
METHODOLOGY OF TEACHING FAIRY TALES IN PRIMARY EDUCATION

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Abstract

The article describes the issue of forming moral qualities in students by studying fairy tales, preparing them for life from a young age based on their leading ideas.

Keywords. Fairy tale, fictional text, reading speed, expressive reading, storytelling, dramatization.

Tales are oral stories related to the reality of life, built on the basis of imaginary and real fictions, carrying didactic ideas, sprinkled with the features of fantasy and fiction. The following are the characteristics of fairy tales: they have an interesting plot based on oral history; conscious reflection of events through imaginary fictions; leading the aesthetic task; to have a unique artistic form and language, etc. Folk tales have animal, magical-fantasy, life-household content.

It is known that fairy tales are studied mainly in primary classes. This topic is continued in primary classes. When introducing fairy tales, some teachers take turns reading the text of the work of art to the students. With this, they seem to activate all the students in the class and keep them under their attention. The reader who is getting acquainted with the text of the work for the first time does not know how to read which part of it, where to pay more attention, so he reads in the same tone. In addition, students' reading speed, level, and style of expression are also different. These can destroy the artistic freshness and impact of the work to be studied, and weaken the interest of students.

Therefore, it is methodologically correct for the teacher to read the artistic text being mastered by himself after special preparation. Methodist Q. Husanboyeva rightly noted in this regard, "Teaching fairy tales to children is methodologically incorrect. Even the teacher himself must prepare for the expressive reading of the fairy tale. Because if the story captivates the listeners by reading it, the lesson will be successful" [1; p. 99]. In the process of reading, students are asked to follow the fairy tale from their textbooks. This, in turn, teaches students to read by listening. In the course of the lesson, it is necessary to distinguish the words and phrases that should be embedded in the psyche of the students, underlining the features specific to the language of the artistic work. As a result, students' didactic analysis skills are formed starting from primary grades. Professor A. Zunnunov writes in this regard: "In the school, by covering the life event expressed in the work of art, it is to introduce students to the world of fiction, to create an opportunity to notice the author's attitude and intentions in relation to the depicted events" [3; p. 160].

During the practice, we take the hours specified in the program in order to study the fairy tales and send them to the students to read the fairy tales in advance and prepare them. We consider it appropriate. Below, we found it permissible to share our experience of learning fairy tales:

I. The purpose of the lesson:

1. Educational goal: to provide students with brief information about fairy tales, their main features and types.; To provide a brief understanding of the theme and characters of the fairy tale "Three Brothers

Heroes"; formation of competences related to science, such as analyzing the image of the adventures of the three brothers who happened on the trip for three nights.

2. Educational goal: formation of basic competences by instilling in the minds of students the lessons arising from the mysterious features of fairy tales.

3. Developmental goal: formation of science-related competencies, such as the development of students' oral speech, imagination and worldviews.

Pedagogical tasks: methods of fairy tale analysis; principles of analysis; the essence of the analysis; Through the analysis of fairy tales, knowledge, skills and competences, as well as science-related and basic competencies are formed in students.

the text ("Try Yourself" method).

Form of education: class-lesson

Type of training: new knowledge provider

Educational tools (resource): "Uzbek folk tales" book, multimedia tools, DVD discs, handout didactic materials, fairy tale pictures.

II. The progress of the lesson. Organizational part: greeting, monitoring the presence of students in the classroom and classes, determining attendance, investigating the reason for absenteeism, creating a work environment.

II. Homework assessment. 1. Question-and-answer session and assessment on the topic covered in the previous lesson. 2. Intersubjective connection. The similarities and differences between the previous and the new topic are discussed.

III. New topic statement.

Lesson plan:

2. Information about the theme and characters of the fairy tale.

3. Analysis of the adventures that occurred during the trip.

4. The advice of the father, the essence of the lesson that comes from the journey of the three brothers.

A fairy tale is one of the most ancient and popular types of folk art. Ancient traditions, rituals, natural phenomena, and animals played an important role in the creation of the fairy tale. The term "tale" is found in Mahmud Koshgari's "Devoni Lughatit Turk", "Collection of Turkish Words" and means telling an event orally. Oral stories related to the reality of life, built on the basis of imaginary and life fictions, carrying a didactic idea are called fairy tales. The fairy tale "Three Brothers and Sisters" belongs to household fairy tales. The events of the fairy tale are very interesting and educational. At the end of the fairy tale, the heroes "married for forty nights and forty days and achieved their goals".

IV. Reinforcement of the lesson. In this part of the lesson, the following tasks are performed:

I stage. Work on questions and assignments. 1. The father says that he paid attention to three things in the upbringing of his sons. What do they consist of?

3. The father assigns three more things to his sons. What qualities are they?

4. What events do the three brothers experience during the three nights of the trip?

5. How did the little hero repel the thieves?

6. What kind of events did the herald inform the people?

7. What did the heroes talk about there?

8. After the wedding, what happened to Kenja Botyr?

II stage. Debate:

1. How did you understand the meaning of the admonitions: "Be straight...", "Don't be proud...", "Don't be lazy..."?
2. Did the sons follow their father's advice? Give examples.
3. What qualities of your siblings did you like or dislike during the trip?
4. What is the reason for the victory of the brothers?
5. In the conversation with the king, react to the meaning of the first-born hero's words: "We were educated with the tip of the hand."
6. At the end of the tale, it is said, "The younger hero looked at the king and told a story..." What story do you think it could be?
7. When you were in the place of the Junior Hero, what would you do about the actions of the minister and the path taken by the king?

III stage. Working on the text: "Try yourself" method

Students are given sentences written on handouts and explained that they have to find their complete part in the text and continue. After all, according to professor S. Matjonov, what methods are used to study the text, "... the subtlety of the text, the idea advanced in it can be deeply felt and mastered only when it is studied on the basis of the genre characteristics of the work [2; p. 143]. Similarly, by explaining the meaning of these sentences and asking them to react to the thought in it, the foundation for the formation of logical thinking and creativity qualities is created in the students: 1. "The boy is not afraid at all...". 2. "Man knows everything...". 3. "When he comes to the gate of the Ark..." and others.

V. Summary of the lesson and descriptive assessment of students' activities. In conclusion, it should be noted that the importance of fairy tales in human life, that they encourage people to aspire, do good, and be heroic, is demonstrated by the example of the brothers in the fairy tale. And black people, like the minister, are shown to be out of the public's attention and to be punished according to their evil deeds. It is said that the king who ruled the country is just, doesn't trust everyone's words, must be firm in his word, otherwise he can become a toy in the hands of others, be ashamed of what he has done, and be unproven. The attention of the students is drawn to the fact that people who sacrifice for others will meet the same fate as thieves.

VI. The end of the lesson. Assignment of homework and explanation of how to do it: Students are assigned the task of acting out an episode from their favorite fairy tale as a team and working on the speech of the characters.

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