

## THE FUNCTION OF REPETITION IN ORAL TRADITION

**Ochildiyeva Madina**

*CHSPU faculty of tourism*

*Foreign language and literature 3<sup>rd</sup> stage student*

*+998 93 098 69 04*

*Scientific advisor: Abduramanova Diana Valyerevna*

**Abstract** *This article provides information on ways to improve students' oral and written speech.*

**Key words:** *oral speech, written speech, internal speech, external speech, physiological, psychological*

Has great potential in developing oral and written speech of students. Here is literary reading, expressive reading, interpreting the text, memorizing, retelling, planning the text, extracting a separate part of the work, finding titles for untitled works (in particular, lyrical works in our classical literature), identifying the author or characters of the work. There are different types of work, such as writing letters, writing reviews of literary works or literary-critical articles. In this regard, we can divide speech into the following types we need to learn. 1. Spoken speech is a conversational speech with a normal sound, and this speech is expressed with more tones and various gestures. 2. Written speech is realized through the combination of letters and words based on certain rules, punctuation marks, various separations: paragraphs, paragraphs. 3. Internal speech is a passive speech of a person inside himself, which does not require the participation of another person. 4. External speech is active speech directed at others and controllable. With the help of speech, a person expresses his thoughts, feelings, desires, and understands the thoughts, feelings, and desires of others. Speech is oral and written. Oral speech is the usual spoken speech, and this speech is more related to tone and various gestures. Complex grammatical devices and conjunctions are hardly used in it. First of all, it should be noted that all academic subjects taught at the school are aimed at working on the student's speech. The science of mother tongue is the most basic and important among them. One of the main factors for the development of students' oral and written speech culture is regular monitoring of students' speech by all subject teachers at school. Naturally, this work starts from primary school, and Uzbek language and literature teachers play an important role in this. Oral traditions, throughout the ages, have provided societies with a means of conveyin and preserving their history, values, rituals, traditions, spiritual practices, genealogy and other important collective knowledge and experience. Oral Traditions helped societies make sense of the world and were used to teach children and adults about the important aspects of their culture. In addition, storytelling provided entertainment, developed the imagination, taught important lessons about everyday life, and passed on this information to the younger generation. Oral traditions were important in all societies, but for some societies they became the preferred means for conveying this information to the community for various reasons. Storytelling developed in oral cultures

because it was easier to remember information as a series of events instead of as a set of facts . Without libraries or archives it was the responsibility of the oral historians to keep records and orally pass on the information to the younger generations. Oral traditions are highly structured and the storyline is repeated over generations with only small details changing. On the other hand, because they are oral texts, they are not static or unchanging. Therefore, the oral text may evolve somewhat with time, place, regional style, performer and audiences in order to keep the ideas relevant.

Also, the narrative may slowly change as the values and conditions of the society change. And additional scenes or descriptions may be added to improve the story or make it more meaningful. The storyteller's tools are words assisted by gestures, singing, facial expressions, body movements and acting to make their stories more memorable and interesting and to express moods and feelings. The storyteller begins the presentation slowly, building up the tension and emotion, until he reaches a dramatic climax. They perform epics that are sometimes hours or even days long that relate the history and genealogy, battles and political uprisings of a community. Storytellers relayed this information using a variety of formats such as narratives, folk tales, proverbs, riddles, and myths to educate and entertain the community. In addition, skilled storytellers or wordsmiths used songs, dances, poetry, praise-songs and dramas along with gestures and facial expressions; masks and costumes; and other devices to enhance their presentations.

For many cultures, storytelling was an important communal event. The communities sat together and listened, responded and were entertained with accounts of past deeds, beliefs, taboos, myths and tribal histories . The storyteller also played an important part in how the stories were presented. The storyteller's interests and creativity provided opportunities for improvisation. Gifted or well-known storytellers often repeated the story with the same words and same expressions in each performance as they traveled or met other storytellers they added to their repertoire. They may, at times, also have added new material to an old story to make it more interesting or meaningful to the times and audiences. Oral tradition gives a great deal of emphasis to the rhythm and repetition of the language. In fact, repetition and rhythm are two of the most important, interrelated characteristics of oral storytelling. Storytellers often repeat words, phrases, refrains, sounds, whole lines and even stanzas. The storyteller pays close attention to the beat and how the words sound. This use of repetition is a tool used to make points and draws attention to situations and events and to emphasize the segments of the story that are important. In addition, repetition creates a rhythm and meter to the text that grows and becomes stronger with use.

The criteria for evaluating students' oral speech should include checking the content and consistency of speech, students' phonemic hearing, vocabulary, stylistic and intonation culture of oral speech. The development of students' speech depends on the general speech style of the school, how actively teachers involve students in speech activities. Oral speech requires a quick response, the ability to find the right word - clarify it, choose synonyms, etc. If the student's active vocabulary is primitive, words will not be enough to express their thoughts. It should be expanded both in higher classes and at the expense of terms and book queues. It's not just about finding words, but connecting them. The main form of developing

coherent speech in grades 4-7 is retelling. Speech is always aimed at the listener. The speaker must anticipate the listener's reaction and respond quickly. Oral presentation should have a specific plot, development of thought, climax and conclusion.

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