



## LITERARY COMPETENCE FORMATION AT SCHOOL CHILDREN AS STARTUP OF SELF-READING (ON THE BASIS OF UZBEK LITERATURE)

*Altundag' Moxigul,  
O'zMU tayanch doktoranti*

**Key words:** *literary competence, primary school, literary terms, self-reading.*

The last changes in Uzbekistan such as a need in the spiritual revival of society, is obliged the most the secondary schools to search new technologies of education of the next generation. The processes of humanization of education, its variability, level and profile differentiation have become priority in the reform of primary school education. This, in turn, determined the reorientation of the primary school course of literature, the change of the strategy of literary education. "The purpose of literary education is to establish the spiritual world of person, create conditions for forming the internal need of the individual for continuous improvement, realization and development of his creative possibilities (1,18). One of the actual and critic keys of literary education in the primary school is to train a qualified reader, who can deep personally understand of a literary work with aesthetic sense and reading culture. It is possible to educate such a reader only on the basis of the cognitive interests of schoolchildren and their emotional perception of literary works. (1, 69).

The level of reading culture and self-reading is an essential factor of the literary development of a schoolchildren. It is on its basis that a system of the literary education of schoolchildren is ensured. This problem is in the sphere of attention of many methodists, including O.Y.Bogdanova, T.G.Braje, Carter and Long, Collie & Slater, 1987; Erkaya, 2005;Ghosn, 2002;Hirvela & Boyle 1988;Lazar, 1996;Oster, 1989.

Carter and Long, along with the "associated" study of theoretical and literary concepts in the program course, when the literary concept is given in the course of study of the topic and a special course of literature theory characteristic of a pre-revolutionary school, and then modified into a brief

generalization at the conclusion of a cycle of topics, suggested a system-functional approach to the formation of theoretical-literary concepts, focused "On the systematic organic, psychologically personal and culturally corrected attraction of literature theory as a tool of developing thinking of students, equipping their judgments with terminological thesaurus, developing fruitful personal attitudes and skills in understanding fiction literature, historical and literary process" (8, 12).

... Literature is an indispensable element of a first school experience and the use of literary texts in the primary school has already been proven to be beneficial for many reasons. Some of those benefits are that literature promotes spiritual development (Moody, 1983; Carter and Long, 1991; Mckay, 2001; Ghosn, 2002; Khatib, Rezaei and Derakhshan, 2011); it makes the learners see and appreciate various cultures and ideologies similar to or different from theirs (Carter and Long, 1991;Jay, Latosi-Sawin, Knight, and Crain,1993; Clark, 2000; Mckay, 2001; Khatib et al., 2011), and it increases learners' appreciation of literature (Widdowson, 1975;Moody, 1968).

In general, the modern methodology has chosen the most appropriate way to learn theoretical and literary concepts: they are studied in connection with the analysis of a specific literary work, which gives opportunities to learn a certain concept. "In the course of the analysis, schoolchildren move from artistic specificity of the work of verbal art to generalizations of different nature and level. Including generalizations of theoretical and literary plan. There is no other way to form theoretical and literary concepts in school education. Even when the teacher has special lessons on the consideration of a



concept on the theory of literature, such lessons are based on earlier analytical work on a number of literary works "(209,174). The initial thinking of the theoretical-literary concept is thus only a starting and reference point for the formation of literary competence. The development of the concept takes place when school children repeatedly study various literary material both in the class and in the process of self-reading, during which they not only learn the definition of the literary terms, but also realize its most characteristic, essential signs, develop skills to transfer acquired knowledge to the sphere of self-reading.

But despite the variety of approaches to the formation of literary concepts and numerous studies of the issue, among scientists-methodologists, teachers-practitioners the problem of formation, efficiency of learning and application of knowledge on literature theory in practical reading activities has not yet been finally solved. Numerous researches of scientists to the problem of the formation of literary competence as one of the main factors in the formation of reading culture, research of the modern state of literary education of children convince us that primary school education in literature does not give a real level of the reader. The main contradiction that arises in the school practice of teaching the subject is that the knowledge gained from the lesson on the theory of literature, the ability to apply them in the analysis of works of fiction, a large part of schoolchildren are unable to transfer to the sphere of independent choice and reading of books, therefore, the obtained sum of knowledge and skills does not become the basis of reading self-education. One of the critical tasks of the methodology of teaching literature at the present stage is to resolve these contradictions.

Changing the strategy of literary education, in which literary-theoretical knowledge, literary-practical skills become the basis for studying literary works, aesthetic development of spiritual values concluded in literature, requires the search for new methodological models of formation of self-

reading on the basis of learning theoretical knowledge and formation of analytical skills.

**Material and methods** of the study was based on modern research on the problems of the specificity of literature as art, the content and form of literary work, the work of psychologists and methodologists, devoted to the study of the theory of literature as one of the aspects of self-reading.

The following research methods were used to achieve the objectives:

-study of philosophical, literary, psychological and pedagogical literature on the subject of research;

- analysis of the curricula of the primary school, educational and methodological manuals on literature;

- modeling and estimation of the suggested literary technologies;

- research and experimental training, developing a methodological model for the formation of literary competence at children of primary school, questionnaires, pedagogical observation and interviewing students;

Evaluation of the effectiveness of the proposed recommendations in relation to the ability of children to transfer acquired knowledge and skills to self-reading.

To successfully interpret and analyze literary texts, a solid foundation in literary terms and their definitions should be given at first .

The suggested new literary means get familiar with most commonly used literary devices in children fairy tales and poetry in classes of primary school. A clear definition of each of the terms is given in this research with examples of literary elements and the context in which they most often appear (poems, syllables, fairy tales, stories). These literary means help to understanding and analyze works of Uzbek literature.

Literary terms are techniques that writers use for special and pointed effect in their writing or to help readers understand their writing.

Often, literary means are used in writing for emphasis or clarity. Authors will also use literary means to get readers to study



deeper either a story as a whole or specific characters or themes.

Aside from helping children to get good grades on homework, there are several benefits to knowing the techniques authors commonly use.

Being able to identify when different literary techniques are being used helps you understand the motivation behind the author's choice. For example, being able to identify symbols in a story can help children figure out why the author might have chosen to insert these focal points and what these might suggest in regard to her attitude toward certain characters, plot points, and events. In addition, being able to identify literary devices can make a written work's overall meaning or purpose clearer to children. For instance, planning to read (or re-read) literary techniques are important to know because they make texts more interesting and more fun to read. If children were to read a novel without knowing any literary devices, chances that they wouldn't be able to detect many of the layers of meaning interwoven into the story via different techniques.

Below is a list of literary means, most of which often come across in both prose and poetry. We explain what some literary terms are and give an example of how it's used.

An allegory is a story that is used to represent a more general message about real-life (historical) issues and/or events. Uzbek national tale "Qumush va Qimmat" an allegory for the heroines not only in names but also in characters and behavior of heroines. In the story, girls meet with evil and goodness and their characters correspond to actual real figures.

Alliteration is a series of words or phrases that all (or almost all) start with the same sound. These sounds are typically consonants to give more stress to that syllable. They often come across alliteration in poetry, titles of books and poems and tongue twisters. "O'zi oyday irakli shildir shildir chalganing ohanglari xilma-xildir" in this tongue twister, the "sh" and "x" sound is repeated at the beginning of all major words.

Allusion is when an author makes an indirect reference to a figure, place, event, or

idea originating from *outside* the text. "Egri va to'g'ri" tale is an allusion to the famous real-life evil and goodness.

An anachronism occurs when there is an (intentional) error in the chronology or timeline of a text. This could be a character who appears in a different time period than when he actually lived, or a technology that appears before it was invented. A Middle aged poets used a word, "kayd" means ancient and would be an anachronism, since this type of language is still used but with another meaning as noted.

An anthropomorphism occurs when something nonhuman, such as an animal, place, or inanimate object, behaves in a human-like way. Children's cartoons have many examples of anthropomorphism. For example, Bo'riboy and Tulkiyoy can speak, wear clothes, sing, dance and etc. Real animals as wolf and fox can't do any of these things, but the two cartoon characters behave much more like humans.

Colloquialism is the use of informal language and slang. It's often used by authors to lend a sense of realism to their characters and dialogue. Forms of colloquialism include words, phrases, and contractions that aren't real words. "Aka, nima qivossiz?" This piece of dialogue is an example of a colloquialism, since it uses common everyday words and phrases, namely "qivossiz" and "aka." These words have another meanings such to do something and brother but in this dialogue these words function as colloquialisms.

An epigraph is typically written by a different writer (with credit given) and used as a way to introduce overarching themes or messages in the work. Some pieces of literature, such as Abdulla Qahhor's story "O'g'ri" (Thief), G'afur G'ulom's "Vaqt" (Time) incorporate multiple epigraphs throughout. At the beginning of Abdulla Qahhor's story "Bemor" (Patient) an epigraph that consists of proverb "Osmon yiroq, yer qattiq" meaning that heaven are far but the ground is hard..

Epistrophe is the repeated word or phrase appears at the *end* of stories. In syllables we repeats the word "alla" in a use of epistrophe: "Urush qursin, der ekan-o, alla,



Urush bo'lgan joylarda-yo, alla, Polvonlari zo'r ekan-o, alla"

One of the main topics of children's literature in the primary classes is the Great Patriotic War, where the feats of our compatriots against fascist invaders "Hat"- by Hamid Olimjon (Letter) "Sen yolgiz emassan" – by Gafur Gulom (You're not orphan), "Vatan" (Motherland) "Yoshlar" (Youth) – by Oybek, "Bizning oila" (Our family) - by Zafar Dieur, "Onamning aytganlari" (My Mother's Words) - by Adham Rahmat, "Biz yengamiz" (We Will Win) - by Hasan Said are described.

The poetry of recent days is rich with the literary works of the Motherland, a national traditions and customs, also about independence and freedom of Uzbekistan takes a great place in the hearts of little readers. "Yashna, Vatan" (Blossom, my homeland) - by I.Muslim, "Obod o'lkam" (Our beautiful country) "Yurtimizning yuragi" (Heart of Our Country) - by P. Mumin, "Mening Vatanim" (My Homeland), "Baxtli bolalar" (Happy Children) – by K. Hikmat, "O'lkamizning tongi otmoqda" (Dawn of Our Country)", "Dehqon bobo va o'n ikki bolakay qissasi" (History of Farmer and Twelve Children) - by A. Aripov, "Ona degan so'z" (Word of Mother) – by O.Madjon. This does not end with a list of poems created on above-mentioned themes.

Abdullah Aripov's poem "Dehqon bobo va o'n ikki bolakay qissasi" (History of Farmer and Twelve Children) was one of the most significant achievements of Uzbek children's literature of recent years. There are many literary works about Uzbekistan in Uzbek children's poetry. A. Aripov wrote original works about Uzbek people with view of children. The heroes of the poem are wonderful children from twelve regions. They tell stories about their regions. The children answer questions to their grandfather, who accompanied them on the train. Each region of Uzbekistan has its own history, customs and traditions.

This poem has unusual structure and form built on dialogue, reflecting in Granddad's final speech. Love to Motherland, respect to old generation and preservation of

traditions and customs along with their dreams and plans on future life which are expressed in small example of with four rhymes of verse:

*Siz atagan har bir joy  
Bitta bo'ston bo'ladi,  
Hammasini qo'shsangiz,  
O'zbekiston bo'ladi.*

(Every place whenever call you  
There is only one place in your heart,  
It is Uzbekistan, my Homeland)

In the works of such Uzbek authors as Q. Muhammadiy "Etik" (Ethics), H. Yoqubov "Buvinning hikoyasi" (Grandma's stories), Shukur Sa'dulla "Sirdaryo oftobi" (Dawn of Syrdarya), Ilyos Muslim "Hovlimizning bolalari" (Children from our street), "Dastyor qiz"(Girl-servant), "Bog'bon qiz" (Girl-gardener), Po'lat Mo'min "Oyxon va Rayhon" (Oyxon and Rayhon), "Ishchan asalarilar" (Busy bees), "Sening sovg'ang" (Your gift), Qudrat Hikmat "Dalalarga qaragam" (Looking on fields), "Oftob chiqdi olamga" (Morning comes to the world), Tolib Yo'ldosh "Bobo va nabira" (Granddad and grandchild), "Jo'jam, yurma laqillab" (Chickabiddy, step slowly), Yusuf Shomansur "Vaqt qadri" (Value of time) "Baraka" (Blessing), "Tikuvchi" (Sewer) we have noticed one specificity, that is common in all these works, it is diligence, hard-working that is national characteristics of Uzbek people.

In their works, Uzbek poets the reader's love with their poems, which encourage children to be hard-working, to respect work, to take care of their parents, and to think about their future.

One of the important things is to bring up children in the lessons of the primary school in the spirit of love to nature. Children's literature pays special attention to this issue.

"Kichkina bog'bon haqida doston" (A Story About a Little Gardener), "Suv bilan suhbat" (Dialogue with water), "Yuksak tog', keng o'tloq va mard o'rtoq haqida qissa" (A Tale of High Mountain, Broad Grass, and a Bold Friend) – by Z. Diyor, "To'rt fasl" (Four seasons) – by Sh. Sa'dulla, "Bizning bog'ga kelinglar" (Welcome to our garden) - by G.G'ulom, "Boychechak" (Snowdrop), "G'uncha"(Bud of flower) – by Uyg'un,



“O‘rik gullaganda” (Blossoming apricot) – by H. Olimjon, “Yurtimiz tabiati” (Nature of our land), “Tillaqo‘ng‘iz” (Golden bug) - by I. Muslim, “Tabiat alifbosi” (Natural alphabet), “Qanotli do‘stlar” (Friends with wings) - by Q. Muhammadiy, “Bahor” (Spring), “Tog‘ manzarasi” (Mountain panorama), “Suv” (Water) - by Q. Hikmat, “Toshbaqa” (Turtle) – by Y. Shomansur, “Bir cho‘ntak yong‘oq” (Full pocket of nuts) - by M. A‘zam, “Kamalak afsonasi” (Legend about rainbow) – by O. Matjon and others. Among them is one of interesting short story of Shukur Sadullah “Kichkina qushcha” (Little Bird). There we can see love and care of children for birds is deeply rooted from the generations to generations.

Studying the modern Uzbek children’s poetry, it is worth to emphasize the works reflecting school life especially for children of primary school. Learning and education are fundament of literary competence. The school-themed poems reflect diligence, happy memories and the positive qualities of literature who seek to enjoy the process of reading.

Poet Mumin "Xoh o‘qishda, xoh ishda", (Whether in Reading or at Work)," "Sinfimiz qo‘shig‘i” (Our School Song), “Ustozlar”(Teachers); In the works of Ergash Raimov" Endi katta bolaman “ (I am a big boy) the breath of the day is felt.

As a rule, children live on the wing of dreams. In the poem “Endi katta bo‘laman” (Now I have become a great child), the child’s dream is great - to grow up and become a schoolboy:

*Bultur edim oltida,  
Yoshim yetmay qoldi-da.  
Maktabga yozishmadi,  
O‘qishga olishmadi.  
Yillar yurmas ketiga,  
Bu yil to‘ldim yettiga.  
Endi katta bo‘laman,  
Men maktabga boraman.  
(I was six years old,  
I'm quite an adult  
But I did not write at school,  
I couldn 't read.  
Years went by,  
I'm seven years old this year.*

Now I'm adult man,  
I'm going to school.)

In addition to contemporary Uzbek children’s literature, children’s literary criticism and literary competence developed and formed. We can study a series of textbooks, tutorials, collections, monographs, and books in research of children's literature. Thus, modern Uzbek children’s literature continues to develop formation of literary competence. The literature is becoming increasingly rich with new writers, new themes, and trends. In short, this literature contributes to the formation of reading skills and competence.

School should train not writers, but readers ... , - readers thinking on the read material and able to share by live word with results of both their reading and thinking. There is read knowledge, there is meaningful literacy, and there will be also their thoughts. There is an ability to express them by own words, there will be ability, if necessary, to express them in writing.

The beginner reader should learn to read well, work with the text of any literary work, understand the content of the literary work and the author 's point of view, think on the read literary work and express own opinion, write creative essays after reading certain literary works.

A primary school graduate should know the main genres of works, their signs, be able to work with the texts of works of each genre, as well as use them in his oral and written speech.

School children should be able to:  
read literary works and books according to the studied sections, themes, genres, writers by themselves ;  
learn the theme and genre of the read work;  
focus on literary ideas and concepts:  
literature, folklore, genre, fairy tale, story, proverb, riddle, poem, fable;  
proverb, dialogue, entry word, ending word, morality;  
poem, rhyme, line, verse;  
means of expressiveness.

Children of primary school get acquainted with the structure and genre



peculiarities of riddles, proverbs, fairy tales, fables, stories, poems, compare them by similarity and difference. Literary concepts are introduced, fixed and repeated during work with the literary work. The words as epithet, impersonation, plot should enter the active dictionary of the primary school children. The introduction of any new literary term is preceded by observation - reference to the texts of the work.

In preparation for the lesson of literary reading, the teacher has to use dictionaries more than once, to look for an interpretation of concepts in language available for children.

The list of literary concepts we have studied together with children contributes to deeper learning of terms, their conscious memory. Using the dictionary, children learn to navigate unfamiliar texts on their own, to work with passion on figurative concepts. The dictionary also helps in the preparation of homework.

A suggested list of literary concepts will help any primary teacher prepare for literary reading lessons. It includes all concepts that a primary school student should be acquainted with.

### Literature

1. About literature in the primary school. A guide-book for teacher / T.G.Braje. - Spb.: The publishing house "Russian word world", 2008
2. Bolalar adabiyoti/ M.Jumaboyev. -Toshkent: "O'qituvchi", 2004.
3. Dictionary of foreign words. - 18 ed., str. - M.: Rus. language, 1989.
4. Efrosinin L.A. Literary reading in grade 1. Methodology for teacher. - Moscow: Ventan
5. Literary reading: Study for primary school. Head. Pc: at 2 /Authors: L.A.Efrosinin, M.I. Omorokova. - M.: Ventana-Graff, 2011.
6. Methodology of teaching literature: Study book for students of higher education in ped.specialties/O. Yu Bogdanova, S. A. Leonov, V. F. Chertov; Under ed. O. Yu Bogdanva. - 2. Ed., str. - M.: Academa, 2002 (State University of Sarat. polygr. comb.). 397p.)
7. Moody, H. L. B. The Teaching of Literature, Longman, 1971.
8. Rezaei, S., Derakhshan, A., & Bagherkazemi, M. (2011). Critical thinking in language education. *Journal of Language Teaching Research*, 2(4), 769-777.
9. Teaching Literature/Ronald Carter and Michael N. Long.- Harlow, Essex Longman, 1991
10. Zhurov L.E. Talks with a teacher: grade 2 of a four-year elementary school. - M.: Ventana-Graff, 2009.
11. Widowson H.G. Stylistics and Teaching of Literature, Longman, 1975

**Altundag' M. Maktab o'quvchilarida adabiy raqobatni shakllantirish, mustaqil o'qishni baholash (O'zbek adabiyoti asosida).** Tadqiqotning maqsadi - o'z ustida ishlash va o'qishni shakllantirish omillaridan biri sifatida maktab o'quvchilarining adabiy barkamolligini oshirishdan iboratdir. Boshlang'ich sinflardagi bolalarning adabiy barkamolligini oshirish mustaqil o'qishning samarali shakllanishi va muhim xususiyatlarga asoslangan adabiy tushunchalarni muayyan ketma-ketlikda shakllantirish uchun asos bo'lishiga xizmat qiladi. Adabiyot darslarining uslubiy modelini yaratish, o'quvchilarning bilimlarini oshirishni qo'llab-quvvatlaydi, ilmiy jihatdan aniq va yoshiga mos adabiy bilimlarni tizimli o'rganishni ta'minlaydi. O'quvchilarning amaliy faoliyatida adabiy bilimlarni oshirishga qaratilgan o'qish texnologiyalarini ishlab chiqish lozimligi zamon talabidir. O'quvchilarning sinfda va sinfdan tashqari faoliyatida adabiy barkamollikni shakllantirishda uzviylikni ta'minlaydigan tizimli yondashuvni yaratishni taqozo etadi. Shaxsiy faoliyatga yondashish nazariy va adabiy bilimlarni o'rganish jarayonida talabalarning faolligini rag'batlantiradi.

**Altundag M. Literary competence formation at school children as startup of self-reading (on the basis of Uzbek literature).** The aim of the study is literary competence of school children as one of the factors of formation of self reading. The literary competence at children in the primary school in can become the basis for effective formation of self-reading and in the formation of



*literary concepts based on essential features thereof, in a certain sequence. When creating a methodological model of literature lessons, ensuring systematic learning of supporting, scientifically accurate and age-accessible literary knowledge of children. The working out reading technologies aimed at realization of literary knowledge in practical activity of children. The implementing a systemic approach that ensures continuity in the formation of literary competence in the unity of classroom and out-class activity of children. A personal-activity approach stimulates the activity of students in the process of studying theoretical and literary knowledge.*