

A Competent Approach to Teaching Riddles in Primary Education

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Abstract. *This article analyses about the methods of teaching the riddle genre in elementary grades. In the process of analysis, the peculiarities of this genre are also covered and its relationship with other sub-genres.*

Key words: *folklore, riddle, primary school, methodic, small genres.*

Introduction. There is minor research on the ways to teach small genres in folklore, especially riddles. By the way, B. Tukhliev and in some works of researchers such as T.Ziyodova, S.Ruzimboev, D.Rahimbaeva, G.Ruzieva, Z.Koraev this issue is covered to a certain extent¹.

It is so important, that riddles are much more complex than genres such as proverbs, quick sayings. Because their essence is mainly related to the art of metaphor, what is to be found in them-is given only information about the main features of the object, and the principle of solving the puzzle by comparison plays a key role. From this point of view, riddles also have something to do with calculation, problem solving, that is, mathematics. From this point of view, the puzzles can be used not only in the lessons “Mother tongue” and “Reading”, but also in mathematics. After all, among the riddles there are also forms that are equivalent to the subject.

After all, teaching the genre of riddles in primary school serves as one of the most important tools in the development of the talent, thinking of the younger generation.

Puzzles are widely used in primary school textbooks “Mother tongue” and “Reading book”, and it is necessary to use a method from simple to complex in teaching this genre.

Many of the texts given in the teaching of grammatical laws in mother tongue classes belong to the genre of riddles. The skill of the textbook authors is that students not only become familiar with the grammatical rules in analyzing puzzles, but also learn interesting puzzles. In turn, they think and find the answers to the riddles.

Materials and methods. It is better to start teaching riddles by first interpreting the term riddle. After that, students should be asked to pronounce this genre in dialect. Because this genre has such names as “riddle”, “proverb”², which are used instead of the term riddle in different regions of the Republic. If the name of the genre is the same as the form in the literary language, it would be correct to interpret the meaning of the above terms by the way.

Samples from the puzzles make up a significant portion of elementary school textbooks. Their range of topics is diverse, and in grades I-III, most of the puzzles are about natural phenomena, birds and animals.

For example, in the textbook “Mother tongue” for 3rd grade you can find the following puzzles:

The gold box was opened,

Dice were scattered inside (Sun).

Lek from India,
His mouth is long and his eyes are blue. (Stork).
Round, no fat,
The skin has no thick hairs. (Watermelon)

Apparently, these puzzles are the nature and birds and plants that surround the readers. The main reason why such puzzles are included in the textbook is that they are familiar to younger students. That's why students find their answer right away. If elementary school students are asked to solve complex types of puzzles, they will find it very difficult and frustrated not to be able to find their answers.

Therefore, it is necessary to first select and teach the following puzzles, which have a very simple structure and meaning:

There is light, there is fame,
He has no voice. (Thunder)
He kicks the ground. (Rain)
Clear from milk,
White from cotton. (Snow)
Does not burn in fire,
It does not sink in water. (Ice)

It lays flowers without arms or legs. (Pledge) – Teaching style puzzles is methodologically correct.

In addition to the above-mentioned puzzles, the textbooks also contain puzzles related to teaching aids and school life.

Science,
Content space,
The word is wise.
Teach manners,
What is this, Free? (Book)

By the way, the reader is well aware of the book that is always with him, he is careful. So, he can find the answer to this riddle right away. It seems that if this category of puzzles is recommended for more independent study, the interest of younger students in reading, love of books, will increase.

If the texts of the puzzles recommended for study in the lesson are prepared in the form of separate slides and presented to the students using the electronic board, the effectiveness of the lesson will be increased. After reading the written texts, children come to the conclusion that not all of these puzzles may be about the same subject. As a result, they begin to pay better attention to the essence of the text. The fact that the answer to all the puzzles is the same makes them even more interested. They are amazed that the puzzle is expressed in different forms and absorbs the same meaning. This method can also be tested by describing in this way the riddles created about something else, which, although in different forms, hide the same puzzle. This method will motivate children to further develop their thinking skills, intelligence and ingenuity.

Another group of simple puzzles that are familiar to students in the lower grades of primary education are puzzles related to children's games and toys. Collecting many of these types of puzzles and distributing them to students using a card will make the job easier. The answer to the riddles can be the same or different in this method as well. The lesson can be very interesting if a puzzle with the same answer is selected from the following puzzles about the sheet:

A long poplar, the tip in my hand

Run for a long time,
Singing swallow,
The tip is in my hand
My white goose flew away,
He stretched his bowels and left.

When this puzzle is brought to the children's attention, the following problem-solving questions can be used to test students' accuracy and, in turn, to focus their attention:

1. Are there exactly the same words in these puzzles?
2. Are there words in the puzzles that are semantically similar to each other?
3. What are the main points of the riddles?

Students may respond differently to this. For example, most students can answer the words "long" and "bowel" in question 1, the words "air" and "sky" in question 2, and the words "fly" and "flight" in question 3. Of course, once the answers to these questions are summarized, the correct answer to the riddles is determined. Such questions and answers, organized in the course of the lesson, will undoubtedly serve to develop the ability of young students to think independently.

Since children are familiar with many aspects of game-related puzzles, finding their answers is not difficult for them. For example:

Tap – tap,
If I hit it, it will fly away. (Ball)
My cousin,
Golden swing,
Mother of seven daughters
Still a bride. (Puppet)

Style puzzles are among them. Children are very interested in such puzzles and can quickly find the answer. In finding the riddles, it is sometimes necessary to move from the general to the specific. If the student is struggling, trying to clarify some aspects of the problem, help him, and solve the puzzle, it will be easier to involve all the students in telling the riddle, and the students will be more active.

As classes progress, it is advisable to try to refer students to more complex types of puzzles.

For example, in the 4th grade, if some examples were used, the effectiveness of the lesson would be even higher. In this case, the puzzles can be used not only in the lessons "Reading" or "Mother tongue", but also in the lessons "Mathematics". The riddles we refer to are almost identical to the mathematical problem: "A flock of geese is flying. A goose came and said, "O hundred geese, how are you?" One of them said, "We are not a hundred geese, and if we have a quantity of geese, and again we have a quantity of half and a half, then you will be a hundred geese if you join us. "How many flying geese? To find the answer to this riddle, students need to think hard. At this point you will need to use arithmetic operations to solve the puzzle. The teacher should announce the correct answer to the riddle after listening to the students' different answers. The answer is: $36+36+18+9+1=100$;

Other types of complex puzzles can also be taught in the upper grades of primary education during the lesson, which in turn can be taught in extracurricular activities. There are also puzzles that are interesting to children, as well as educational, which can include puzzles about letters. Even when teaching this category of puzzles, it is a good idea to cite a few puzzles created about a single letter:

Conclusion. At the same time, it is possible to encourage small school-age students to collect folklore works, collect a small number of materials and submit them to the school museum. Their interest in collecting puzzles will be especially strong. After all, the riddle genre is closer to the psyche of

children than the proverb. Consequently, the riddles, which are among the small genres of folklore, mainly teach the younger generation to know life, to remember the properties of objects, ingenuity, ingenuity.

List of used literature:

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