



METHODOLOGY OF TRAINING FOR DEVELOPING SPEAKING AND EXECUTIVE COMPETENCE OF STUDENTS OF GRADE 5-7 IN A LITERARY LABORATORY

Nurmuhhammadov Jamoliddin Shermuhammad o'g'li

Assistant professor

Alisher Navo'i Tashkent State University of the Uzbek Language and Literature

e-mail: jamoliddinnur88@mail.ru

| Article history: | Abstract: |
|--|---|
| Received: 6 th April 2023 | This article reflects the problems and solutions of organizing activities |
| Accepted: 10 th May 2023 | that develop the speech and performance potential of 5th-7th grade students |
| Published: 11 th June 2023 | in a literary laboratory. In creating an audio book, it is intended to use the students' speech abilities correctly. Expressive reading techniques for the development of executive potential are explained through special tables. |
| | Literary textbooks also talk about the ways to record and decorate works of art given as educational texts in the form of audio books. |
| | In the article, examples for reading and writing from 5th-6th-7th grade literature textbooks are cited. |

Keywords: literary laboratory, literary education, audiobook, audio book, book mp3, pronunciation, 5-7 grades, sukhandan, survey.

INTRODUCTION

By the Decree of the President of the Republic of Uzbekistan No. PF-5712, the Concept of the Development of the Public Education System of the Republic of Uzbekistan until 2030 was adopted, in which "implementation of specific goal-oriented work with talented children and talented youth creating a system", "improving teaching methods, gradually applying the principles of individualization to the educational process".

From the concept, it can be seen that educating gifted students or special abilities of students is one of the main principles of education. All educational subjects work on the basis of this principle. In particular, educational subjects such as physics, chemistry organize experimental works through various laboratory exercises in addition to theory. Educational subjects such as history and geography develop the interest of students through various quizzes, trips, and research while teaching the subtle secrets of science. In technology, students learn by making or breaking existing things. All this can be achieved through "improving the teaching methodology, the principle of individualization of the educational process", as stated in the Concept.

In literary education, unlike other subjects, it is considered that the education or development of talented children is carried out through the medium of words. So, one of the main tasks of literature classes is to determine, form and develop students' artistic and aesthetic taste through artistic words. Literature, as a science, expresses who and what a person is capable

of, not with external factors, but with certain categories of internal events.

METHODS

It is important to start working on special creative tasks with the 5th-7th grade students of the basic secondary education (grades 5-9) stage of the general secondary education system in order to develop their artistic thinking. is one of the issues. A solution to this problem can be found through creative assignments in the literary laboratory.

For this, it is necessary to do the following step by step:

1. Development of creative tasks embedded in certain topics of literature classes and extracurricular activities;

2. To ensure that the work prepared by students is based on a critical-creative approach in the preparation of assignments;

3. Clarifying ways to evaluate creative skills;

4. Analyzing the dynamics of creative growth of students when moving from one task to another.

By giving interesting creative exercises and tasks to strengthen the creative potential of 5th-7th grade students, it will be possible to help them discover new aspects and help them feel the grace of words more closely.

The tasks given in the literary laboratory for 5th-7th grade students are of great importance in critical and creative thinking. The following can be included in the main structural element of the literary laboratory sessions organized for these classes:



1. The topic of the research or project.
2. Purpose of research or project.
3. A brief summary of the work.
4. The order of work.
5. Research or project itself.
6. Conclusions and recommendations.

Literary laboratory works can be prepared in the form of a written work, a presentation or a media product. Laboratory classes help students to further expand and strengthen the knowledge they have received from the textbook, and teach them to conduct independent observations.

In the literary laboratory, students are not limited to just training. They create a product. They try to produce. For example, if audio texts processed according to the text of a work of art are recorded in high quality, when such works are collected one day, it will be possible to sell them in mp3 format. A quality product always finds its buyer. In the age of technology, when headphones are a tradition, it is easy to popularize "book-mp3s" that do not choose

space and time due to their ease of listening. Books in "book-mp3" format are very important for those who don't like flipping through books, can't find time to read, or can't read paper version due to their health.

We will consider the results based on the method of creating an audio book within the framework of some topics included in the current 5th grade literature textbook, as well as 6th-7th grade literature textbooks based on the Ministry of Education.

Aesop's 7 fables are included in the 5th grade literature textbook. They are:

- "Shepherd with wild goats";
- "Vineyard with deer";
- "Stork with a wolf";
- "Frogs with donkeys";
- "Donkey with salt on it";
- "Eagle, vulture and shepherd";

The above parables can be role-played by working in groups. For this, the following actions should be carried out in sequence:

| Sequence of work | The content of the work | Explanation |
|-------------------------|--|--|
| Step 1 | For each example, a small voice casting competition is held in the class. That is, the process of sounding the images mentioned in the parable is carried out. | Images: Goats; Shepherd; Wolf; Stork; Donkey; Frogs; Eagle; Bird. |
| Step 2 | At the end of the casting, the student who will read the author's speech in the parables will be determined. | The voice should be in a wise tone. |
| Step 3 | Pupils choose one parable by agreement. | They practice the speech of images 2-3 times. |
| Step 4 | After the end of the exercises, the parable will be read in full format. | The chief laboratory assistant, that is, the teacher, should monitor the study process. It will be necessary to help correct the shortcomings. |
| Step 5 | Audio recording equipment (microphone, dictaphone) is prepared. | A noise-free room with a microphone |



| | | |
|---------------|--|---|
| | | and a computer is needed. |
| Step 6 | The parable will be read and recorded on media devices. | |
| Step 7 | An artistic decoration (arrangement) is given to the recorded session. | Based on the content requirement of the parable, melody and noise elements are added to the recorded audio product. |
| Step 8 | The groups will present the audio parable they have prepared. | Groups are given 5-7 minutes for the presentation. |

RESULTS

It is interesting to use the elements of radio postonovka (reading in roles, putting music and noise in the background) in preparing an audio book with 5th graders. Because students of this age have a great desire to do team work. It is important to use the radio-postonovka method when recording these parables.

In the same way, writing down fairy tales with students of the 5th-6th grade is also fun. Fairy tales, with their richness of plot and variety of roles, give students an opportunity to show more of their inner potential.

The topics given in the 6th grade literature textbook based on the national curriculum can be organized as individual or group exercises. Prose works given in the textbook can be given an audio assignment separately, and poetic works separately. Students can also choose a work based on their creative abilities. The chief laboratory assistant (teacher) can also organize groups in the section of directions through a small questionnaire. It is expedient to conduct a questionnaire for the formation of groups at the beginning of the training. For example, the questionnaire may contain the following questions:

| O/N | Questions | Answers |
|-----|--|---------|
| 1. | What kind of works do you like to read aloud: A) Prose; B) Poetic. | |
| 2. | Do you like to sing? | |
| 3. | What is approximately the problem that you can face in voicing prose works? | |
| 4. | What is approximately the problem that you may face in voicing poetry? | |
| 5. | Can you make your voice look different? For example, what images can you cast your voice on: Male; A woman; Girl child; A boy; Animals and others. | |



Through this questionnaire, students' opportunities and concerns are determined. The chief laboratory technician is required to summarize the answers to the questionnaire and give the necessary recommendations to each training participant. In this case, it is possible to achieve the efficiency of the

| Groups | Training object | Additional notes |
|---------------|---|-------------------------|
| A | The story "Thief" by Abdulla Qahhor. Hojiakbar Shaikhov. "The first test". ¹ | |
| B | Rubaiys of Alisher Navoi. Poems of Avaz Utar. | |
| C | Folk songs. | |

It is desirable to audioize prose works in such a way that they will be pleasant for those who listen to them during reading. This activity becomes an interesting laboratory only if both the listener and the student enjoy the aesthetic pleasure of the audio product. The student should be able to visualize the characters' speech, behavior, and manner of speaking. If you read the selected work several times and clarify the emphasis, stop (pause), punctuation and other elements, you will get closer to the goal.

Marcus Tullius Cicero emphasized that the tone is the most important and most effective tool in the speech process: - It is necessary to choose such a tone of speech so that it attracts the attention of the audience, and it is not only pleasant, but also touching, heart-warming. May you be happy forever.

In this sense, intonation is the main means of expressiveness and serves to reflect the various variations of the state of human emotions. Thoughts, goals and aspirations, emotions in the speech process reach others through vocalizations.

"These voice changes (voice changes) that occur as a result of a certain desire, intention, aspiration, action are called intonation. In the text of a work of art, intonation is determined by various punctuation marks, the arrangement of verses in poetic works, and it also naturally arises from the content of the work, the author's purpose, feelings and mood. The role of intonation in understanding the idea of the work is especially important in dramatic works. In works of art, forms of intonation are used to express different emotions, such as question, exclamation, message, sarcasm, anger, emphasis".

laboratory training by giving the task where the students' creative potential is fully revealed.

Subjects given in the textbook (currently or by section) can be divided based on the conclusion of the questionnaire.

One of the foundations of poetry that distinguishes poetic speech from prose speech is weight. It means "measure". the basis of the structure of the poem is a certain rhythmic unit (measure) - hijo.

It will be useful to teach how to determine the appearance of the structure of the poem and the types of weight depending on the number of hijas in the verses of the poem in the laboratory session. The rhythm of finger-weighted poems is based on the number of hijalams and stops, and the sequence of short and long hijas is the basis for the structure of aruz-weighted poems.

¹ Mirzayeva Z., Jalilov K. Adabiyot. Umumiyo‘rta ta’lim maktablarining 6-sinfi uchun darslik metodik qo’llanmasi. – Toshkent: Respublika ta’lim markazi, 2022. – 96-b.



| Reading the story "Thief" by Abdulla Qahhor | Additional recommendations |
|--|---|
| Kampir // tong qorong'isida // xamir qilgani turib, // ho'kizidan xabar oldi. // O!.. // Ho'kiz yo'q, //og'il ko'cha tomondan teshilgan... // Dehqonning uyi kuysa kuysin, // ho'kizi yo'qolmasin.// Bir qop somon, // o'n-o'n beshta xoda, // bir arava qamish – uy// , ho'kiz topish uchun necha zamonlar // qozonni suvga tashlab qo'yish kerak bo'ladi.// ... | // - stop sign; Blue color - the author's speech; Green color - image speech. |
| Read folk songs | Additional recommendations |
| 1 team: – Oq terakmi, ko'k terak? – Bizdan sizga kim kerak? – Gul terdik dasta-dasta, Bir-biriga payvasta. Bizga kerak odobli, A'lochi qiz Shohista 2 team : – Oq terakmi, ko'k terak? – Bizdan sizga kim kerak? – Oy kerag-u, oy kerak, To'lib oqqan soy kerak. Bizga "Maqtov qog'oz!" Olgan Hasanboy kerak! | This song: folklore is read in rhythm and melody; two teams are formed and performed together. In this case, the parts in blue color are sung together in an accompanying voice, while the words in green color are said by one performer in a loud, challenging tone. |

Based on the above audio book requirements and the methodology of their implementation, the works given in the 7th grade literature textbook can be audioized or broadcasted. In particular, it is possible to develop specific requirements when reading works such as Olmas Umarbekov's "Qiyamat Qarz" and Muhammad Ali's "Light in the Dome".

In Olmas Umarbekov's story "The Doomsday Debt", there are many places where the author's speech and the inner experiences of the main character Sarsonboy father are reflected, so students should practice monologue speech more. In reading Muhammad Ali's epic "The Light in the Dome", the same, that is, monologue speech is given priority.

DISCUSSION

Important aspects, problems and existing risks should be considered when preparing an audiobook. The following can be cited as important aspects, problems and existing risks related to training.

1. Sukhandan issue. When preparing an audiobook, first of all, it is necessary to choose a speaker who does not have a speech defect, who strictly adheres to the norms of the literary language and the rules of pronunciation during the reading process. It should be noted that some speakers make mistakes in pronouncing the names of places and characters in a foreign language during the process of

voicing books of world literature. This may bother the attentive listener.

2. The issue of the voice operator. It is also important to choose a sound operator who does his job thoroughly when recording an audiobook. Because in the process of voicing, it is necessary to avoid external noises from being heard by the microphone. Otherwise, it is considered a poor quality product.

3. The issue of sound and noise. Some experts believe that the use of different sound elements, music samples, depending on the content of the book being voiced, will increase the quality of the audio product. According to them, the use of such elements gives the listener a better idea of the book. It is a bit difficult to consider this idea as correct. Because the audiobook should be free of any extra sounds and sound elements. Because not all readers like additional voices. If such sounds or music are needed, it can be said that it touches their imagination.

Prepared in the recording studio of the National Television and Radio Company of Uzbekistan: "Treasure of Ulugbek" by O. Yaqubov, O'. The audio version of Umarbekov's novels "Fatima and Venus" is presented in this form. Most of the listeners admitted that the additional sound elements and music interfere with the reading process. In fact, these sound effects are more typical of radio programs than audiobooks. Because in radio broadcasts, the description of visual



situations in sound form is in the leading position. Therefore, the more they use any effects that can be expressed in sound, including door opening and closing, car and bus sounds, wind and rain sounds, and the sounds of various animals, the higher the quality of the radio station. But these things are overkill for an audiobook.

4. The issue of dividing the audiobook into tracks. Another important aspect of an audiobook is its division into tracks. When the books were recorded on audio tapes, the tapes were 90 minutes long. This time is divided into 2 ways. The first track of the tape was completed in 45 minutes. Accordingly, the audiobooks were also stopped and paused every 45 minutes. This rule was partially followed when audiobooks were transferred to digital format. However, this was not an absolute rule. In today's professional audiobooks, the tracks are divided according to the size of the chapters in the books. Accordingly, some tracks last 15-20 minutes, and some more than 30 minutes. In fact, the duration of one track should not exceed 30-45 minutes. Because more than that will not attract the listener's attention and will make him tired.

The audio book (book mp3) project is conducted in the 5th grade in small genres (such as proverbs, proverbs, riddles, proverbs, poems), and in the 6th grade in medium genres (such as stories, short stories, and epics), and with 7th grade students, it can be done with works of a larger genre (such as short stories, novels, dramas).

CONCLUSION

In order to record the text of a literary work in a literary laboratory, it is important for those who read it to be able to control their voice changes based on the content of the work. For example, in the work, "the hero's anger is expressed with a passionate, violent, sometimes hoarse voice, and fear is expressed with a crushed, confused and sad voice. Courage is tense, firm. if it is performed in an angry voice (voice) that indicates speed and cruelty, the passages expressing the feeling of joy are read in an open, soft, tender, happy and light voice. "Depression is performed in a muffled, hoarse and unpleasantly harsh voice."

Until today, there was a perception that audiobooks were made only for the blind. It is true that the majority of audiobook listeners are visually impaired. But this does not mean that healthy people do not listen to audiobooks. Audiobook should be considered as a form of reading.

Before organizing laboratory sessions on audiobooks, it will be very useful to inform students

about pages, sites and platforms in social networks where audiobooks and radio hosting works are posted. In particular, "audiobook.edu.uz" of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, "Kitob.uz" sites of the Republican Children's Library, "MTRK audiobooks" of the National Television and Radio Company, Tashkent State Uzbek language named after Alisher Navoi and it is recommended to follow Telegram channels of the University of Literature, such as "Audiokitoblar ToshDO'TAUsan". Because laboratory training is based on imagination and experience.

Thus, practical training in literary laboratories organized by students of the 5th-7th grade will not only develop the artistic thinking of the students, but also improve their speaking abilities and ability to perform the work.

REFERENCES:

1. Abdullayev A. Estetik did tarbiyasi."Yoshlik", 2010-yil, 11-son.
2. Ahmedov S.,Qosimov B.,Qo`chqorov R., Rizayev Sh. Adabiyot. Umumiy o`rta ta`lim mакtablarining 5-sinfi uchun darslik. – Sharq NMIU, 2020. – B 272.
3. Masharipova Z. Ifodali o`qish praktikumi. Toshkent: Alisher Navoiy nomidagi O`zbekiston Milliy kutubxonasi nashriyoti, 2011. – B 238
4. Mirzayeva Z., Jalilov K. Adabiyot. Umumiy o`rta ta`lim mакtablarining 6-sinfi uchun darslik metodik qo`llanmasi. – Toshkent: Respublika ta`lim markazi, 2022. – B 224.
5. Mirzayeva Z., Jalilov K. Adabiyot. Umumiy o`rta ta`lim mакtablarining 7-sinfi uchun darslik metodik qo`llanmasi. – Toshkent: Respublika ta`lim markazi, 2022. – B 224.
6. Zunnunov A., Esonov J., Hotamov N., Ibrohimov A. Adabiyot o`qitish metodikasi. – Toshkent: O`qituvchi, 1992. – B 334.
7. <https://lex.uz/docs/-4312785>
8. <https://lex.uz/docs/-5013007>