



METHODS OF ENRICHING THE SPEECH OF ELEMENTARY SCHOOL STUDENTS WITH SIMILES

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ABOUT ARTICLE

Key words: Speech, expressiveness, simile, phrase, sentence, imagination, text, metaphor, context, literary concept, artistic tool.

Received: 02.06.2024

Accepted: 07.06.2024

Published: 12.06.2024

Abstract: In this article, the enrichment of students' speech using different ways, especially similes, makes the speech of a young child expressive, fluent and rich. We can see that the Uzbek language is rich in similes, and using them instead makes the speech more beautiful.

INTRODUCTION

One of the requirements for the speech of elementary school students is expressiveness. One of the tools that make speech expressive is simile, the Uzbek language is rich in its own similes. For example, consider the following similes: a melon as sweet as honey, running like a farmer's shuttle, a mullah riding a donkey.

Each language has its own mentality, values, sacred events, objects, regional climate. Based on this, it is natural that each language has its own similes, expressions. From this point of view, the following comments of N. Mahmudov are relevant: "Certainly, some of the benchmarks of analogy also express the common aspects of the life and culture of different peoples. For example, the sign of "sweetness" is emphasized by sugar, sugar standards in Russian, Ukrainian, English, Mongolian, Indian, Uzbek, Turkish, Kazakh, Kyrgyz and several other languages, while "light" "inlik" is expressed as the skeleton of a fly in Japanese, dried sicada (flower) in Vietnamese, and banberry cheese in English. In the Uzbek language, standards such as ghost, chop, chillak are used. All of them are, of course, a derivative of national thinking" [5, 12].

One of the characteristics of the Uzbek people is that they use phrases that match the meaning of what they are saying, which certainly serves to increase the impact of those words. Especially if our elders have nothing to say that is not polished without expressions and similes. Through similes, the words are attractive, they can draw clear pictures of the imagination, and the sensations that are to be conveyed are conveyed exactly. If we pay attention, how many clear images are formed in our mind when the heavy silence is expressed by similes like "a dead house" or the state of silence from an

unexpected speech "as if cold water is poured on it". It is probably difficult to explain the symbol of honesty more precisely than the definition "like mother's milk".

Enriching the speech of elementary school students with similes can be divided into three stages:

1. To create an understanding of simile in students.
2. To work on similes found in the text of textbooks, to explain their meaning.
3. Performing exercises to include similes in students' speech.

By analyzing the language of a work of art in elementary grades, students develop a sense of love for their mother tongue, the ability to consciously read a work of art, prepare the ground for a deep understanding of the idea of a work, and develop students' speech.

In the fairy tales given in the textbooks, similes, animation and exaggeration are used. It is necessary to teach students to explain them, find them from the text, and use them in their speech in retelling.

After reading the work, the tools of artistic language will be worked on. Because their meaning is understood from the context, the content of the work. Especially in parables, metaphorical words are often used to open the allegory. Some figurative words are explained before reading the work, as they prevent children from understanding the meaning of the parable.

In the poem "Ayamajiz" (Wisdom of Power) from the 3rd grade "Reading book" "Boralar snow is a butterfly", "Gardens are quietly whispering, an example is a white butterfly", "Ice windows are cold simile, enliven in the verses of "eat"; Metaphors in the verses "Generous mother nature", "The air is pure in her lap"; Stanzas such as "Ayamajiz izgiyidi, Tutu-qib on the streets, Shokh-shabba yutoqib, Yalmogiz yutoqib" are used. When working on these, you can use the following questions:

1. What does the poet compare to the snow? (white butterfly).
2. What does Ayamajiz look like? (To Yalmogiz).
3. How do you understand the verse "Ice windows eat cold"? Does the window freeze?

In the texts of the 4th grade "Reading book" there are many similes. Especially in the text "In the description of spring" very beautiful similes are used. In particular, let's pay attention to the following statements:

Proud cranes are drumming their voices in the sky, flying like a lined camel caravan.

The partridge is chirping and cackling merrily, its beak is red like blood, and its eyebrows are black.

The black crow cackles, its voice as unpleasant as the voice of a beautiful girl.

The following questions can be used to work on these analogies:

1. What are the flying cranes likened to? What for?
2. Why does the cockroach's beak look like blood? What can be compared to his eyebrow?
3. What do you understand by Tantiq? Why is the voice of the crow compared to the voice of a beautiful girl?

In the poem "Ola buzok" written by Gafur Ghulam in the textbook, similes with chrysalis are used to describe the calf. Below are the verses in this poem where similes are used:

His tongue is like a tulip leaf,

His ear is like a rose.

Plum-like eyes,

An oblong face like a giant.

The frog hangs like a necklace,

It's like a hammer on the nose.

Mitemir's poem "Tut" also uses unique similes.

Drowning

The color is like milk.
 The taste is also good.
 You can't see it.
 Pick and eat
 Listen to the old man
 And the old gardener,
 His work is honest.
 Giving is healing
 A cure from a cure
 The secret is...
 Morning light
 Soil sap,
 Sunburn –
 At the same time,
 In milk with honey
 Eat your fill
 Say thank you to the old man.

In explaining the meaning of similes in elementary grades, Nizamiddin Mahmu-dov and Durdona Khudoyberganova's "Explanatory Dictionary of Uzbek Language Similes" can be used.

Working on literary concepts and artistic tools in elementary grades helps to develop students' creative thinking, to form a preliminary idea of literary concepts such as animation, simile, and exaggeration.

The following tasks can be used to teach elementary students to use similes in their speech.

1. Instead of dots, read by putting a word that matches the content of the simile.

... like a clear lake, ... like a carefree person, ... like hard bread.

2. Make similes using the words in the two columns.

| | |
|--------|--------|
| put | man |
| palm | stone |
| bottle | water |
| ruby | Cherry |
| honey | melon |
| poison | pepper |

In order to make a simile from these words, students need to know the simile between them. Therefore, the teacher conducts a question-and-answer session with students as follows:

Teacher: - Pupils, how can a person be similar to a sheep?

Pupils: - With happiness?

Teacher: - So, how can you make an analogy with the words sheep and man?

Pupils: - You can say that he is a gentle person like a sheep.

Teacher: - How does a stone resemble a palm?

Students: - Smoothly.

Teacher: - How does water look like a bottle?

Pupils: - With clarity.

Teacher: - Students, do you know what a ruby is?

If the students do not answer, the teacher explains what a ruby is: A ruby is a red precious stone. (Shows a picture of a ruby.)

Teacher: - How is a cherry similar to a ruby?

Pupils: - With its redness.

Teacher: How is melon similar to honey?

Pupils: - Sweetly.

Teacher: How is pepper similar to poison?

Pupils: - With bitterness?

3. Instead of dots, write the similes given below.

1. The blue-blue mountains of Shahimardan... 2. ... the young man is turning the ground with a hoe. 3. Azim and Sabir ... dear. 4. Luckily ... blushed. 4. In the classroom, the children are ... humming. 5. The sea is protected from the rays of the setting sun. 6. Brother Qahhor knows these mountains. 7. The ship ... sways. 8. Clear water flows from the spring. 9. There were many stars in the sky. 10. Nafisa's face turned pale.

Similes to use: strong as a bear, like brothers, like a cradle, like a pomegranate, like a bee, like five hands, like a crystal, like an emerald, like a satin, like a cucumber, like a gray.

4. Enter the following similes into the sentences in the given text.

Spring has come to our country. Cranes flew from the south. The trees were covered in white, pink... To the countryside... Water is flowing in rivers and canals. The sky is often covered by ... clouds and ... it rains.

Similes to use: Lined up like a camel caravan, draped like silk, decked out like a bride, neighing like a mare, spread out like a green carpet, crying out for joy, like a thick blanket.

5. Make a sentence using the following similes.

To follow like a tail, like teeth, fly like a wind, stick like glue, heavy like a bell, small like linen, soft like silk, flutter like a rainbow, flat like a palm, decorated like a bride, agile like a deer, protected like an eyeball, arranged like a necklace.

6. Describe the following words using similes.

Example: melon – sweet honeydew melon

Hair, water, peace, pillow, dog, eyes, air, belly, knife, wheat.

7. Complete the similes below.

Example: A snow-white dress.

Like snow..., like stone..., like wind..., like glass..., like oven..., like..., like calf..., like gold..., like silver..., like ruby..., like honey..., like dog..., like mother..., like sky..., like horse's face..., like parent... , ironically

8. Write a simile before the highlighted words in the text. A generous autumn has come to our country. The leaves of the trees turned yellow. Cool nights, green grass in the morning, and dew on the leaves of trees are signs of autumn. The water in the ditches became clear.

The first month of autumn brings joy to hearts with the abundance of fruits, vegetable products, melons and watermelons. Pears, peaches, apples grow on the trees, and grapes grow on the vines. The smell of ripe melons wafts from the shelves.

During this period, the cotton fields also acquire a unique landscape. Cottons are opened.

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