

TEACHING PRIMARY SCHOOL STUDENTS THE PSEUDONYMS OF AUTHORS PRESENTED IN THE READING TEXTBOOK

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Abstract

This article examines methods for teaching primary school students the pseudonyms of creative writers featured in their reading textbooks.

Keywords

primary school reading textbooks, poet, writer, pseudonym, rebus, “Alphabet Expert”, “Quick Answer”.

Аннотация

В данной статье рассматриваются способы обучения творческим прозвищам учащихся начальной школы.

Ключевые слова

книга чтения начальных классов, поэт, писатель, псевдоним, ребус, “знаток Букваря”, “Быстрый ответ”

Introduction. Primary school reading lessons serve as a fundamental basis for developing students' literacy, forming expressive and fluent speech, and cultivating skills in figurative and conscious reading. The texts, poems, stories, and fairy tales included in primary school reading textbooks are carefully selected to correspond to the age, cognitive level, and comprehension abilities of the pupils in each grade. Taking this into account, the topics in every grade's textbook are arranged in a logical sequence, mutually reinforcing one another, while remaining relevant to contemporary life.

The themes covered throughout the academic year encompass the seasons and the major holidays associated with each season. Through this approach, students' civic and political awareness is systematically enhanced. Consequently, the reading textbooks include poems, fairy tales, stories, and prose texts authored by children's

poets and writers on a wide variety of subjects. Studying these works contributes significantly to the formation of each child's worldview.

In light of the above, there arises a clear pedagogical necessity to teach and explain the pseudonyms of the authors whose works are included in primary school reading textbooks.

The authors whose names appear in the textbooks have created poems, stories, and prose texts that are age-appropriate and appealing to young readers. By systematically introducing students to the authors of each studied topic, teachers can increase children's interest in the lives of literary figures, foster feelings of pride toward their great predecessors, and cultivate respect for national literary heritage.

Below is an overview of the pseudonyms of poets and writers featured in primary school reading textbooks, along with information about the grades in which they are presented.

Pseudonyms constitute one of the categories of nominative units within Uzbek anthroponymy. Like nicknames, pseudonyms function as supplementary names in relation to a person's primary given name and surname.

Every onomastic unit emerges in response to a specific nominative need. The use of pseudonyms likewise arose from such a need. This is reflected in the very meaning of the term "taxallus" (pseudonym).

The word "taxallus" is of Arabic origin and literally means "liberation" or "deliverance." It is believed that the term originally conveyed the idea of a person becoming "liberated" or "freed" from their original name by adopting a different one.

In Russian, the term "псевдоним" (psevdonim) is used, which derives from Greek: pseúdos ("false, fictitious") + ónoma ("name"), thus literally meaning "false name" or "fictitious name." N.V. Podolskaya defines pseudonym as an invented, fabricated, or deliberately assumed name.

According to T. Qoraeva and R. Vohidov, the term "taxallus" receives remarkably consistent definitions across numerous historical dictionaries, explanatory and bilingual dictionaries of Uzbek and Tajik languages, dictionaries of poetics, and terminological dictionaries of literary studies.

Prominent figures in Eastern art, literature, and scholarship frequently adopted pseudonyms based on various criteria:

- qualities, attributes, or symbolic references (Ulug'bek - Muhammad Tarag'ay; Navoiy; Lutfiy; Bobur; Mujrim Obid; Munis; Zavqiy),
- occupation or profession (Gulxaniy; Charxiy),
- place of birth or residence (Buxoriy; Qoshg'ariy; Marg'inoniy; Nasafiy; Taroziy; Xorazmiy; Xo'jandiy; Chustiy; Shoshiy; Yugnakiy; Yassaviy),

- lifestyle or destiny (Gadoiy; G'aribiy; Uzlat; Muqimiy; Furqat), etc.

In both Eastern and Western literary traditions, many creators became known exclusively by their pseudonyms. Examples include: Beruniy – Abu Rayhon Muhammad ibn Ahmad, Navoiy – G'iyosiddin o'g'li Alisher, Muqimiy – Muhammad Aminxo'ja o'g'li, Oybek – Muso Toshmuhammad o'g'li, Yashin – Komil Nu'monov, Chustiy – Nabixon Xo'jayev, Stendhal – Henri Marie Beyle, George Sand – Aurore Dyupin.

Some poets used multiple pseudonyms (Navoiy – Foni; Mujrim – Obid; Nodir – Uzlat – Mahjur; Nodira – Maknuna – Komila), while in certain cases several poets adopted the same pseudonym (approximately ten poets are known to have used “Navoiy”)⁸⁷.

Almost all representatives of classical Eastern literature, many scholars, and some political figures possessed established pseudonyms. The significance of pseudonyms in literary scholarship is considerable: thanks to pseudonyms recorded in manuscripts (bayoz, devon, majmua), it has often been possible to identify the true authorship of works. Alisher Navoi himself highlights the identifying function of pseudonyms in his work “Lison ut-tayr”:

Sahna deb osiyu nazm inshosidur, Kim taxallus nozimi tam'oshidur. Bu kim oni birla topti imtiyoz Ne varaqkim, nazm qildi avin roz. Kim bu Sa'diy yo Nizomiyning durur, Yo bu Xusravning, Bu Jomiyning durur.

Let us now examine the pseudonyms of authors included in contemporary primary school reading textbooks in Uzbekistan.

Oybek (pseudonym; real name – Muso Toshmuhammad o'g'li; 1905.10.01, Tashkent – 1968.01.07) – poet, prose writer, literary scholar, and public figure. Oybek chose this pseudonym inspired by vivid childhood memories. In his early years, he and his siblings would spend bright moonlit nights gazing at the stars and the moon, engaging in various conversations. The brilliant moon in the sky appeared to him as the most beautiful object in the vast expanse, the true adornment of the heavens. The stars seemed to gather around the moon like people captivated by eloquent speech. These poetic childhood impressions later inspired him to adopt the pseudonym “Oybek” (Moon Master), under which he created works that would eventually capture the hearts of readers worldwide.

Some authors create pseudonyms by abbreviating or shortening their real surnames in a way that produces a sonorous and attention-grabbing name, while still preserving a clear connection to their original identity. Examples of such authors include:

⁸⁷ <https://uz.wikipedia.org/wiki/Taxallus>

Ulug'bek Hamdam (real name: Hamdamov Ulug'bek Abduvahobovich) – writer and translator. Born on April 24, 1968, in Yuqori Ravvat neighborhood, Marhamat district, Andijan region, Uzbekistan, into a carpenter's family. In 1988 he entered the Faculty of Philology at Tashkent State University, graduating in 1993. In 1992, according to state educational assignment, he was sent to continue his studies in Konya, Turkey.

Dilshod Rajab (real surname: Rajabov) – Born in 1964 in Denov village, Shofirkon district, Bukhara region, into an educated family. He graduated with a gold medal from secondary school No. 4 in 1982 and entered the Faculty of Philology at Nizami Tashkent State Pedagogical University.

Regardless of the form or origin of the pseudonym, the spiritual legacy created by an author ensures the enduring memory of his name across generations and centuries.

Primary school reading lessons play a crucial role in helping young learners deeply absorb knowledge, awakening their interest in the lives of great ancestors, and fostering feelings of pride in their national heritage.

Particularly effective are interactive methods applied during the introduction of a new topic – specifically at the stage when the title and author of the work are presented. Employing diverse methods and techniques at different stages of the lesson is therefore of great importance.

The following are some effective games and methods that can be successfully used in primary school reading classes:

1. **Rebus** Students identify the topic and author by interpreting combinations of pictures and letters.

Example:

shik + - apalak → leads to the name **Oybek**



The rebus puzzle consists of three elements: a blue crescent moon on the left, a colorful bookshelf in the center, and a green butterfly on the right. The text 'shik + - apalak' is positioned below the moon, and '→ leads to the name' is positioned below the butterfly. The name 'Oybek' is written below the entire rebus.

2. **“Alifbo bilag’oni” (“Alphabet Expert”)** Students discover hidden letters corresponding to given numbers and thereby reveal the name.

Example: 20 11 20 26 2 4 10 22 1 12 3 1 12

→ leads to the name **Ulug'bek Hamdam**

3. **“Tez javob” (“Quick Answer”)** game Students arrange given numbers in order and discover a meaningful phrase or name.

Example: 4 2 3 1 jab Shod Ra Dil

→ leads to the name **Dilshod Rajab**

Given that primary school students tend to have short attention spans, high curiosity, and a strong inclination toward play, the systematic incorporation of various games and interactive methods in lessons significantly increases their interest, engagement, and knowledge retention.

Conclusion. The application of diverse, interactive, and game-based methods in teaching the pseudonyms of authors in primary school reading lessons yields highly effective results. Such approaches not only facilitate memorization but also make the learning process enjoyable and meaningful, thereby contributing to the overall development of young learners' literary awareness and cultural identity.

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