

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

АБДУЛЛАЕВА ШАҲНОЗА РАҲИМЖОН ҚИЗИ

**LITERATURE THE SKILLS OF USING ALLEGORIC SYMBOLS IN
ENGLISH**

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**THE SKILLS OF USING ALLEGORIC SYMBOLS IN ENGLISH
LITERATURE**

**5111400- Philology and teaching languages (the English language) for
granting bachelor`s degree**

QUALIFICATION PAPER

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SCIENTIFIC ADVISOR:

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Abstract

The qualification paper is concerned with teaching national mentality of allegoric symbols on the material of English and Uzbek literature. Therefore, it deals with analyzing the notions of allegory as well as symbols, their peculiarities in both English and Uzbek literature and the methods of teaching allegoric symbols to all levels of learners ranging from schoolchildren to university students and determines the more efficient ones.

The main aim of this work is to suggest applying more effective approaches of teaching national features of allegoric symbols in literature so that learners of all levels can be taught both theoretically and practically and this helps them analyze events happening around them scientifically and logically, as well.

The participants of the study were the groups of students of Uzbekistan State World Languages University whose level is B2 according to CEFR. For suggesting the effective methods at the beginning of the practice the participants were asked different questions on literature, each time participants were supposed to read at least a story and analyzed the actual points of the English and Uzbek literature representatives. Afterwards, the researcher made a list of all the best-selling, useful works. Next she conducted four lessons on teaching allegoric symbols with the association of new methods. The lessons were conducted at Uzbekistan State World Languages University which is situated in Uchtepa district, Tashkent city. The duration of the study was two months. As she has finished conducting lessons, she took a post-test on the basis of those which have been taught and compared its result with that of the pre-test so as to check the efficiency of methods.

The theory has proved that the methods of teaching young children to learn symbols and their meanings revealed effectively in teaching process.

To sum up, the study assisted the learners to gain knowledge of allegoric symbols on the materials of English and Uzbek literature through the effective teaching methods and to make literature teachers' work easier by suggesting them into use.

Table of contents

I.	
Introduction.....	
.....	4

Chapter I –Theoretical part

1. Literature	
Review.....	5
A. The notion of “Allegory” in literature	
B. The use of allegory in Uzbek folklore and literature.....	6
C. The skills of using allegoric symbols in English literature.....	6
D. National peculiaritiesof allegoric symbols in “ Lison Ut-tayr”	
by	A.
Navoi.....	
.....	7
E. The image of national mentality in “Animal Farm”	
by	George
Orwell.....	
13	
F. Methods for teaching allegoric	
symbols.....	14
II.	
Body	part
.....	
19	

Chapter II–Procedure and process

2.1	Research
plan.....	
20	
2.1.1 Statement of	
purpose.....	20
2.1.2	
Methods.....	
... 21	

A.	
Subjects.....	
....	23
B.	
Materials and Equipment.....	
	24
2.2	
Procedure.....	
	27
2.2.1	
Variables.....	
	27
2.2.2. Specific steps in the experimental process.....	27
2.2.3 Data	
collection.....	29
Chapter III –Results and Discussion	
3. 1 Result and	
Analysis.....	39
A.	
Data collected from the questionnaire.....	
	39
B.	
Data collected from the subjects with the help of Pre-	
test.....	
..	42
C.	
Data collected from the subjects' Post-test results.....	
	46
D.	
Answers to the research questions.....	
	52
3.2 Final	
reflection.....	54
III. List of the Used	
Literature.....	55

A. Reference	
list.....	55
B.	
Bibliography.....	
... 57	
Appendix.....	
..... i	

I. Introduction

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second grade . After this decree how to teach primary pupils, ages 7-11, appropriately and effectively have become an important topic. Taking into concern this very state the researcher dedicated this thesis to teaching national mentality of allegoric symbols on the materials of English and Uzbek literature to all levels ranging from primary schoolchildren to university students as the awareness of the figurative meanings of notions is a building block in a language that helps learners develop scientifically and culturally as well, and by learning allegoric symbols, learners start to develop skills of logical thinking in both the native and the target language.

In addition, teaching symbols does not exist as an isolated item in a language. That is, the knowledge of figurative meanings of words in a language and the ways of using them in a proper way are required in order to achieve adequate understanding in listening or reading or produce ideas successfully in speaking and writing.

1.1 Literature Review

“Without symbols literature would be a science subject that conveys no feelings”

Charlotte Bronte

A. The notion of allegory in literature

Literature is a piece of writing that is valued as a work of art, especially novels, plays and poems in contrast to technical books and newspapers, magazines and **Allegory** is the use of symbols to present ideas, especially in art and it is an essential factor, required for mastering a language. Whereas past and contemporary emphasize often on language structure and writings, understanding of allegoric symbols is equally vital, possibly more important in literature. Simply by knowing

figurative meanings of symbols, learners can comprehend both the native and the target language accurately and read rapidly without misunderstanding and use words in a proper way. Nevertheless, it is not always easy to analyze allegory by simply reading the context.

Manuel Puig says “I can work in films as long as the story does not have a realistic nature. If I am working with an allegory, a fantasy, it can be developed in synthetic terms”. In other words, as a literary device, an allegory is a metaphor whose vehicle may be a character, place or event, representing real world issues and occurrences. It has been widely used throughout history in all forms of art, this is because with the help of allegoric symbols complex ideas and concepts can be illustrated in a comprehensive and striking way to its viewers, readers and listeners. Moreover, the feelings expressed by means of symbols impacts on everyone more efficiently rather than the points given in a rough and real manner and make them think logically about everything surrounding the world.

Naguib Mahfous states that an allegory is not meant to be taken literally. There is a great lack of comprehension on the part of some readers. It means that people typically use allegories and rhetorical devices that convey hidden meanings through symbolic figures, actions, imagery or events, which together create the moral, spiritual, or political meaning that the speaker wishes to convey. However, sometimes it is possible to come across some difficulties while understanding the figurative meanings, and this is not because the term is literal, but it is due to lack of ability to comprehend the context, as symbolism and allegory are the most essential factors not only for perceiving literal works, but also they are both major factors in analyzing the whole surroundings.

Charles Baudelaire claims that everything for him becomes allegory. More clearly, in daily life allegory is applied in order to add different layers of meaning to their speech and works. It makes stories and characters multidimensional, so that they stand for something larger in meaning than what they literally stand for

Some learners have low curiosity to read books ranging from small fairytales to big novels which consist of lots of chapters. The reason is that they simply cannot imagine what the writer wants to convey, instead they find reading a boring pastime. This makes them have less confidence in learning literature. It will even make them gradually give up studying this subject. The question is “how to encourage learners no longer feel that literature is a boring element which is unnecessary in the foundation of their future?” It is really worth discussing from the classroom teacher’s point of view. Joseph Addison puts forth that allegories, when well explained to learners by teachers at least three or four times, are like so many

tracks of light in a discourse, that make everything clear and beautiful. In other words, good explanation and cooperation between teachers and learners are beneficial for teaching both pupils and students allegoric symbols.

Literature consists of a number of words with different figurative meanings and it is not always easy to comprehend the actual meaning of a writing if one is unaware of the gist of symbols.

Every day in the classrooms, as qualified teachers are faced with teaching allegoric symbols in a range of ways for a variety of goals, they are always concerned with three of the eight questions listed by Nadeem Aslam about how to design and implement effective instruction. The questions are, “Which symbols should be taught?”, “What approaches can bridge the learning „allegoric symbols?”, and “Can technology be used to enhance symbolism?”

Laurie Halse Anderson states that there are several methods that a teacher can apply to choose allegoric symbols which are appropriate for the class and their outlook.

Suggested approaches include selecting symbols that are not well mastered in learning process and will be encountered frequently in the future “using and analysing allegoric symbols that are important while reading and comprehending what is going to be taught”

Cassandra Clare says “white for Shadowhunters is the color of funerals,” Luke explained.” But for mundanes, Jace, it is the color of weddings. Brides wear white to symbolize their purity.” “I thought Jocelyn said her dress was not white,” said Simon.” Luke choked on his coffee. (“City of Fallen Angels”). As Clare mentions the researcher selects what sort of symbols are suitable for learners according to their age and level, and their meanings should be explained by giving several examples from different fictions in English and Uzbek literature, and of course, visual aids are one of the items that are essential in this process.

B. The use of allegory in Uzbek folklore

It is typical of Uzbek literature to utilize allegoric symbols in folklore ranging from poems to novels. As A. Oripov said “We can teach our young generation with the help of such symbols because most young learners want to take good habits of their fairy tale heroes which aids them to be respectful and responsible citizen in the future “. In other word, it is true that children always want to look like their heroes in cartoon, cinemas or stories they have watched or heard. In order

to teach them good habits and proper ways of behaving, both teachers and parents should know how to deliver the figurative meanings of symbols, allegory used in stories, novels and in those mentioned above.

Xudoyberdi Tuxtaboyev states that the novel “Sariq devni minib” is not just a fairytale for extensive reading, it is the story that hides a large number of proper ways of being a well-behaved child, and the side effects of cruelty as well as dishonesty by presenting the false fortune-teller Sora xola and her liar son.

Indeed, reading plays in a classroom and analyzing heroes, heroines and their character, personality show the virtually acceptable manners in society leading young growing generation to prosperous life.

Furthermore, “Zarbulmasal” which was written by Gulkhaniy can be a vivid picture for allegory as Khamidov said such symbols can play a crucial role and own moral importance for learners. There are a great number of examples in Uzbek folklore. One of them is Alpomish in which allegoric symbol Boychibor stands for an honest friend, and inevitably, by applying this symbol, it is emphasized to be a good companion.

Teaching pupils, students literary works such as telling a story is an effective way of giving students opportunities to widen their outlook together with logical thinking. Once learners are reading or listening to stories, they will be given the chance of living in totally different world described in novels, which helps them differ the real world from the one which is only in stories. At the same time, they start to discuss the similar events or experiences happening around them. Consequently, they feel that they are already grown up and a part of the society and it persuades them to behave like their favorite heroes or heroines whose life is prosperous in stories because of their good manner.

Also, Tuxtasinov and Abdunazarov suggest that students should have the ability to see the meaning hidden behind the characters in a novel, otherwise it is nothing more than looking at a nutritious meal. If they do not know how to eat this healthy diet, it is teachers who must show them the ways of consuming properly. Undoubtedly, as healthy diet leads to a healthy life, flourishing life is attributed to healthy thinking.

C. The skills of using allegoric symbols in English literature

Juan Antonio notes “the tree has been always an allegory for spiritual growth, and the literature of England can be this very tree”. Certainly, it is usual in English

literature to give an opinion by using another character which is considered symbolism.

One of the better methods to teach school children is to divide them into characters which are in a story or something like this and ask them to play roles. As a result learners can put their knowledge into practice which assists them to feel their heroes in real life.

Recently, the most effective ways to teach allegoric symbols are those which are connected with the academic courses and include attention to meanings. Teaching symbols should be related to aspects which are relevant and significant for students' motivation.

George A. Romero said “ English writers use allegory so wisely that even you cannot prove that they are blaming on you by symbolism, it is also art.” Without any doubt, the author is right, since writers in England tend to give their bitter opinions by symbolizing animals, objects and et cetera. As an example the researcher can give “Animal Farm” by George Orwell.

D. National peculiarities of allegoric symbols in “Lison Ut-tayr” by A. Navoi

As a critic, A.Kakhor said “The last work by Navoi Lison Ut-tayr” is a vivid example for symbolism, as people are encouraged to collaborate as the birds described in the novel.” Indeed, the birds depicted in this play by Navoi are the symbols of people living around the writer, and he used this creature to address people and illustrating how the society was at that time.

A.Rashidov states that learners who can understand the ideas and aims of “Lison Ut-tayr” can analyze the real world also. This is because it hides the meaning that only those who can think logically can see what the writer wanted to show. Without any doubt, the critic is right here and by teaching and helping students to comprehend this work teachers can prove the national peculiarities of allegoric symbols.

In addition to those opinions mentioned above, Kholikov notes that “Lison Ut-tayr” is not only useful while teaching but also it is the novel which everybody should read and analyze regardless of their background or occupation, since this is the book which teaches people both scientifically and religiously, improves their knowledge on the virtual and religious worlds.

E. The image of national mentality in “Animal Farm” by George Orwell

“All animals are equal, but some animals are more equal than others” - this is George Orwell’s quote that describes the whole play with a sentence. By analyzing this work students can clarify the image of national mentality in it, and discover the ways of using symbols in English literature

The critic C.G. Jung states that “man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself.” While reading the whole chapters learners start to understand that animals described in the play are people’s character and that it is about Russian Revolution.

David Lloyd said that the creature outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which. “Animal farm” shows the mentality of English writers by way of using symbols in an excellent manner.

J.R. Tolkien stated that freedom, inequality, fear and safety described in “Animal Farm” can be a really well-organized sample to teach learners how to describe the things happening around them in a mild way using symbols. Definitely, this play by G. Orwell is the one that can be read all over the world regardless of their nationalities. This is the reason why the researches have chosen the very work while practicing and teaching the students of Uzbekistan State World Languages University.

F. Methods for teaching allegoric symbols

As literature consists of symbols, there are certainly some figurative meanings of each character in almost all the literary works ranging from the ones dedicated to schoolchildren to high school and university learners. However, sometimes learners aged six to eleven obviously have a shorter attention span, and therefore, find it challenging to analyze characters in stories. They consider fairytales very interesting, enjoyable, but teacher should not forget that these stories are going to teach them something that is useful in their current and future life. Activities play an important role in learning the meanings of allegoric symbols, and these teaching tasks are essential to make connections between life and literature, persuading symbols-learners to be more active and participative in the class.

Hence, teachers should try to design various teaching activities in class that allow for the use of physical action, literary interest, and excitement of the imagination. Here are some approaches and activities that support all three of the above elements.

√ **STEPS OF READING STRATEGIES**

1. Previewing: *Learning about a symbols before really reading it.*

Previewing enables readers to get a sense of what the story is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the headnotes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.

2. Contextualizing: *Placing a work in its historical, biographical, and cultural contexts.*

When learners read a work by writers or poets, they read it through the lens of their own experience. Their understanding of the words on the page and their significance is informed by what they have come to know and value from living in a particular time and place. But the stories they read were all written in the past, sometimes in a radically different time and place. To read critically, they need to contextualize, to recognize the differences between their contemporary values and attitudes and those represented in the text.

3. Questioning to understand and remember: *Asking questions about the content.*

As students, learners are accustomed asking teachers questions about their reading. These questions are designed to help them understand a reading and respond to it more fully, and often this technique works. When they need to understand and use new information though it is most beneficial if learners write the questions, as they read the passages for the first time. With this strategy, they can write questions any time, but in difficult academic readings, students and pupils will understand the material better and remember it longer if they write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

4. Reflecting on challenges to readers' beliefs and values: *Examining learners' personal responses.*

The reading that participants do for this class might challenge their attitudes, their unconsciously held beliefs, or their positions on current issues. As they read a text

for the first time, they are supposed to mark an X in the margin at each point where they feel a personal challenge to their attitudes, beliefs, or status. It is advisable to make a brief note in the margin about what readers feel or about what in the text created the challenge.

5. *Outlining and summarizing: Identifying the main ideas and restating them in readers' own words.*

Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps learners to discover this structure. When they make an outline, they should not use the passages' exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again -- in their own words and in a condensed form -- shows how reading critically can lead to deeper understanding of any text.

6. *Evaluating an argument: Testing the logic of a text as well as its credibility and emotional impact.*

All writers make assertions that they want readers to accept as true. As a critical reader, students should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion -- an idea, an opinion, a judgment, or a point of view -- that the writer wants learners to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When they assess an argument, they are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.

7. *Comparing and contrasting related readings: Exploring likenesses and differences between texts to understand them better.*

Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

Methods for teaching allegoric symbols to schoolchildren

√*Story telling*

One of the most helpful methods to teach allegoric symbols to children is storytelling. This method is a flexible design research method with a wide range of applications, associated processes and variations. After reading a story, it is better to ask learners to tell stories they have learnt. This method helps them to gain the knowledge that is aimed to be taught. Moreover, story-gathering and story-making can assist participants make sense of interconnected situations.

√*Applying children's poems*

Teachers can try to use the allegoric symbols they have taught to make up some children's poems that appeal to younger students' level of comprehension. Such poems mostly have their own rhymes, interests and artistic quality. Primary students aged six to eight are fond of reading and reciting poems. Children's poems also offer abundant cultural content. It is impossible for primary pupils to focus all their attention for the length of a class period. Therefore, the success of such poetry depends on both the content and the method that the teacher uses in the class to convey the poems. This type of material can teach about the most common figurative meanings of objects, animals et cetera as well as teaching plays by writers.

Example: As fierce as a tiger

As cunning as a fox

As sharp as a knife

√*Skimming*

This is the method in which readers are supposed to look through something quickly to find the main facts or ideas. By skimming children gain not only time-management skills but also they learn how to comprehend the whole writings just reading the main points.

√*Scanning*

Scanning is one of the approaches that means looking at every part of something carefully, especially because you are looking for a particular thing or person. When readers are asked to scan passages it improves their management skills, this is because they learn how to work names, data and numbers. Consequently, they get the skills of being cautious about every detail they are reading.

√*Predicting:*

Using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

√*Guessing from context:*

Using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them. This can be called “killing two birds with one stone”, since learners have chance of memorizing the knowledge they have gained so far and enhancing their guessing skills as well.

√*Paraphrasing:*

Stopping at the end of a section to check comprehension by restating the information and ideas in the text. As a result readers can follow the sequence without any misunderstanding, as this method gives them the opportunity of passage each passage separately.

√*Reading to learn the language:*

Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

√**Reading for content information:**

Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

√*Reading for cultural knowledge and awareness:*

Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

√*Collaborative Annotation*

Students co-construct their interpretation of a story through a collaborative annotative process. Tip: Have students use different color pens, post-it notes, etc. Since these aids make them interested in the learning process.

√*Conversations Across Time*

This method is helpful to help students develop deeper insights by making connections between and across texts from different time periods in response to a common theme, topic, or essential question. This is a form of comparing and contrasting for understanding.

√*Crazy Professor Reading Game*

An innovative method of strengthening students' comprehension and thinking skills through peer interaction that involves listening, paraphrasing, questioning and making connections. By applying this method students can evaluate each other, since they interact one another by asking questions and making connections as well.

√*Focused Reading*

Students use this strategy to actively engage with play as they read. To utilize the strategy teach students how to use the following three focused reading symbols:

= *Got it. I understand and know this part of the text*

= *This is really important or interesting*

= *I don't understand this or it doesn't make sense*

Students can either write on photocopied pages or use post-it notes with the symbols as they read.

√*Frame of Reference*

This strategy helps students create a mental context for reading a passage as they consider what they know about a topic and how they know what they know.

√ *Inferential Reading*

When implementing this strategy, students maintain a list of the various types of inferences that readers make while reading with the goal that they will recognize that there are different types of inferences. Analyzing different types of readings (even those that seem straight-forward) students begin to decode text more consciously and strategically.

√ *Interactive Notebook*

This two-column note-taking strategy is easily adapted. In the right column, students take notes to synthesize essential ideas and information from a text, presentation, film etc.; in the left-hand column, they interact with the content in any way they choose (personal connections, illustrations, etc.).

√ *Key Concept Synthesis*

Students use this strategy to identify the most important ideas in a text, reword those ideas, and make connections between the main ideas.

√ *"Listening" to Voice*

Students can use this strategy to analyze and interpret writer's voice through the annotation of a passage, with particular emphasis on diction, tone, syntax, unity, coherence, and audience. While the name of this strategy suggests that students may be listening with their ears, the process entails listening with eyes and searching for words and clues that have been written by the author of the text. This is probably one of the most difficult strategies to grasp and implement.

√ *Metaphor Analysis*

Learners can use this strategy to analyze a complex metaphor and support Ideas.

√ *Popcorn Reading*

Students use this strategy to stay engaged and alert while reading out loud. Students work on pairs to read out loud. One person reads and when he/she is ready for the next person says "popcorn." The next person takes up where the first

student left off and says "popcorn" when he/she is ready for the next person to read again.

√*Reader Response*

This strategy was is formed from Louise Rosenblatt's transactional theory of reading. Rosenblatt suggests that a reader can approach a piece of text with two different motivations: fact-finding and/or emotional (based on past experiences). Rosenblatt suggests that students approach text from both stances in order to invigorate critical thinking and increase the potential for a thoughtful response.

√*Say Something*

During this paired reading strategy (developed by Jerome Harste) partners develop relationships between new information and what they all ready know or believe. Partners read silently to a designated stopping point in the text. When both participants have reached the stopping point they take turns "saying something" about what they read. The process is completed until the entire reading selection is completed. Ideally,(after a designated time) whole class discussion serves as a follow-up to this strategy.

√*Role playing*

Teaching primary students vocabulary can also be based on dialogues. Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words . For example, in a class, the teacher could ask a group to design how to begin the new lesson with an interesting dialogue between teacher and students:

2.1 Research plan

2.1.1 *Statement of Purpose:*

The current thesis is concentrated on studying how national mentality of allegoric symbols on the material of English and Uzbek literature is being taught in all levels ranging from pupils at school to students at lyceums, colleges and universities and suggesting the most effective teaching methods of symbols by making experiments. The researcher first analyzes different allegoric symbols and their common meanings in both English and Uzbek literature which are suitable to be

taught in educational spheres published in the former and the latter countries, collects different uses of symbols as glossary topic by topic; and states effective methods which are not stated in textbooks.

√*Goal*

The core goal of this research is to examine the benefits of fictions for learners and determine how pupils have comprehended allegoric symbols so that researcher will be able to demonstrate much easier ways of teaching allegory. For this reason, she puts the following questions in front of her. The answers of these questions count as a half meaning of this thesis.

√ What is the syllabus for teaching national mentality of allegoric symbols in classes particularly in English and Uzbek literature

√ How pupils and students can understand the figurative meanings of stories, fairytales and novels they are learning

√ What methods are suggested in teaching allegory to learners?

√ Which of them are considered more efficient and essential?

√ The objectives

The objectives of this study are:

To look for topic related books, scientific researches, thesis works done by students, magazines and newspaper articles, internet materials, video, audio and any other supportive data.

√ To look through and study the whole found materials and make a list of methods for teaching allegoric symbols which are suitable for all levels of learners.

√ To make a list of the most common figurative meanings of symbols in literature which have been published for pupils and students.

√ To design the materials, and teaching aids according to the teaching allegory methods which the researcher is going to use.

√ To put into practice the whole preparation and to conduct lessons to the students to gain knowledge on literature, and for making assimilation percentages lesson by lesson by checking the students' knowledge concerning to the meanings of allegoric symbols

√ Lastly, she uses new approaches, methods for teaching those weak learned symbols to learners taking the results into consideration

√ Next, she shows the results and assimilation percentages of an experiment which she made and studies by comparing the pre-test and the post-test results.

2.1.2 Methods

As it is already clear different students have different abilities and they understand the same things in different ways. That is the reason why various types of methods are applied during the process of teaching. Some comprehend better when they see the thing that they are learning with their own eyes while others have ability to understand when they hear, listen or feel which means being physically involved. It is therefore important that the methods chosen by educators match their learners' profile, their experiences, their abilities and their interests. It is also equally important to encourage learners that may have different learning profiles to participate in different types of teaching methods.

Most scholars believe that knowing any language requires knowing their culture also, which is gained through reading. It means learners are taught both structure and culture simultaneously from early childhood. This caused a search for new methods of teachers to enable language learners effectively and efficiently, and most importantly with interest to learn a foreign language. Given the fact that, interest is the best stimulus to learning, to try to use every opportunity to relieve the child through appropriate activities in learning the culture. Considering this factor, the importance of teaching national mentality of allegoric symbols in Uzbek and English literature in classes plays great role in outlook development on young learners mind. It goes without saying that, the key success of any subject depends on the used book and its content. Therefore, the researcher has the great intend on analyzing "A Dictionary of Literary Symbols" by Michael Ferber in order to make learners aware of the most common meanings of objects or animals. For this, she uses the orally checking students' knowledge on symbols and their meanings, so that she can draw the statistic charts, and give exact facts concerning to the learners' knowledge.

To carry out the research study the following steps are used:

- Questionnaire – is held to identify the role of teaching national mentality of allegoric symbols on the material of Uzbek and English literature

- Observation– is carried out to acquire how teaching methods of allegoric symbols are being used to teach English to students. Investigator will be able to get informed what are the characteristics of the chosen subjects and their background knowledge.
- Experiment – is held to practice the teaching methods of literary symbols and illustrate the effectiveness of them.
- Comparison and analytic researchers – are held about to compare the results of teaching literary symbols through the suggested methods of outstanding literary scholars and the methods which researcher used for enhancing the students' understanding allegoric symbols and to analyze the effectiveness of these methods usage.

A. Subjects

The subjects of this investigation are the second year students, especially groups 219 and 220, the students of Uzbekistan State University of World Languages which is situated in Uchtepa district, Tashkent city. The subject was chosen randomly. The facility of the university is worth mentioning because the building is provided with almost all essential teaching aids, materials and technical units by Ministry of Secondary Education of Uzbekistan. The subject is consisted of 12 students ten of whom are girls and the rest of whom are boys. The participants differ in age because of the fact that not all of them succeeded in entering this university in one go. However, their nationalities are the same-Uzbek (Table 1). Besides, there are some passive subjects and this is the very issue which has helped the researcher complete the research work. At the beginning of the qualification work the English teachers of the same university and other English teachers from other educational places, having great experience and high quality in teaching symbol to students, took part in the questionnaire and shared their priceless experiments and thoughts.

List of students of 219		Age	Gender	NL	Nationality
1	Azimova G	20	Female	Uzbek	Uzbek
2	Inomov R	20	Male	Uzbek	Uzbek
3	Ismoilova G	23	Female	Uzbek	Uzbek
4	Rajabova I	21	Female	Uzbek	Uzbek
5	Fayzullayev B	22	Male	Uzbek	Uzbek
6	Xujayev N	20	Male	Uzbek	Uzbek

7	Xushbokova B	20	Female	Uzbek	Uzbek
8	Choriyev A	21	Male	Uzbek	Uzbek
9	Shermatova M	19	Female	Uzbek	Uzbek
10	Yusupova M	22	Female	Uzbek	Uzbek
11	Mahmudova D	20	Female	Uzbek	Uzbek
12	Turakulova D	19	Female	Uzbek	Uzbek

B. The materials and Equipment:

During the research work the used materials have been very helpful, as the researcher pays attention to every detail of them. She tries to use every opportunity to succeed in the reliable statistics for this research. The main material of this very thesis is “Lison Ut-tayr” by A. Navoi and “Animal Farm” by George Orwell. However, these are not the only books that the researcher have utilised. The roles of different stories, fairytale as well as novels are great in investigating the national mentality of teaching allegoric symbols in Uzbek and English literature and teaching them to the learners. Currently, at universities there is no exact textbooks or fixed fiction books to utilize, therefore she brings different stories to learners to be taught as hand-outs every time.

Furthermore, “A Dictionary of Literary Symbols” by Michael Ferber is one of the best books that can help learners to clarify the symbols and their figurative meanings. Therefore, in each lesson around then symbols were discussed together with the students.

The book is divided into 16 chapter and each there are 10 symbols and their figurative meanings in each chapter. Besides that, 10 revision lessons are separated to recycle the learnt themes.

The projector

The projector is considered one of the most effective tools in teaching English especially when it comes to comprehend symbols. It makes teachers work a lot easier and serves for taking the display of a computer screen and project a large version of it a flat surface as a big high quality screen. Commonly teachers use it for demonstrating videos, photos, etc. Furthermore, while learning the figurative meanings of allegoric symbols sometimes students want to experience it, and with the help of the projector the teacher has the opportunity to show movies, films or performances in order to make the topic more clear.

2.2 The procedure

2.2.1 Variables

The dependent variable of the recent investigation is teaching national mentality of allegoric symbols in Uzbek and English literature and the methods which are used to enhance them. The independent variables are using objects and pictures of the symbols and examining the subjects' literary knowledge. The moderator variables, the special independent variables which may influence the relationship between the dependent and independent variable, are the materials used during the lesson, the background comprehension of the subjects, the age and the culture of the subjects. The selected subjects to conduct the present research are in the role of control variables. At last, the intervening variable is the effectiveness of the methods in getting better teaching allegoric symbols in educational places ranging from schools to universities. In this study, what are the variables?

2.2.2 Specific steps in the experimental process

The study's procedure consists of several stages

Pace one:

In stage one the investigator goes to observe the lessons of second year students in order to obtain some vital experience by monitoring the lessons of well qualified teachers. While observing the lesson mainly she draws her attention to the method which teacher is using and the response of the students namely activeness of the subjects and takes notes as a reminder. In addition, she takes the lesson plans from the teacher for learning.

Pace two:

After finishing observation, researcher analyzes the notes which she made and studies the whole lesson plan in detail. So that researcher behaves herself as a real teacher, self-confident and self-esteemed she outlines the each part of the lesson plan and applied methods, their effects on students mind, positive and backward parts. At last, she concludes the whole section of research work, divided to the lesson observation.

Pace three:

In the third stage she takes a pre-test onlessons so that she will be able to pick more suitable methods for her research. She selects the methods basing on the results of the pre-test.

Pace four:

In this step, the researcher made calculations of the results and makes a list of all not learned symbols and divides them into categories them, picks methods for conducting lessons and begins to prepare materials for teaching this very not learned symbols. She targets to conduct four lessons for defining the assimilation percentages of the 2nd year students ' knowledge on symbols and to know what outcomes students achieved.

Pace five:

It is already high time to do all prepared materials and gained experiences, methods practically. In this pace, she will conduct four lessons for achieving the target goal of this research work.

Pace six:

After completing the forth lesson she will take a post test and calculates the results as expected. As a concluding point, in step six the researcher analyzes the results and the outcomes via comparing the pre and post test results basing on subjects' assimilation of the symbols, makes the last data collection, illustrates the statistic charts.

2.3 Data collection

Teacher questionnaire analyzes

The investigation emphasized on analyzing the effectiveness of teaching methods of allegoric symbols of Uzbek and English literature in 2nd year students. The questionnaire consists of 5 questions with multiple choices. 10 passive subjects are engaged in filling it, who are teaching at university and especially are conducting lesson in 2nd year students. 3 of them are the teachers who conduct English lesson in Uzbek groups and 2 of them are the teachers of Russian groups. The distributed questionnaire brought valuable experience to the researcher.

The researcher investigated two distinct 2nd year students so that she can get suitable and exact information. The participants of this questionnaire were not demanded to write their names and second names and where they are conducting lessons for the sake of guarantee the anonymity of them. On the top of the questionnaire list, the theme of the research paper was written to make teachers aware about the survey. The questionnaire with the multiple choices that the participators have to respond is placed to the appendices (see Questionnaire in appendix) The questionnaire demanded a week. The researcher distributed it two different groups as at 1st English Faculty.

Analyzing the “.....” and indicating the assimilation percentages of each lesson .

..... is analyzed according to the criteria:

How many lessons are there?

What is the theme of each lesson?

What symbols are suggested to learn in each lesson?

What are the assimilation percentages of each lesson?

What are the general learning statistics of the classes?

Group

Table 2

Lessons	Symbols	ASSIMILATION PERCENTAGES %
---------	---------	----------------------------

Lesson

..... 1 Good morning

2 Hello

3 How are you?

4 So-so

5 I am OK

6 Good

7 Great

UNIT 2

I'm in class 1 One

2 Two

3 Three

4 Four

5 Five

6 Six

7 Seven

8 Eight

9 Nine

10 Ten

11 Pen

12 Pencil

13 Copybook

14 Book

15 Bag

16 Ruler

UNIT 3

MY FAMILY 1 Father

2 Family

3 Mother

4 Sister

5 Brother

6 Baby

UNIT 4

MY FRIEND 1 Friend

2 Girl

3 Boy

4 He

5 She

UNIT 5

TOYS AND CLOURS 1 Toy

2 Plane

3 Ball

4 Doll

5 Teddy bear

6 Car

7 Train

8 Purple

9 Pink

10 White

11 Orange

12 Grey

13 Blue

14 Brown

15 Black

UNIT 6

PARTS OF THE BODY

1 Body

2 Part

3 Nose

4 Right

5 Hand

6 Fly

7 Climb

8 Go

9 Swim

10 Run

11 Jump

12 Leg

13 Left

14 Mouth

15 Eye

16 Head

UNIT 7

SEASONS 1 Season

2 Winter

3 Autumn

4 Spring

5 Summer

6 Cold

7 Warm

8 Hot

9 Cool

UNIT 8

THE WORLD AROUND US 1 World

2 Around

3 Fly a kite

4 Cloudy

5 Snowy

6 Rainy

7 Sunny

8 Football

9 Hockey

10 Skate

11 Ski

12 Jump a rope

UNIT 9

DOMESTIC ANIMALS 1 Domestic animals

2 Chick

3 Cow

4 Sheep

5 Duck

6 Dog

7 Rooster

8 Goat

9 Horse

10 Cat

11 Rabbit

12 Tractor

UNIT 10

WILD ANIMALS 1 Wild animals

2 Elephant

3 Tiger

4 Hare

5 Monkey

6 Bear

7 Frog

8 Crocodile

9 Parrot

10 Small

11 Walk

12 Hop

13 Bite

14 Wings

15 Lion

16 Zebra

17 Giraffe

UNIT 11

VEGETABLES 1 Vegetables

2 Potato

3 Cabbage

4 Tomato

5 Eggplant

6 Pumpkin

7 Carrot

8 Pepper

9 Cucumber

10 Onion

11 Eleven

12 Twelve

13 Twenty

14 Thirty

15 Forty

16 Fifty

UNIT 12

FRUIT 1 Fruit

2 Peach

3 Apple

4 Banana

5 Cherry

6 Watermelon

7 Grapes

8 Pear

9 Strawberry

10 Orange

11 Apricot

12 Thirteen

13 Fourteen

14 Fifteen

15 Sixteen

16 Seventeen

17 Eighteen

18 Nineteen

19 Twenty

In order to select the more effective teaching English and Uzbek allegoric symbols methods for less learned allegoric symbols the researcher decided to examine 2nd

year students. As the English language is being conducted them through integration of skills, she examined students with the help of four skills . The general question asking method was used to indicate the adult learners' knowledge of allegoric symbols. 10 lessons were asked by the investigator and the charts were illustared in accordance to the results. Above drown (Table 2) presents the results of the pre-test on allegoric symbols assimilation of Group

Pie charts placed below shows “allegoric symbols in Uzbek and English literature ” assimilation percentages of class Group (Figure 1)

Total number of examined allegoric symbols:

Total number of learned allegoric symbols:

Total number of not learned allegoric symbols:

Figure 1

After drawing out 2nd year students allegoric symbols learning state the investigator soon began her experiment aimed at developing the methods of teaching allegoric symbols for sophomore students, with the motive aiding to the university English teachers. Firstly, she gathered the list of not learned allegoric symbols, lesson by lesson . Then, she categorized the symbols in accordance their type so that she could find out the most appropriate and effective teaching method of allegoric symbols (Figure2)

Figure 2

As she listed all not learned allegoric symbols and categorized them in accordance their form (see appendices; table1). Then, the researcher conducted lessons centered on these weak assimilated allegoric symbols to Groupby using his lesson plans together with Intensive reading and Communicative Approach . For this process the researcher used up nearly two and half months and gained the outcomes of her study. She conducted the lessons as extra lessons by seeing that she cannot take the compulsory lessons for her experiment for the reason that this experiment could affect to the yearly signed schedule of teaching English program

suggested by government disapprovingly. However, the extra English classes has great role in teaching English. The students showed their eagerness towards the lesson procedure. So the researcher had not any barriers with carrying out lessons in 2nd year students for her research.

While, examining the 2nd year students knowledge of allegoric symbols leaning on 10 units, the investigator marked them according the following criteria:

Attendance

Activeness

Participation to the lesson

Knowledge of allegoric symbols

Achievement of reading tasks

The maximal mark which pupils can get in one lesson is 5.

Chapter III–Result and Discussion

Result and Analysis

This part of the study clarifies the results of the research and responds to the research questions. As above stated, the aim of this current paper is to determine the effective teaching methods for less achieved allegoric symbols. After gathering data for the this research, the investigator began to analyze her outcomes and made conclusions from what she had found. Before making conclusions, the researcher thoroughly studied questionnaire answers and pre and post-test results.

Data collected from the questionnaire

After gathering all answers for survey, the researcher observed that nearly all teachers possess the same opinions, beliefs and suggestions for teaching adult learners. The investigator, who has aimed to gather information on her survey, decided to begin analyzing questionnaire (see Appendix) that was given for subject, in particular teachers at university, before conducting the study. She began from the initial question “What is the importance of teaching allegoric symbols in 2nd courses?” the possible responds are:

The role of teaching allegoric symbols is superior in higher stages

The role of teaching allegoric symbols is just significant in higher stages

The role of teaching allegoric symbols is not crucial in higher stages

This question aimed at to indicate how many teachers count the teaching allegoric symbols vital. The responds to this very question are depicted in the histogram below (Figure 3)

Figure 3

The pie chart claims that 60% (6) of the respondents considers that to teach allegoric symbols at university is superior and indispensable. The other part of the respondents (40%) believes that the role of teaching allegoric symbols in higher stages is just significant and none of the participators ticket the third answer.

The 2nd question asked the passive subjects to show their opinions about frequent applied methods by them for teaching allegoric symbols to adult learners at university. 30 % of the teachers ticked the answer “Intensive reading ”, whereas 40% of them selected the “Communicative approach”. 20 % of respondents selected “extensive reading ” only 10 % of them ticked method “Using miming ”.

The pie chart placed below shows the outcomes in more clear manner (Figure 4)

Figure 4

To the third question “What mode of materials do you usually apply for teaching allegoric symbols to adult learners?”participants presented answers by ticking these suggested answers: pictures, photos, videos, audio materials, body movements and gestures, textbooks . In the coming graph answers were illustrated so that it became easier to figure out the outcomes (Figure 5)

Figure 5

The last question was about the backwards of teaching allegoric symbols in 2nd year students . 50% of respondents pointed that teaching allegoric symbols sometimes become a little frustrated for adult learners and teachers.10% of them answered that it requires a lot of preparation and 40% of the participants answered that teaching allegoric symbols to adult learners does not take much time .

Data obtained from the subjects with the aid of Pre-test

Pre-testAs stated previously, the investigator utilized asking optional question for indicating 2 nd year students allegoric symbols knowledge .however she has signed each pupil basing on above mentioned assessment criteria (Table 4).

The results of pre-test in group...

Table 4

No	Address	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
	Unit 11	Unit 12	Total score	Average							

Mark

1	AbduraupovaNozima	3	4	5	4	4	5	4	4	5
	5	4	4	51	4					
2	AvazxonovaRuqiya	3	4	3	4	4	4	4	4	4
	3	4	4	45	4					
3	AbduqodirovAbubakir	4	4	3	4	4	5	4	4	5
	3	4	4	48	4					
4	AbdumannonovAbduvoris		5	4	3	4	4	5	4	4
	5	3	4	4	49	4				
5	AbdullayevaO'gilposhsha		4	3	3	4	4	5	4	4
	5	3	4	4	47	4				
6	AbdusattorovaXakima	3	4	4	5	4	5	5	4	5
	4	5	4	52	4					
7	ErkinjonovaNafosat	3	4	4	4	5	4	4	5	4
	4	4	5	50	4					
8	Jo'rayevaMo'mina	4	5	5	4	4	4	4	4	4
	5	4	4	51	4					
9	JalilovAbdurahmon	5	4	4	4	5	4	4	5	4
	4	4	5	52	4					
10	JamolovaMohisa	4	3	4	3	4	5	3	4	5
	3	4	46	4						
11		4	4	5	4	5	4	4	
	5	4	5	4	5	53	4			
12	I.....		3	3	4	3	4	3		
	3	4	3	4	3	4	41	3		
13	NormatovaMuyassar	3	3	3	4	5	4	4	5	4
	3	4	5	47	4					
14	KarimovaMuxlisa	4	3	3	3	4	4	3	4	3
	3	4	42	3						
15	MuhammadovaMaxbuba	4	4	4	3	4	5	3	4	5
	4	3	4	47	4					

16	Mahkamov	Kamollidin	4	3	4	4	5	4	4	5	4
4	4	5	50	4							

So that it became easier to compare the pre-results and post test results, the researcher first summed up the mean, the average numerical value of pre-test

The formula for calculating the mean is as follows:

$$X = \frac{\Sigma X}{N}$$

In this formula, X is the mean, ΣX indicates add up of scores, and N is the number of pupils.

The class 1V consisted of 16 pupils and the added up score is 62. In that case, mean is:

$$\text{The mean} = 62:16 = 4$$

$$\text{The mean} = 4$$

Frequency distribution

Score	value	3	4	5
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Frequency	2	14	0
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Pre-test frequency distribution allowed the investigator see how many subjects performed in the same way. The lowest score was 3, and the highest one was 5. 2 students got 3 and 14 students got 4. The most frequent score is 4.

$$\text{Mode} = 4$$

As shown in the Table 1, the value at the center of the range of the set is 4.

$$\text{Median} = (4+4):2 = 4$$

In those measurements, the investigator represented group's behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

The range in the set is 3 (the lowest score was subtracted from the highest score and plus 1. $(5-3)+1=3$)

The next aspect of dispersion is standard deviation (SD) which shows the average of differences of all scores from the mean (Table 5).

Table 5

No	Address	Score	Mean	Difference	Difference squared
1	AbduraupovaNozima	4	4	0	0
2	AvazxonovaRuqiya	4	4	0	0
3	AbduqodirovAbubakir	4	4	0	0
4	AbdumannonovAbduvoris	4	4	0	0
5	AbdullayevaO'gilposhsha	4	4	0	0
6	AbdusattorovaXakima	4	4	0	0
7	ErkinjonovaNafosat	4	4	0	0
8	Jo'rayevaMo'mina	4	4	0	0
9	JalilovAbdurahmon	4	4	0	0
10	JamolovaMohisa	4	4	0	0
11	FahriddinovaSoliha	4	4	0	0
12	IlyosovaMarjona	3	4	1	1
13	NormatovaMuyassar	4	4	0	0
14	KarimovaMuxlisa	3	4	1	1
15	MuhammadowaMaxbuba	4	4	0	0
16	MahkamovKamollidin	4	4	0	0

$$SD = \sqrt{\left(\frac{\sum_{i=1}^N [(X_i - \bar{X})^2]}{N} \right)} = \sqrt{(2/16)} = \sqrt{0.125} = 0.35$$

Data collected from the subjects' Post-test results

After one month of conducting the classes by using the methods which is not stated in "Kids' English" (Realia and Total Physical Response) the researcher held post-test to compare the results and see the effectiveness of current methods. The researcher used optional asking method for gaining the post test results.

The post results were made by the researcher in accordance to the stated assessment criteria (Table 6).

The results of posttest in group 1V

Table 6

No	Address	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
	Unit 11	Unit 12	Total score	Average							
Mark											
1	Abduraupova	Nozima	4	5	4	5	5	5	5	5	4
	5	5	5	57	5						
2	Avazxonova	Ruqiya	4	5	5	5	5	5	5	5	5
	5	5	5	59	5						
3	Abduqodirov	Abubakir	5	5	4	4	5	5	5	5	4
	4	5	5	56	5						
4	Abdumannonov	Abduvoris		4	5	5	5	5	4	5	5
	5	5	5	4	57	5					
5	Abdullayeva	O'gilposhsha		5	5	4	4	5	4	5	5
	4	4	5	4	54	4					
6	Abdusattorova	Xakima	5	5	4	5	4	5	5	5	4
	5	4	5	56	5						
7	Erkinjonova	Nafosat	5	5	5	5	5	5	5	5	5
	5	5	5	60	5						
8	Jo'rayeva	Mo'mina	5	5	4	5	4	5	5	5	4
	5	4	5	56	5						

9	JalilovAbdurahmon	4	5	5	5	5	5	5	5	5	5	5
		5	5	5	5	9	5					
10	JamolovaMohisa	5	5	4	4	5	4	5	5	5	4	4
		5	4	5	4							
11	FahriddinovaSoliha	4	5	5	5	5	5	5	5	5	5	5
		5	5	5	5	9	5					
12	IlyosovaMarjona	5	5	5	4	5	4	4	5	5	5	4
		5	4	5	5	4						
13	NormatovaMuyassar	5	5	5	5	5	5	4	5	5	5	5
		5	5	4	5	8	5					
14	KarimovaMuxlisa	5	5	5	5	4	5	4	5	5	5	5
		4	5	5	7	5						
15	MuhammadovaMaxbuba	4	5	4	5	5	5	5	5	5	5	4
		5	5	5	5	7	5					
16	MahkamovKamollidin	5	5	5	4	5	5	4	5	5	5	5
		4	5	5	5	7	5					

The mean, the average score of the class 1V is:

$$(5+5+5+5+4+5+5+5+5+5+4+5+4+5+5+5+5):16=77:16= 5$$

$$\text{Mean} = 5$$

Frequency distribution

Scorevalue	3	4	5
------------	---	---	---

Frequency	0	3	13
-----------	---	---	----

Post-test frequency distribution allowed the investigator see how many subjects performed in the same way and had progress after one month of teaching English vocabulary with the help of researcher used methods.

The lowest score was 3, and the highest one was 5. 3 students got 4 and 13 students got 5. The most frequent score is 5.

Mode = 5

As shown in the Table 1, the value at the center of the range of the set is 4.

Median = $(5+5):2=5$

In those measurements, the investigator represented group's behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

The range in the set is 5 (the lowest score was subtracted from the highest score and plus 1). $(5-4)+1=2$

The next aspect of dispersion is standard deviation(SD) which shows the average of differences of all scores from the mean (Table7).

Table 7

No	Address	Score	Mean	Difference	Difference squared	
1	AbduraupovaNozima	5	5	0	0	
2	AvazxonovaRuqiya	5	5	0	0	
3	AbduqodirovAbubakir	5	5	0	0	
4	AbdumannonovAbduvoris	5	5	0	0	
5	AbdullayevaO'gilposhsha	4	5	1	1	
6	AbdusattorovaXakima	5	5	0	0	
7	ErkinjonovaNafosat	5	5	0	0	
8	Jo'rayevaMo'mina	5	5	0	0	
9	JalilovAbdurahmon	5	5	0	0	
10	JamolovaMohisa	4	5	1	1	
11	FahriddinovaSoliha	5	5	0	0	
12	IlyosovaMarjona	4	5	1	1	

13	NormatovaMuyassar	5	5	0	0
14	KarimovaMuxlisa	5	5	0	0
15	MuhammadovaMaxbuba	5	5	0	0
16	MahkamovKamollidin	5	5	0	0

$$SD = \sqrt{\left(\frac{\sum [(X - \bar{X})^2]}{N} \right)} = \sqrt{(3/16)} = \sqrt{(0.1875)} = 0.42$$

Data comparison

The histogram placed below presents the main idea of the thesis by collating the 2nd year students' pre-test and post test results. It is clear from the histogram that allegoric symbols of Uzbek and English literature knowledge of the subject reached a plateau comparing of their first marks (Figure 6).

According to these above illustrated marks the mean, mode, frequent score, median, the range and SD also have raised sharply which manifests the research's success. In addition, the methods which researcher applies while conducting the lessons showed its effectiveness and significance (Figure 7).

Responds to the research questions

The researcher set up the following question before beginning the entire survey:

What is the syllabus for teaching vocabulary in primary classes particularly first grade pupils?

How pupils are learning the new vocabulary?

What methods are suggested in teaching vocabulary to young learners?

Which of them are considered more efficient and essential?

The first objective of the research was to determine the syllabus for teaching vocabulary in primary classes particularly first grade pupils. While investigating, the researcher picked up all necessary information about young learners vocabulary syllabus by analyzing the book "Kids' English". Besides that the

observation and experiments attained the researcher find the answer the question. In general the young learners teaching vocabulary syllabus is based on the theory “from easy to difficult”.

The next question was “How pupils are learning the new vocabulary?” In order to find the answer, the researcher made a observations and hold questionnaire from the teachers at primary schools and analyzed the “Kids’ English Teachers’ book”. It became obvious that, in the first grade teachers use only oral teaching method as young learners are not able to read and write so they need to learn new words through effective methods and tricks. In addition they have quite a short attention span and so need variable ways of teaching. Therefore they are used to routines and enjoy repetition. They have not knowledge on grammar rules and explanations and they use mother tongue in order to ask something in the class (M. Slattery, J. Willis, 2006) .

What methods are suggested in teaching vocabulary to young learners?

The investigator found out that the methods have priceless place in teaching vocabulary to young learners. They motivate learners; make the lesson interesting and fun; increased the assimilation of taught materials.

In general while teaching words to young learners the following methods are used:

Using children’s Poems

Using gestures

Using singing

Miming and Total Physical Response

Realia

The last question was “Which of them are considered more efficient and essential?”

For answering to this question the researcher made observations and distributed questionnaire to the passive subjects and analyzed the responds. According to gathered data the more efficient and essential teaching vocabulary methods are:

Total Physical Response

Realia

3.2 Final reflection

The conducted study was based on the using effective teaching methods of vocabulary in the first classes at primary schools. The researcher worked on the very thesis theoretically and practically. During the investigation, the researcher learnt the other researchers' works which had already been done so that she would be able to conduct her study appropriately.

The researcher spent several months to hold the investigation. During