

LEXICAL DEVICES USED IN LYRICAL WORKS IN THE TEXTBOOK

AHMADJONOVA MAHFUZA EGAMKULOVNA,
Senior Lecturer, Department of Primary Education,
Kokand State Pedagogical Institute

ABSTRACT:

Poetry is an exciting rhythmic speech, arranged in a certain order in terms of melody, as an expression of emotions. Rhythm (consistent and uniform repetition of similar small passages) and rhyme (melodic words at the end of verses) are a certain means of regulating the poetic speech in terms of tone. When reading a poem, it is important that young students are excited by the poetic depiction of natural and social events. In the primary grades, stories, fairy tales, ie poems and lyrical poems written in the form of poems are taught.

INTRODUCTION:

A poetic story is a subject in poetic tales, that is, a system of events and the nature of its development. Lyrical poetry "reflects life through the spiritual experience, thoughts and feelings that are born in a person under the influence of a life event. The peculiarity of the lyrical scheme is that it "helps to more effectively express a person's emotional speech." The main type of work in poetry reading lessons is expressive reading. Only when the student understands the main content of the poem can he read it expressively. In the analysis of a poetic story can be used, mainly the types of work used in the analysis of the story, fairy tale, parable. Reading and analyzing lyrical poetry requires great skill from the teacher. However, in most cases the poem is approached from the point of view of a simple text. In this case, it is forgotten that the art of poetry is associated with emotion, it is not understood

that the meaning of poetry is hidden in the context of lines and words.

MAIN PART:

As a result, students are not able to grasp the essence of imagery in poetry. However, it is hard work to read the hidden meaning of any work. Without it, even the goal of literary education will not be achieved. After analyzing many of the poems studied in the primary grades and practicing expressive reading, the task is to recite expressive memorization. Poetic speech is easily memorized, arouses aesthetic feelings in the child. Children quickly and easily memorize simple rhythmic and resonant poems written in a clear, childlike language appropriate to the level of young students. Younger students are taught how to memorize poetry. To do this, the teacher divides the poem into several equal parts with the students. Students are told to pause at the end of each line, not to have a punctuation mark at the end of the line, and not to lower the sound at a rhythmic pause like a full stop, which allows the unfinished idea to continue. are memorized in turn. Epic (real) poems or literary tales in a poetic style are like stories that summarize an event that has happened or may happen in people's lives. It is a poetic speech with the melodic arrangement of the means of expression of events, the consistent and uniform repetition of small parts, and the use of melodic words in the verses. Therefore, in the study of such works, the method of working on poetry and storytelling is used. Students are specially prepared to read epic poems, which give an idea of the period in which the events described. Particular attention should be paid to the extent

to which the content of such poems is mastered. In this case, the use of pictures from educational materials gives good results. When working on the text of the work, analytical work is carried out, such as dividing it into parts, identifying the main idea of each part, planning and retelling, description of the protagonists and drawing educational conclusions.

Epic poems, like prose works, have a node, a culmination, a solution. Therefore, the content of the work is analyzed through questions and assignments. Questions and assignments can be created from the students' point of view. The analysis of such poems allows to clearly depict the events of the work and the situation of the protagonist in the eyes of the reader. It is also possible to draw pictures for some episodes. Explaining the meanings of the literary language of epic poems, identifying melodic words, determining the number of stanzas and verses, the number of syllables, expressive reading, memorizing certain episodes, etc. `ladi. 4th grade f "Reading book" "Courage and the light of the mind" (M.A`zam), "The story of the farmer and thirteen children", "The story of the East" (AO ripov), "Everyone epic poems such as "The Tale of the Pop and His Servant Baida" (AS Pushkin), "The Tale of the Wolf's Doctor" (A. Obidjon). The above-mentioned types of work should be used in the work on these works. The structure of the lesson of reading the poem is as follows you can: 1) expressive reading (first synthesis) for a holistic understanding of the content of the poem; 2) the time described in the poem, the conversation about the event (analysis); 3) practice of expressive reading of poetry (second synthesis); 4) preparation for memorization of the poem; 5) work on epic (real) poems; 6) work on unfamiliar words in the poem.

BOY'S EXCITEMENT:

Miraziz Azam Where to go: news, I feel dizzy. Not recognizing my city, My heart was

pounding. In the near future I haven't been to Tashkent yet ?! So many palaces have grown I didn't see, I didn't feel! These are new white towers In what month did it rise? Here is an electric locomotive When do you arrive at the station? Navoi street We have done so much! Spark cars There are so many! This country is mine Ascending to heaven. Let me introduce myself now My country is named after the world The teacher announces a new topic, reads the poem to the students and tells the content. Poetry is taught to students. Divided into 3 points in turn, 3 students read the poem. The wise sayings and riddles in the textbook are also worked on. Did you enjoy the lesson? • Which city is mentioned in the poem? • Read aloud the highlights. • Describe the content of each paragraph. Dictionary work: Electric locomotive Spark is a modern car model. Station - a building for passenger and transport services

ONA TILIM Vafo Fayzulloh Ancestors knew wisdom, respectfully yours, In no language, From a beautiful red flower. It spreads all the time, You are the reason, mother tongue. Navoi raised, Qodiri looked into his eyes. The nightingale's song, The height of the flowers Sendadir, mother tongue, It always spreads. . The teacher tells about the work of the poet T. Adashbaev. A short conversation about our native language will be held and the poem will be read expressively. Students will be interviewed on the content of the poem. Students work on unfamiliar words in the poem to enrich their vocabulary. Their lexical meaning is prepared in advance on the board. There will be a conversation on the content of the poem: 1. What is praised in the poem? 2. Which of our great ancestors is mentioned in the poem? Find and read verses about it in the poem. 3. Why is it called "Mother tongue", "State language"? Poetry is taught to students in turn. In this case, you can use inter-row competitions or methods of teaching poetry in parts. Phase 2.

Students will be asked to write a poem or proverb about language.

CONCLUSION:

The teacher summarizes the students' ideas. The teacher divides students into 3 groups. Assignment to groups. Assign each group to complete the following cluster. Students fill in the cluster drawn on A4 paper using the sample and pictures provided.

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