

UTILIZING LITERARY GENRES TO DEVELOP READING SKILLS IN ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This article discusses the development of effective reading skills among elementary school students through the utilization of texts, stories, and poems, emphasizing correct reading and pronunciation, fostering students' comprehension abilities, and identifying tools that facilitate understanding the content's essence.

Keywords: effective reading, children's literature, tales, stories, expressive reading, didactics, literary work, narrative, intonation.

INTRODUCTION

Currently, with special attention to forming educational processes correctly, "New Generation" textbooks are being created and implemented in practical use for the purpose of developing reading skills among elementary school students. The content of these textbooks primarily focuses on shaping students' independent thinking skills through the interpretation of pictures, crafting stories, and encouraging them to correctly express their thoughts. Developed during the 2023-2024 academic year, these textbooks meet the requirements of educational standards and international assessment programs, relying on creativity and logical clarity.

The development of students' reading, writing, and comprehension skills in elementary education is a process closely related to the proficiency of teachers. Proper organization of this process depends on the teacher's expertise. When teachers design lessons using up-to-date information technologies and innovative methods, students grasp the lesson content better, acquire new knowledge based on the understood material, and fulfill the task of learning the subsequent lesson.

The cultivation of effective reading skills among elementary school students is implemented in mother tongue and literacy classes. By considering the didactic tasks assigned to mother tongue and literacy textbooks, it is possible to shape students' effective reading skills.

"In order to cultivate students' effective reading skills, it is essential to utilize expressive and impactful reading. Through expressive and impactful reading, students' effective reading skills are nurtured. Enhancing good reading qualities in students, teaching them to love books, developing their necessary knowledge through book usage, raising them from ordinary readers to deep analyzers, and elevating them to the level of creative readers are some of the didactic tasks assigned to mother tongue and literacy textbooks." [4:61]

The development of students' effective reading skills relies on the utilization of expressive reading. Expressive, impactful reading contributes to the formation of students' effective reading skills. Improving the qualities of good reading enhances students' vocabulary, develops their expressive speech skills, and broadens their intellectual horizons. Enhancing

students' understanding of literary works through expressive reading facilitates the development of their effective reading and expressive skills.

Expressive reading fosters the development of students' effective reading skills. "Expressive reading ensures the clear perception of the literary work and the attraction of its content through the intonation aspect. Expressive reading is the initial and fundamental form of effective and vivid teaching." As described by the methodologist M.A. Ribnokova in her book "Essays on the Methodology of Literary Reading" [5:125] The primary essence of expressive reading lies in conveying literary imagery in a clear and understandable manner, assisting students in understanding the content of the work. When a work is read expressively, its content is not comprehended if read hastily; therefore, reading with intonation aids in understanding the purpose of the work.

Teaching students to analyze literary works is also beneficial in enhancing their effective reading skills. [5:125] Analyzing literary works not only contributes to the development of students' effective reading skills but also encourages their critical thinking and creative abilities. "The primary purpose of analyzing literary works in school is to enable students to understand the author's attitude and intentions towards the depicted events through the illustration of life events presented in the work. The illustration of the depicted events allows students to comprehend the issues and solve the problems fully, fulfilling the educational role of literature for young minds." [8:160] Initiating the analysis of literary works from the 3rd grade onwards is appropriate because students at this age have begun to develop reading and writing skills and can benefit from the development of analytical skills through the analysis of literary works.

A story is a small-sized literary work that portrays significant events in a person's life. "The content of a story is more lifelike than that of a fable." [6:245] Utilizing explanatory reading helps students understand the content of the story. In this regard, the student independently re-reads the story until they fully comprehend the content and works on unfamiliar words. Thus, utilizing explanatory reading contributes to the development of effective reading skills. The tale is instructive from an educational perspective. It depicts images related to the world of animals and plants and is sometimes written in a poetic, sometimes in a prose genre. Famous tales by the renowned storyteller Aesop are included in elementary school textbooks. If tales are utilized to develop students' effective reading skills, they stimulate interest in literature and contribute to the development of students' worldview and thinking abilities. "Aesop's fables have been very popular in ancient literature. The language and style of criticism expressed through metaphorical words and cinematic expressions are referred to as "Aesopian language" in comparison to Aesop, and this term has been coined." [2:104] Children are quickly drawn to tales as they provide fantastical elements, and they also learn about symbolic images used in various contexts. Among the tales of Uzbek folklore, "The Wolf and the Lamb" has been read repeatedly over the centuries, leaving a lasting impression on children's minds and often being staged on special channels for children around the world.

The following fairy tales are recommended for middle and high school students: "Pahlavon Rustam", "The United Peddler", "Three Giants' Bottles", "Crooked and Straight", "Mother's Pride", "Aurora Wants to Steal the Dawn" (Turkic folklore), "The Brave Rider" (Nogai folklore), "The Cat's Violin" (Chinese folklore), "The Wise Girl" (Swedish folklore), "The Horned Cow:

Bad Girls, Apron, and Pop" (Georgian folklore), among others. [3:21] The aforementioned fairy tales not only contribute to the development of students' effective reading skills but also serve the purpose of expanding their cultural literacy and moral-ethical worldview, preparing them for future life.

In the world of children's authors, Uzbek children have already become fond of famous writers such as J. Perrault, Daniel Defoe, Jonathan Swift, the Brothers Grimm, Carlo Collodi, Mark Twain, Francis Bret Harte, Hans Christian Andersen, Rudyard Kipling, Antoine de Saint-Exupéry, A.S. Pushkin, N.A. Nekrasov, L.N. Tolstoy, K.I. Chukovsky, S.Y. Marshak, N.N. Nosov, etc. [1:3] The works of these authors for Uzbek children are not only enjoyable but also educational, depicting characters crafted from moral and ethical aspects, thereby earning the prestigious title of "Children's Authors" and becoming highly valued in children's reading, even to this day.

In conclusion, it can be stated that when developing students' effective, explanatory, and expressive reading skills, it is essential to teach them the correct literary works suitable for their age, instill in them a love for reading through exposure to literature, and elevate them to a level of enlightened generations that will strengthen the future of Uzbekistan.

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