



A SYSTEM OF TASKS FOR IMPROVING PRIMARY SCHOOL STUDENTS' VOCABULARY AND LITERARY SPEECH CULTURE

(On the Example of Zamira Ibrohimova's Story "The Singing Bird" in the 4th-Grade Reading Literacy Book)

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Abstract: *The article highlights the issues of developing primary school (4th grade) students' vocabulary and literary speech culture through working on artistic texts in reading literacy lessons. Using Zamira Ibrohimova's story "The Singing Bird" as an example, a systematic complex of tasks aimed at activating the passive vocabulary, working with contextual synonyms, literary adaptation of dialogue, and developing logical speech is analyzed.*

Keywords: *primary education, reading literacy, linguistic competence, passive and active vocabulary, synonym, dialogic speech.*

Introduction

1. Methodological Foundation and Target Direction of the Research.

Working on artistic texts in native language and reading literacy lessons of primary schools plays a leading role in developing students' linguistic competences. Zamira Ibrohimova's story "The Singing Bird" and the wise words written by Khushnud Chustiy attached to the text serve as a rich didactic source not only for ensuring students' lexical stability but also for forming their literary speech culture. The methodology of working on the text requires a systematic approach, which includes stages such as increasing vocabulary (lexical level), sentence structure and stylistic correctness (grammatical-stylistic level), and developing logically connected speech (textual-creative level). The system of tasks developed within the framework of the study is aimed at transferring words from students' passive vocabulary fund into the active vocabulary layer, eliminating colloquial elements in speech, and forming the skill to comply with literary language norms.

2. Tasks for Developing Students' Vocabulary and Lexical Competence

Task 2.1. Identifying contextual synonyms and equivalents in the text.

Students are explained the contextual meanings of specific words and phrases used in the text, and are tasked with finding their alternative variants in the literary language.

Firstly, the word "jajji" (tiny) is presented from the text, and its meanings of small, mitti, and charming are revealed.

Secondly, the phrase "pitirlab sakramoq" (to hop around restlessly) is analyzed, and its meanings of being unable to stay in one place, rushing, and playing around are integrated into the student's speech.

Thirdly, the word "shox-shabba" (twigs and branches) is explained as tree branches and brushwood.

Fourthly, the synonyms of the verb "qaqshatmoq" (to cause severe distress/torment) found in Chustiy's wisdom—such as to inflict severe pain, to torture—are identified, and students are required to construct independent sentences using these words.

Task 2.2. Explaining linguistic concepts and working with national-cultural lexicon.

Students are assigned the task of finding the lexical definition of the words "kanareyka" (canary) and "tariq" (millet), which are relatively new or belong to a specialized layer of science for the student. Through this, based on the text context, the student understands that a "kanareyka" is a small, beautifully singing, usually yellow domestic bird (belonging to the finch family), and "tariq" is a type of grain crop that constitutes the main food for birds, and applies them in their speech practice.

3. Tasks for Forming Literary Speech Norms and Stylistic Skills

Task 3.1. Analysis of range communication and literary adaptation of dialogic speech.

In the text, the conversation between the characters Hidoyatbonu and Xosiyatxon is given in a tone characteristic of the colloquial style. Students are given the task of reshaping this speech situation in accordance with literary language norms (orthoepic and grammatical rules). The colloquial style communication in the text:

“– Opa, qushcha nega qo‘rqyapti? – Sen ham bir o‘zing begona odamlar uyiga kirsang qo‘rqasan-ku! Shunga qushcha ham qo‘rqyapti” is brought into the following literary form by the students: *“– Opa, nima sababdan qushcha qo‘rqmoqda? – Agar sen ham yolg‘iz o‘zing notanish insonlarning xonadoniga kirsang, albatta, cho‘chiysan. Shuning uchun ham ushbu qushcha xavotir olmoqda.”*

This task serves to correct abbreviations in pronunciation and writing (e.g., using 'qo‘rqmoqda' instead of 'qo‘rqyapti').

Task 3.2. Working on semantic polysemy and homonyms.

The word "shox" (branch/horn) within the text structure is isolated, and its polysemantic (multi-meaning) properties in the language system are studied. Students identify the meanings of the word "shox" as a protective organ on an animal's body (deer horns) and the tributaries of rivers, and elevate their speech culture by using these words in sentences of various contexts.

4. Creative Work on the Text and Developing Logically Connected Speech

Task 4.1. Interpretation of wise sayings and artistic texts.

The poetic verse by Khushnud Chustiy presented in the textbook, “Mehr ko‘rsat, kiray desang dillarga, Mehrosizlik o‘zingni ham qaqshatar” (Show kindness if you wish to enter hearts, Unkindness will torment even yourself), is philosophically and logically linked with the story's plot. A problematic question is posed to the students: “In what did the girls' kindness toward the bird manifest, and what result did this benevolence yield?”. Students express their thoughts in the literary language, orally and in writing describing that the girls placed twigs and

branches inside the cage to turn it into a cozy grove, and as a result, the bird sang filling the house, symbolically as the fruit of kindness.

Task 4.2. Developing the skill of making a plan and ecological culture.

Based on the task titled "Breeding Birds" on page 18 of the textbook, students compile a compact, logically connected text or a plan consisting of 4-5 sentences regarding nature conservation and bird protection. The plan samples proposed as a scientific-methodological recommendation include the following:

Firstly, making artificial nests for birds and installing them on trees.

Secondly, placing grain and water in areas where birds live during the harsh and cold days of winter.

Thirdly, protecting bird nests in nature, never destroying them, and not harming birds.

5. Elevating Intellectual and Linguistic Thinking Through Riddles

The folk riddles provided on page 19 of the textbook, along with developing students' heuristic (exploratory) thinking, enrich their vocabulary of adjectives representing the characteristics of objects and events. In particular, as an answer to the riddle "Sayrab tursam suyarlar, Sayramasam so'yarlar" (They love me if I sing, they slaughter me if I don't), the concept of a "rooster" or "singing bird" is analyzed, and the speech function of the object is revealed. Through the riddle "Daraxtni qo'rganim, Davolayman mo'rtini, Tushiraman qurtini" (When I see a tree, I heal its fragile part, I remove its worm), the image of a "woodpecker" (the tree doctor) is studied. In this process, students learn to group verbs representing actions and states based on literary speech rules.

Conclusion

6. Scientific-Methodological Conclusions and Practical Recommendations

Research results show that the presented non-tabular, integrated text-based system of tasks for working on artistic texts (particularly stories and riddles) in primary school native language lessons has the following pedagogical advantages:

Students do not just mechanically memorize word meanings; instead, they learn to group them within the text (context) and form a synonymous series.

By bringing dialogues into literary language norms, primary school students develop a speech culture, namely the skill of transitioning from a colloquial style to a scientific-literary style.

This methodological development can serve as a scientific source for enriching the practical part of native language textbooks, educational-methodological manuals, and dissertations on primary education methodology.

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