Web of Scholars: Multidimensional Research Journal
ISSN: 2751-7543
Volume 05 Number 03 (2026)
https://journals.innoscie.com/index.php/wos

Article

Analysis of Kh. Tokhtaboyev's Story "Telebola" Presented in the 4th-Grade "Reading Literacy" Textbook

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Abstract: This article analyzes the life and work of Khudoyberdi Tokhtaboyev, who made a worthy contribution to the development of Uzbek children's literature, and his story "Telebola" presented in the 4th-grade reading literacy textbook. Methods for teaching this story to primary-school pupils are also briefly described.

Keywords: Khudoyberdi Tokhtaboyev, television, neighbor, master, goat, mother, father, questions, explanatory dictionary, work of art, text, task, innovative methods.

Citation: Khalilullayevna, T. A., Qizi, S. N. Z. **Analysis of Kh. Tokhtaboyev's Story "Telebola" Presented in the 4th-Grade "Reading Literacy" Textbook.** Web of Scholars: MultidimensionalResearch Journal 2026,, 5(3), 301-304.

Received: 20th Apr 2026
Revised: 21st May 2026
Accepted: 28th May 2026
Published: 6th June 2026

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1. Introduction

Khudoyberdi Tokhtaboyev (December 17, 1932, O'zbekiston district – March 21, 2021) was a People's Writer of Uzbekistan (1991) and an Honored Cultural Worker of Uzbekistan (1982).[1] He first became known as a journalist and wrote feuilletons. He began literary work in the 1950s. His first collection of stories was „Shoshqaloq" ("The Restless One," 1961). He is also the author of such tales as „Felyetondan keyin" ("After the Feuilleton," 1962), „Sir ochildi" ("The Secret Is Out," 1963), and „Sehrli qalpoqcha" ("The Magic Cap," 1964), as well as „Muhabbat qo'shig'i" ("Song of Love," 1967), „Jonginam, shartingni ayt" ("Dear One, Name Your Condition," 1969), „Konizar yulduzlari" ("Stars of Konizar," 1978), „Omonboy bilan Davronboy sarguzashti" ("The Adventures of Omonboy and Davronboy," 1974), and other works.[2] The novel „Sariq devni minib" ("Riding the Yellow Giant," 1968) brought the writer wide acclaim. Subsequently the novels „Sariq devning o'limi" ("Death of the Yellow Giant," 1973), „Besh bolali yigitcha" ("The Young Man with Five Children," 1976), „Qasoskorning oltin boshi" ("The Golden Head of the Avenger," 1981), „Yillar va yo'llar" ("Years and Roads," 1983), „Shirin qovunlar mamlakati" ("Land of Sweet Melons," 1986), „Mungli ko'zlar" ("Sorrowful Eyes," 1988), and „Jannati odamlar" ("People of Paradise," 1996) were published.[3] Khudoyberdi Tokhtaboyev's works stand out for their rich humor and for the skillful, lively, and engaging way in which they depict children's lives, their distinctive characters and traits, and their inner emotional experiences.[4] He is one of the writers who brought Uzbek children's literature to the world stage. His works have been translated into Russian, English, French, and German and published in 28 countries. He is a laureate of the Hamza State Prize of Uzbekistan (1989). [5]

2. Methodology for Teaching the Story

A short story is a small-scale literary work in which a specific event from a person's life and significant aspects of life in general are depicted in a generalized form. „A short story most often depicts a single episode from a person's life. Its content is closer to real life than that of a fairy tale.[6]" In terms of content, the short story is a genre well suited to primary-school pupils. Young learners are more interested in stories about the actions, appearance, and portraits of characters and about specific events. For this reason, introducing children to a short story is closely tied to explaining its plot. In primary-school explanatory-reading lessons devoted to short stories, the main types of work

include uncovering the content of the story being read, working on vocabulary, and retelling the text that has been read.[7]

The study of this story is planned for 2 hours, and in the textbook it is divided into three parts. The teacher first reads the entire story to the pupils expressively and in full. A brief summary of the "Telebola" story is given below.[8]

3. Result

In the Fergana region, in the village of Tagob, there lived a boy named Omonboy. If he did not watch television for ten hours every day, both his legs and his throat would start to ache. When preparing his lessons, he would take all the junk out of his old television set, climb into the empty box, and do his homework inside it.[9][10]

That day, because he had not prepared his lessons and only wanted to watch television, he did not even go to school. Afraid he would miss the interesting programs on TV, he also did not do the chores his mother had told him to do. The big television was in the house, the small one was on the veranda, on top of the low table. Since Omonboy was a nimble child, he kept moving from one to the other and watching. Toward sunset, Omonboy's head began to spin, his eyes grew dim, and strange voices seemed to come from his ear, as if tiny little people were emerging from inside it. The television slid forward and stuck firmly to Omonboy's forehead. When he tried to get up, his head felt heavy as lead.[11]

Frightened even more, he told his mother. When she looked, his forehead really was swollen, and when she touched it, it was so hot it almost burned her hand.[12] His mother thought a wasp had stung him. Omonboy said a little television had gotten into his head. His mother ran out and told the neighbors. One neighbor, knowing the boy was a joker, did not believe him; another said there was nothing on his forehead, only a slight swelling; yet others said evil spirits were playing tricks, that it looked like the work of sorcerers, or that unknown beings from flying saucers had come down from the sky and invisibly lodged something in his head. Frightening rumors kept growing. At one point Omonboy's true friend Davronboy said they needed to test whether the little television was enchanted or not. In the neighborhood there was a television repairman named Turg'un aka. They decided to call him in to test it.

4. Discussion

Above we have presented a brief summary of the story.

In primary-school explanatory-reading lessons devoted to short stories, the main types of work include uncovering the content of the story being read, working on vocabulary, and retelling the text that has been read.[13]

In a short-story reading lesson it is also important to explain the meaning of words and expressions that pupils do not understand; otherwise they will not be able to grasp the content of the story.

In the textbook, for vocabulary work in Part 1 of the story, the words *ashqol-dashqol, chalqancha, javdiramoq* are recommended.

Ashqol-dashqol – items needed in the household or in some craft or occupation

Chalqancha – lying on one's back on the ground, looking up at the sky

Javdiramoq – to gaze pleadingly, seeking salvation; to look longingly

The explanation of these words helps us fully understand the content of the story.[14]

To reinforce the topic covered in the textbook, the following activities are recommended for Part 1.

I. Questions on the topic.

1. Where does the story take place, and whom is it about?
2. Why does Omonboy climb inside the television box to prepare his lessons?
3. What caused the adventure?
4. Tell me, can this event be considered to have actually happened? Explain your answer.
5. How might you predict the continuation of the story?

6. What conclusion did you draw from this part of the story?

II. Oral assignment.

1. Read the story in parts.

2. Give a description of Omonboy.

III. Complete the task. Continue the proverbs and explain them. Try to recite from memory those that match the content of the story.

1. Today's work … … .

2. If you become a scholar, … is yours.

3. There is room for mistakes, … … .

4. To the humble — perfection, … … .

IV. Homework. Retell the story.

To reinforce the topic covered in the textbook, the following activities are recommended for Parts 2–3.

I. Questions on the topic.

1. In the second part, with what does the development of events begin?

2. Why did his mother not believe this event at first?

3. Why did various scenes keep appearing before Omonboy's eyes?

4. What opinions did the neighbors express?

5. How is it shown in the story that Davronboy is a true friend?

6. How do you think this adventure story ended?

7. What conclusion did you draw from this story?

II. Oral assignment.

1. Read the story by assigning roles.

2. Compare the events in the second and third parts with each other and state the difference.

3. Compare the Omonboy in the first part with the Omonboy in the third part.

III. Work in groups.

Identify the characteristics that fit the heroes of the story.[15]

5. Conclusion

Khudoyberdi Tokhtaboyev's story "Telebola" is a humorous yet thought-provoking work in which, through the adventures of an ordinary boy — Omonboy — children's imaginative world, their trustfulness, and the innocence of their dreams are depicted. In the work, Omonboy's excessive interest in television, even climbing inside a television box to prepare his lessons, shows his childishly dreamy yet extremely curious and resourceful nature. Because of these interests, rumors that a "little television" had appeared on his forehead one day spread throughout the whole neighborhood.[16]

"Telebola" is a humorous yet meaningful story written about a strange but instructive event in the life of an ordinary boy. It invites the reader to think, to laugh, and to value childhood dreams.

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