

CHARACTERISTICS OF PUZZLES IN PRIMARY CLASS TEXTBOOKS OF UZBEK

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Abstract. This article discusses the naming of the riddle genre and its specific features, the forms and forms of riddles, as well as the importance of riddles given in elementary school textbooks.

Key words: riddle, genre, poetic, prose, art, metaphor, composition, rhythm, imagery, poetic riddle, prose riddle.

Riddles are similar in size and shape to proverbs. Sometimes the closeness can be felt according to the content. But the purpose of creation is different. Let's pay attention to the naming of the genre: from the moment the word "find" is pronounced, the meanings of think, search, compare, search are leading. When the suffix "ish" is added to it, the task is defined, after the verb suffix "-moq" the concepts "if you can", "if you can", "if you can do it" are expressed. Puzzles have the following genre characteristics:

1. Short and compact in size.
2. The form has a poetic or prose form.
3. In order to create, the task is to find something hidden in the text.
4. In its content, the characteristics of animals, plants, the universe, and things in everyday life are expressed in a hidden way, and it is encouraged to find them.
5. The thing to be found often has one, sometimes two or more quantities.
6. The main artistic art used in riddles is metaphor.

Riddles are sometimes in prose, often in poetic form, compositionally and rhythmically concise, simple and melodious. For example, "Bir parcha patir, olamga tatir" (Oy- Moon); "Oppoqqina dasturxon, Yer yuzini qoplagan" (qor- snow); "O'tda yonmaydi, Suvga botmaydi" (muz-ice) [8,104]. We can cite prose riddles such as "Tog' ustida o'rmon bor" (soch-hair), "Soy ichida saksonboy" , "Daraxt ustida langar"(anjir - fig). Some riddles also have proverbial properties. For example, "Tilsiz, aql o'rgatar" (Kitob – book)[10,144].

Poetic riddle is a very ancient genre that has been ruling in Uzbek literature for a long time. Children's writer Quddus Mohammadi also refers to this genre when talking to little ones, for example in his "What is it?" in the poem, the figurative image of a hedgehog is given very simply for a child. From the first line, a certain image is visible: Dum-dumaloq jonivor, Tikanak choponi bor. . . It is characteristic that the poet dresses the urchin in an Uzbek national costume, gives local meaning to his poems, and makes it easier for children to understand.

“U bahorda unadi,
Yozda kuchga to'ladi.
Kuzda pishib yetilib,

Tog‘-tog‘ xirmon bo‘ladi”(Bug‘doy - Wheat)[11,192]

Or

“Qat-qat to‘nim bordirov,
Kimdir to‘nga zordirov.
Bargim yashil, so‘lmagan,

Zo‘r ketaman do‘lmaga”(Karam - Cabbage)[9,144].

such riddles are also among poetic riddles.

In riddles, information is given about the shape, size, color, function, etc. of the object to be found, but these symbols are connected to something else using the art of metaphor. For example,

“Sandiq to‘la oq sadaf,
Turishadi tortib saf.
O‘ttiz ikkita o‘rtoq

Yashaydi ahil-inoq”[8,104].

Two signs of what is hidden in this text are given by means of two metaphors. Therefore, its shape and size are similar to a chest, and its interior is similar to a row of pearls. Ularning soni ham bor ekan, ya‘ni o‘ttiz ikkita. Topishmoqni topayotgan odam matnda og‘izdagi tishlar haqida gap ketayotganini topsa, fikriy musobaqada yenggan bo‘ladi.

Often, information is given only about the appearance and characteristics of the hidden object, but the name of the object is not recorded. In such situations, the searcher can find the solution only by remembering the signs that are characteristic of the things he knows.

“To‘ni silliq, tuki yo‘q.
Hammasi to‘q, po‘ki yo‘q.
Ichi qizil, ko‘ki yo‘q.
Uni cho‘qolmas chumchuq.

- Bu nima, qizim Qunduz?

- Bumi, dadajon,!”[11,192]

In this riddle, the words "tuki", "poki", "koki" are mainly used to create a rhyme. Now we pay attention to the fact that the hidden thing has a coat, that the appearance of this coat is smooth, dark, red inside, and that even a sparrow cannot dig it. Then we remember what's only red inside, and we find that what's actually hidden is a watermelon. But it is still not easy to find the answer to the riddle.

In "Mother language and reading literacy" lessons, it is possible to get an effective result in clarifying the topic of the lesson by telling a riddle about the topic in order to arouse the interest of the students in the lesson, specifically in the new topic. The teacher gives a riddle specific to the topic, the students find out what it is about and the answer. The following riddle is given and the students find out what it is about and the answer: Ilon izli yorug‘ nur Bulutlarni quchadi, Jarangdor ovozidan Yer-u osmon ko‘chadi. (Chaqmoq – Lightning). Questions are asked: - What words helped you to find the riddle? - What season do these words describe? It becomes easier for the students to find the answer to the riddle through the questions given by the teacher. If the students do not find the answer, the teacher analyzes the riddle verbatim, that is, "a bright light with a trail of a snake", so it is a long light, from the word cloud it is related to the sky, and from the next line it is known that it has a voice. Students will quickly find the answer after such an analysis. If students are unable to find the answer to a riddle after analysis, they are shown a picture of the answer, or by showing pictures related to the answer, students are encouraged to find the answer to the riddle.

Every object we interact with in life has many properties. Their color, function, weight, appearance are different. For this reason, several riddles are woven about everything and are present in our folklore. At the same time, the answer may not be the same because the signs

expressed in a riddle about an object or event are also present in something else, for example, a set of riddles about a simple drop contains fourteen examples. If one of them says “Tumshuqsiz chumchuq muz teshar”, the second one is “Jingila sichqon yer qazir”, and the third one is created in the style of “O’tmas pichoq yer kavlar” and is passed from mouth to mouth, but in all of them, a drop of water is thought about. This collection contains nineteen riddles about water. Sometimes in a puzzle, the properties of an object are listed one after the other, and this is intended to make the puzzle easier to find. Therefore, in Uzbek folklore, we can find riddles about the world around us, all objects and events in it. This is of great importance to students of junior school age in forming ideas about the environment and developing their existing knowledge.

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