

METHODOLOGY OF INNOVATIVE TEACHING OF HADITHS AND SUMMARY WORKS IN PRIMARY CLASSES (PARABLE, QUICK TELLING, RIDDLE)

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Abstract:	Keyword
This article discusses the innovative teaching method of hadiths and short works (parables, quick sayings, riddles) in primary grades.	puzzle, innovative, parable, pedagogical, quick to say, creative, thinking, ability

(Matthew 24:14; 28:19, 20) At a time when our country is growing rapidly on the road to innovative development, the development of independent, intelligent thinking, creative ideas, and worldliness for young people who are continuing our future is our goal. Education is moving to a new phase, students' level of thought is expanding, information is getting easier, not using innovative technologies to teach in such a growth process reduces efficiency. Today, the scope of information has expanded greatly, the lesson is remembered if lesson topics are linked to sharp events in everyday life, various innovative technologies are used. Hand-to-handhiga can be achieved. The essence of modern pedagogical technologies is to educate and fully study the student. The main requirement for teaching from educational institutions based on pedagogical technologies is new based on the teacher's life experience, previously acquired knowledge and interests to provide knowledge.

In poetry or prose based on finding the deliberately hidden sign, shape, behavior, status and function of riddles on the basis of comparison of things or events to something else or events questions and assignments in the structure. Riddles are created in close relationship with the lives of the people. In their time lies people's ancient beliefs and imaginations, their desire to know and understand the universe. We found it impossible to interrupt the methodology (illustrations, quick words, riddles) of innovative teaching of events and works in the first grades of X.

To find the answer to the riddle, read the riddle text carefully, understand what is being pointed at, and guess what the main characteristics and characteristics of the riddle are aimed at. You also have to try to find it. Riddle teaches students poverty and poverty. Therefore, folk art is also widely used in textbooks. The 1-2nd grade, the Book of Reading, contains more riddles and under each text. The objective is to achieve the

integration of the content of the text on the basis of riddles. For example, in grade 1, under the text "Love for the Book," the riddle of "Hard Layer, Don't Throw Away If You Are Wise" was discovered and selected very appropriately for the topic. In the 1-4th grade reading textbooks, the theme "Findings" is also given by a variety of riddles. In grades 1-2, riddle answers are written under them or given through pictures. 3-4 after classes, there were no javobjects recorded. This is because by this time, students will have developed the skills to work on riddles.

A fairy tale is a small poem, sometimes a novelty, that reflects moral, satirical, and cutting-edge content in cinematic images. In the illustration, human characteristics are copied into the world of major images— animals, animals, and plants. In addition to the fact that the crocodiles are cinematic, the funny question-and-answer is also characteristic of the language and style of the fairy tale. Often, at the entrance to the illustration, sometimes a contribution from the story of piracy is drawn - a remarkable conclusion. In the concept of literature, the illustration is described as a short-sycamore work of poetic form and major character as one of the lyrical-epic genres. In illustrations, animals with turns are portrayed in a major picture as the heroes of the poem.

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Several episodes of Nebuchadnezzar's poems, such as "Lion and Durroj" and "Kabutar," play a major role in educating good qualities. Famous illustrations of Gulhani's "The Scorpion with the Tortoise" and "The Monkey and Najjor" match the age of elementary school students. They advance such ideas as friendship, honesty, and not trying to do what they can.

For example, fairy tales can also help a child overcome such ills as cruelty, fear, lying, sluggishness, and negligence. However, the textbooks of the current elementary school are given little place in the illustration. However, the role of the illustration in raising a child is insignificant. The contribution from the story in the illustration fills the place and space that the reader overlooks in the text, reads face-to-face, and does not try to understand well. For example, fairy tales can also help a child overcome such ills as cruelty, fear, lying, sluggishness, and negligence. However, the textbooks of the current elementary school are given little place in the illustration. However, the role of the illustration in raising a child is insignificant. The contribution from the story in the illustration fills the space, the place where the reader ignores the text, reads it face-to-face, does not try to understand well.

First of all, the inventiveness of the illustration, the shortness and clarity of the language, simplicity, sharpness, and publicity have a profound effect on a child's emotions. These are also important material in cultivating student speech. The behavior of the heroes of

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the fairy tale, the bees of the verb, and the speech characteristics attract the reader's attention.

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It should be emphasized that primary school textbooks are suitable for the age of students, selected on topics, but dead riddles, Latin, and fast is intended to be selectively entered. The study of riddles, Latin and quick words is first carried out in each lesson in elementary schools. In learning as a separate lesson, teachers can use a variety of methods.

Available Literature

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