



## **Riddles in the study of works in literary reading lessons in primary schools**

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### **Annotation**

the article discusses the methodology of using riddles in the study of works in the lessons of literary reading in primary grades and the development of students' speech with the help of riddles.

**Keywords:** genre, riddle, metaphor, oral folk art, image, speech.

The development of students' speech is associated with the enrichment of their vocabulary. The more the child is rich in words, the more fluently he will speak. Therefore, in the elementary class, it is useful to learn 4 - 6 new words in each lesson. In this article, we will show readers the methods of using riddles in the development of their students' speech. The importance of folk oral creativity in the development of children's speech is great. The role of the riddle is especially great.

The goals of literary education: to introduce a child into the world of culture, to acquaint him with the language of culture, to make him not only a consumer, but a creator of spiritual values.

In reading lessons, younger students study the best works of children's literature. The origins of children's literature in the fairytale magic kingdom of oral folk art. Folklore is the richest treasure of folk wisdom, and the riddle is one of its brightest pearls.

The riddle genre is different in that it requires guessing the described subject. Therefore, the riddle is of great importance in the formation of intelligence. Guessing the riddle presupposes the presence of knowledge, ideas about a number of objects, phenomena of the world around us, broadens our horizons, teaches us to observe, focuses attention on the object being guessed, on the word that describes it, on the sound that helps to guess the riddle.

Artistic images of riddles not only acquaint with the language of folk literature, but also help to create an artistic picture of the world, thereby fulfilling not only the cognitive, but also the aesthetic function of literature. Aesthetic education is carried out by identifying and using the means of aesthetic content, which will allow children to look at the world and the person in it from the artistic side, ennoble the child's personality, and help general and literary development.

When guessing, clear logic develops, the ability to reason and prove, and this is the basis of creative activity. Writing riddles, children express themselves, their inner





world, shape themselves as a person, develop their speech, both oral and written. The secret conventional language of the riddle makes one think, think, peer intently into the surrounding reality, find poetry in the simplest things. "For any genre, except for a riddle, writes V. Mitrofanova, a simple knot in a log or a board, a shutter of a Russian stove, window glass, an ice icicle hanging from the roof, a ladle in water, a needle, scissors is not of interest. And the riddle knows how to incorporate this everyday world of trifles into a vivid system of images". Riddles give an idea not only about everyday life, but also about the culture of our people, about its history. In riddles, attention is drawn to concepts that are close and dear to children: family, home, homeland, native nature, human relationships, interest in the native language. This determines the spiritual development of children.

The pedagogical orientation of folk riddles is obvious, all of the above features, characteristics and signs of a riddle determine its rich didactic capabilities.

In our time, the possibilities of riddles for the development of children are increasing due to the fact that the riddle, once a folklore genre, has become a literary genre. Authors of modern riddles preserve and continue the traditions of folklore, new riddles reflect objects and phenomena surrounding a modern child, nature, a world close and familiar to a child. When defining the genre of riddles, we encountered a contradiction: on the one hand, no one would be mistaken about the genre of riddles, on the other hand, there are many definitions of the genre and sometimes they contradict each other.

The encyclopedic dictionary of F.A. Brockhaus and E.A. Efron offers the following definition: "A riddle, a metaphorical expression in which one object is depicted through another, which has at least a remote resemblance to it".

A large reference book on literature defines it as follows: "A riddle is a kind of oral folk art. A question or task that requires solving". S.I. Ozhegov in the "Dictionary of the Russian language" interprets the meaning of the word "riddle" as follows: "An image or expression that needs to be solved".

Each new riddle solved by the child is the next step in the development of his thinking, in literary development. The riddle reveals to the children the metaphorical wealth of the language. Metaphors are not typical for children's folklore, and acquaintance with them actually begins with a riddle. The riddles that interest us cause aesthetic pleasure with their poetics, connected with the nature of the artistic image, acquaints children with the joy of discovery.

In the program "Book for Reading", presented in the elementary grades, various small genres of Russian folklore are studied, including riddles. For example, in the "Book for reading" for the second grade, riddles are used as an additional artistic means at the challenge stage, that is, riddles facilitate an introduction to the main topic of the lesson.

This can be seen on the example of such works as the story of G. Sodikova "The





Storks Have Arrived". Solving the riddle about the stork allows, according to the signs noticed by the students in the process of solving, to facilitate the further assimilation of the main topic.

*Это старый наш знакомый: (This is an old friend of ours:)*

*Он живет на крыше дома – (He lives on the roof of the house)*

*Длинноногий, длинноносый, (Long-legged, long-nosed,)*

*Длинношей, безголосый, (Long-necked, voiceless,)*

*Он летает на охоту (He flies to hunt)*

*За лягушками в болото. (Follow the frogs into the swamp.)*

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*Её ноги два шеста, (Her legs are two poles,)*

*Любит водные места – (Loves water)*

*Где всегда полно лягушек (Where it's always full of frogs)*

*Горлопанистых квакушек! (Horny croaks!)*



(Stork).

On the basis of the riddle, students form an integral image of a stork, and their speech is enriched.

The same technology is used when studying the theme "Winter has come". The riddle about winter helps schoolchildren to highlight the distinctive features of a given season, focusing on the use of figurative words and expressions describing winter.

*Крыша в шапке меховой, (Roof with fur hat,)*

*Белый дым над головой, (White smoke overhead,)*

*Двор в снегу. Белы дома. (Snowy yard. White at home.)*

*Ночью к нам пришла ... (At night came to us ...) (Winter)*

Very often, solving riddles precedes the study of fairy tales, such as, for example, "Lady Snowstorm" by the brothers Grimm. The words used in the riddle, explaining their meaning, the students seem to be "imbued with the spirits of the fairy tale itself". Introduction to the topic. Solving riddles.



*Без рук, без ног, а рисовать умеет.* (No arms, no legs, but he knows how to draw.) (Freezing)

*Скатерть бела, всю землю одела.* (The tablecloth is white, covered the whole earth.) (Snow)

*Запорошила дорожки, (Powdered the paths,)*

*Разукрасила окошки, (Decorated the windows,)*

*Радость детям подарила (Gave the children joy)*

*И на санках прокатила. (And gave them a ride on the sled.)* (Winter)

*Гуляет в поле, да не конь. (Walks in the field, but not a horse.)*

*Летает на воле, да не птица. (Flies in the wild, but not a bird.)* (Snowstorm)

The meaning of the word "Snowstorm" is explained. Selection of synonyms for the word "snowstorm" (Blizzard).

In the study of R.Kudasheva's poem "Christmas Tree", the use of guessing riddles helps students notice signs of animate and inanimate nature, by choosing words that reflect these signs.

Approximate sequence of questions. The guessed is emphasized.

- *Is this inanimate nature? Alive?*
- *Is this a man? Bird? Insect? Animal? Plant?*
- *Where does it grow? In field? In the town? In the yard? In the mountains? In the woods?*
- *Is it a bush? Wood?*
- *Does he have leaves? Needles?*

The riddles about the Christmas tree are remembered, the noticed signs are noted.

*Ну и платье: (Well, the dress:)*

*Сплошь иголки (All needles)*

*Его носят весной... (It is worn in the spring ...)* (Christmas trees)

*Я прихожу с подарками, (I come with gifts,)*

*Блещу огнями яркими, (I shine with bright lights,)*

*Нарядная, забавная, (Smart, funny,)*

*На Новый год я главная. (I'm in charge on New Year's.)* (Christmas tree)

All these techniques develop memory, speech, the ability to reflect the content of the read.

In the "Book for reading" for the third grade, the study of riddles, as in the previous grade, serves as an aid in the study of the main topic. But in the third grade, their impact expands, students are given only ready-made riddles prepared by the teacher, but they are also given the opportunity to prepare riddles themselves for a new topic. For example, in the course of studying the poem by A.S. Pushkin "Winter



Morning", students independently find riddles about winter, which allows them to educate observation of natural phenomena, instills a love of nature.

Winter riddles prepared by students.

*На землю упало пуховое одеяло. (A duvet fell to the ground.)*

*Лето пришло одеяло все сошло. (Summer has come the blanket is all gone.)*  
(Snow)

*Когда все укрыто седыми снегами (When everything is covered with gray snows)*

*и солнышко рано прощается с нами? (and the sun says goodbye to us early?)*  
(Winter)

The considered program does not have a system for working with a riddle. The textbooks for the second and third grades include folk and literary riddles, there are tasks for them to expand the reading circle, there are no tasks aimed at studying riddles as a genre, there are no creative tasks, but the list of recommended books for independent reading includes collections of riddles.

Conclusion: It can be said that the considered reading programs for primary grades do not offer a purposeful and complete system of work for the study of riddles as a small genre of folklore. In the above programs, the study of riddles only partially meets the goals and objectives of speech and literary development, the development of the creative abilities of younger students. For some reason, the authors of the programs consider the riddle suitable for studying only in the second grade, and even then the proposed methods can be called insufficiently worked out. Despite the fact that in all textbooks the riddle is included and singled out as a special genre, it is not always studied from this point of view. Most often, the riddle is presented as an illustration of the diversity of folklore genres without a close study of its structure and functions. But I am convinced that the genre so beloved by teachers and children can and should be used in full to achieve the goals of literary education - for the development of speech, literary development and the development of younger students' own literary creativity.

### **List of used literature.**

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