importance in the development of people, especially students, as well as young people, as fully developed and perfect individuals. In our republic, a number of measures are being taken to preserve folklore and pass it on as a cultural heritage for each generation. In this regard, our President Shavkat Mirmonovich Mirziyoyev, in his speech at the “International Festival of bakhshi Art”, expressed the following opinion about folklore art: “These immortal works of world cultural heritage show us that the lineage, historical roots, and noble ideals of humanity are one, and therefore, the aspirations of representatives of different nations and peoples for the future are also common. ... Folklore art, so to speak, is the childhood song of humanity.”

The worldview and values reflected in the works of folk oral art play an important role in educating the younger generation to be well-educated and spiritually mature. After all, folk oral art is one of the main historical roots of spiritual development. The oral art of each people is a unique mirror reflecting the character, aesthetic taste, spirit, customs and traditions, dreams and aspirations, geographical conditions and nature of that people. Through this mirror, we see universal good intentions, human qualities, hatred against evil, oppression, injustice. Therefore, it

is important to study the examples of folklore that have been created over the centuries with the heart and high intelligence of our people and passed down from generation to generation. Its rich and colorful structure and diverse forms provide inexhaustible creative inspiration for the modern environment.

Folklore is an integral part of educational activities in the classroom, proverbs, wise sayings help students better understand and master new material, consolidate it, and form skills and competencies. Folklore develops students' initiative, activates cognitive activity, and thereby develops thinking. Using examples from historical songs or tales, proverbs and riddles in part of the lesson broadens the students' worldview, educates them with patriotic feelings, arouses interest in history and literature, develops their speech, makes it correct, rich and expressive. The formation of speech skills of primary school students through folk oral art is an effective way to develop students' speech and speech culture, and at the same time, teach national culture and traditions. Folk oral art (poems, fairy tales, proverbs, folk epics, songs, etc.) is not only interesting for children, but also plays an important role in the formation of their language skills. Therefore, if we analyze the fairy tales and tales given in the 3rd grade reading literacy textbook, part 3, we will see that they contain some words and phrases that are unfamiliar and inactive in children's speech. We can see examples of this in the table below.

No	Story/tale name	Unfamiliar words and phrases
1	The Chain of nature (story)	To flow, to rush, to hurry
2	The Gardener and the sprout (story)	To be clever, to be conspicuous.
3	The Mother's debt (Indian folk tale)	To report, to rupee, to paisa, to be in a daze.
4	Who is worthy of the inheritance? (story)	To be old, to be a bribe, to give to the poor, to believe.

Reading and discussing works of folklore helps to develop children's speaking skills. Folk tales, proverbs, and other literary works help students expand their vocabulary, improve grammar and syntax, develop logical thinking, and form emotional intonation. In particular, working with folk tales is a very suitable material for primary school students, as they are often short, simple, and easy to understand. Students read or listen to a tale and analyze its content, which helps them think clearly and fluently in communication. In the process of teaching,

encouraging students to read tales and tell them from memory, teaching them to describe the characters and events in tales, and explaining the meaning and moral lessons in folk tales are the main conditions for teaching fairy tales.

Offering students creative work based on folkloric works, for example, creating a short story or fairy tale, giving new meaning to proverbs or riddles, and continuing them based on their own imagination, will help strengthen their speech skills. It is also important to encourage students to develop mental flexibility and planning using oral speech. For example, comparing fairy tales, analyzing the characters of characters, and continuing events in different forms increase children's mental activity. By studying and discussing works of folkloric works in groups, students can develop their communicative skills such as communicating in a group, exchanging ideas, arguing, and presenting arguments.

In conclusion, folk epics, fairy tales, songs, proverbs and dozens of other genres of works, on the one hand, aim to enrich the spirituality of the younger generation and ensure their attainment of the level of a true human being, on the other hand, through folk oral art, the speech skills of students are formed and developed. Through it, students are taught to express their speech correctly, clearly and concisely, to systematically express concepts and thoughts, to improve pronunciation and speech speed. Introducing children to folklore allows them to increase vocabulary, improve grammar and syntax, develop logical thinking, and increase emotional intonation.

REFERENCES

1. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning xalqaro baxshichilik san’ati festivali ochilishiga bag‘ishlangan marosimdagi nutqi// Xalq so‘zi gazetasi, 2019-yil, 7-aprel. 68-son (72-98).
2. 3-sinf 3-qism O‘qish savodxonligi” darsligi Novda-2023
3. K.Qosimova, S.Matchonov, X.G‘ulomova, Sh.Yo‘ldosheva, Sh.Sariyev. “Ona tili o‘qitish metodikasi” Toshkent 2009.
4. Omonulla Madayev “O‘zbek xalq og‘zaki ijodi” «Mumtoz so‘z» nashriyoti Toshkent-2010.
5. T.Mirzayev,O.Safarov,D.O‘rayeva “O‘zbek xalq og‘zaki ijodi xrestomatiyasi” T., “Alpomish” 2008.
6. file:///C:/Users/User/Downloads/boshlang-ich-sinflarda-xalq-og-zaki-ijodini-o-rgatishning-nazariy-va-amaliy-asoslari.pdf