



Methods Of Developing Reading Literacy Among Pupils Through Folklore For Future Primary School Teachers

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ABSTRACT

This article presents methodological recommendations for future primary school teachers on the use of folklore genres in developing pupils' reading literacy, as well as methods for applying them in the teaching process.

KEYWORDS: Method, reading literacy, imagination, approach, expressive reading, process.

INTRODUCTION

"The historical development of Uzbek literature has very ancient historical roots. It is well known that its earliest examples were created on the basis of genres and forms of oral folk literature. Regardless of the people in question, their spiritual heritage cannot exist without works of art and folk creations. It is also undeniable that classical literature emerged from the foundations of oral folk creativity. Therefore, it is important to study the close interconnection of classical literature and folklore and their development side by side over the centuries" [1].

Education and upbringing are practical pedagogical processes aimed at developing certain physical, psychological, moral, and spiritual qualities. The values that ensure the existence of an individual and society are transmitted from one generation to another through education and upbringing. Folklore is particularly significant in this regard.

In his dissertation entitled "Improving the Methodological Preparation of Future Primary School Teachers for Developing Pupils' Reading Literacy," M.A. Doniyarov investigated the theoretical and practical foundations for improving the methodological preparation of future primary school teachers. The study developed the didactic potential of methodological preparation, a model based on the competency-based approach, interactive pedagogical technologies, and educational and methodological support. The criteria for assessing the methodological preparation of future teachers were improved, and recommendations based on the integration of pedagogical practice and scientific activity were developed [2].

It is also important to provide future primary school teachers with methodological preparation for developing pupils' reading literacy through examples of folklore and to create the necessary conditions for their independent thinking. The classification of folklore genres by grade level, the competencies to be developed, and modern methods that contribute to their implementation are of particular importance in ensuring the methodological preparation of future primary school teachers.

Below is a detailed approach to methodological activities aimed at developing reading literacy among primary school pupils through the use of folklore, including fairy tales, proverbs, sayings, riddles, songs, epics, and other genres.

1. "The Method of Developing Reading Literacy through Fairy Tales"



a) Text selection. When selecting fairy tales, it is necessary to take into account the age characteristics and interests of children. Interesting, imagination-expanding, simple, and relatively short fairy tales facilitate reading and comprehension. The text should contain moral values and examples from real life, creating opportunities for pupils to learn from the behavior of the characters.

b) The reading process. During expressive reading of a fairy tale, the teacher first seeks to create an atmosphere appropriate to the work. Conveying the emotional diversity of the text through voice, tone, and intonation, as well as making pauses while maintaining the sequence of events, helps to focus children's attention.

2. "The Method of Developing Reading Literacy through Proverbs and Sayings"

a) Concise form, profound meaning. Folk proverbs and sayings are characterized by their concise yet semantically rich structure. Their brief form contributes to the rapid and effective memorization of texts by pupils while, at the same time, their broad semantic content stimulates thinking.

b) Methodological stages. The use of proverbs and sayings is regarded as an important component of the pedagogical process because they express the life experience accumulated by the people over a long period in a precise and concise form.

3. "The Method of Developing Reading Literacy through Riddles"

a) Criteria for selecting riddles. When selecting riddles, it is important that their linguistic form and semantic content correspond to the cognitive abilities of primary school pupils. Short, simple, but figuratively expressed riddles maintain children's interest and activate their thinking processes. Riddles related to life skills, nature, animals, or everyday objects create conditions for developing pupils' linguistic associations and visual-imaginative thinking.

b) The process of using riddles. The use of riddles during lessons, first of all, provides an opportunity to arouse pupils' interest at the beginning of the lesson. The teacher presents a simple but engaging riddle that attracts attention and encourages children to form initial assumptions related to the topic. This process not only helps focus pupils' attention but also creates a readiness for question-and-answer activities. Searching for the deeper meaning of a riddle, reflecting on its contextual features, and finding the answer contribute to strengthening pupils' analytical, logical, and creative thinking skills.

4. "The Method of Developing Reading Literacy through Songs, Text-Based Games, and Epics"

a) Songs and text-based games. Since songs are presented in poetic form, paying attention to their rhythmic structure, pronunciation, and intonation plays an important role in strengthening pupils' skills in artistic expression and rhythmic speech. In this process, each intonation, pause, stress, and sequence of sounds contributes to the development of children's phonetic perception and sense of rhythm.

b) Excerpts from epics. For primary school pupils, the simplest and most concise excerpts from epics contribute to a deeper understanding of the text and the development of aesthetic appreciation. Since reading the complex sequence of events in a lengthy epic may not correspond to children's age characteristics and cognitive abilities, it is advisable to select a particular section of the text and direct pupils' attention to the character, his or her adventures, and details related to the development of events.

In conclusion, the methods used in preparing future primary school teachers to develop pupils' reading literacy should contribute to the development of students' professional and

methodological competence. These methods develop future teachers' skills in conducting didactic analysis of folklore examples, designing lesson plans, developing tasks aimed at improving reading literacy, organizing micro-lessons, and analyzing their own pedagogical activities.

References

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