

THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING THE TEXT OF FAIRY TALES IN THE "MOTHER LANGUAGE AND READING LITERACY" CLASSES OF THE PRIMARY GRADE

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Annotation: *This article presents the modern basics of using pedagogical technologies in the teaching of the fairy tale text in the "Mother language and reading literacy" classes of the primary grade.*

Key word: *Mother tongue and reading literacy, fairy tale, modern methods, pedagogical technologies*

Today, as in all areas, huge reforms are being implemented in the field of education. In the new Uzbekistan, the development of education is being approached as a priority source of development. The President of the Republic of Uzbekistan Sh.M. Mirziyoyev, pointing out the tasks aimed at the further development of public education, said: "In order to increase the knowledge and level of not only young people, but also members of our society as a whole, first of all, knowledge and high spirituality are needed. Where there is no knowledge, there is backwardness, ignorance and, of course, error. As the sages of the East say, "The greatest wealth is intelligence and knowledge, the greatest inheritance is a good upbringing, and the greatest poverty is ignorance"! Therefore, for all of us, the acquisition of modern knowledge, to be the owner of true enlightenment and high culture should become a continuous necessity of life. The goal of building a democratic state and civil society in our country is being implemented, and the place and role of young people in this process is of particular importance. After all, young people are our future, raising the holy land inherited from our ancestors, raising it to the level of advanced countries depends on their knowledge, talent, courage, and spiritual perfection.

Currently, special attention is paid to relying on the original national values in the educational system, and it is becoming a priority to adhere to the formation of human spirituality as a primary task. In primary education, which is the main link of continuous education, special attention is paid to the formation of students' general cultural and moral skills, and initial literacy skills.[2] "Reading" and "Native language" lessons taught in primary classes according to the National curriculum have been integrated since the last academic year, and "Mother language and reading literacy" lessons have been introduced into educational practice. Textbooks of the same name were published for grades 1-2. The main purpose of mother tongue and reading literacy in primary grades is to develop children's oral and written speech and thinking, to develop them as individuals, to develop their interest in learning, to develop activity, independence, creativity, etc., taking into

account the age characteristics of children. [3] Enriching the spiritual world of students is considered an important task, especially in primary education. In this regard, it is not wrong to say that the teaching of fairy tales is of great importance. It is known that fairy tales are one of the most ancient popular and widespread genres of folk art. Tales belong to the epic type of folklore. Its distinctive feature is its eventfulness, the telling of an event in the style of a perfect story. Fairy tales make life wonderful and strange and attractive. reflects in a way that arouses artistic pleasure in people. [4] The goals and objectives of primary school education determine the content and structure of the material to be studied. From this point of view, many fairy tales are studied in primary classes. In particular, in the "Art and Culture" section of the 1st grade textbook "Mother Language and Reading Literacy", we will learn about Uzbek folk tales such as "Zumrad va Kimmat", "Emerald and Precious", "Uch Aghayi Batirlar" information will be provided and the fairy tale "Serkabobo's trick" will be studied. There are 12 sections in the 3rd grade "Reading Book" textbook, and 3 fairy tales are given in the "People's Oral Art" section: "Honesty", "Wise Young Man", "Unity - Great Happiness". In the "World Children" section of the textbook, the Indian folk tale "Anbe and Ranbe" and the Lao folk tale "The Crow Left in the Spot" are presented. There are 12 sections in the 4th grade "Reading Book", and its "Folk Oral Creativity" section contains 2 fairy tales: "The State", "Zyirak 3 Yugit". Teaching fairy tales in primary grades places the following demands on teachers: 1) to create good reading qualities in students based on the texts of fairy tales; 2) to achieve full understanding of the content of the text by students; 3) to teach to distinguish between characters in fairy tales; 4) teach students about events, life facts, teaching to understand fantasy correctly; 5) achieving aesthetic pleasure of students; 6) ensure correct understanding of difficult words in fairy tales; 7) to reach certain conclusions by comparing their own moral qualities with the moral qualities of characters; 8) to get the students to tell the stories completely in the second person. The following goals are considered when learning fairy tales in primary classes: 1. To educate children in a perfect human spirit, to cultivate in them a sense of love for the Motherland and society. 2. To provide students with knowledge on the materials of folk tales based on state educational standards. 3. Encouraging students to read fairy tale materials. 4. Development of students' reading and speaking skills. Learning fairy tales in primary grades requires the teacher to use different methods in the lesson. The following methods can be used for learning fairy tales in elementary grades. 1. In order to arouse the interest of students in fairy tales, they are given as an oral story, preserving their lexical and syntactic features, and it is required to speak such a story. Because in order for the content of the fairy tale to fully reach the students, the teacher or the student should make it an independent artistic story. 2. After the story is narrated, it is taught independently, some (difficult to understand) words are explained during the reading process. 3. The idea of the tale is revealed by way of question and answer. 4. Pictures are drawn based on the plot of the fairy tale. 5. The qualities of the heroes of fairy tales are related to the characters of some people in life, Students are

required to independently express their conclusions by comparing their qualities. 6. Based on the content of the fairy tale, independent work on the development of the student's mental activity is conducted. When the texts of fairy tales are read in elementary grades, students are required to: 1. Know the meaning of each word and sentence in the fairy tale. 2. Understand and explain the meaning of each logical incomplete part. 3. To be able to find the main and secondary ideas in the fairy tale, to be able to compare them with each other. The stated requirements will undoubtedly have a positive effect on the enrichment of students' speech. Reading fairy tales, studying them is carried out in connection with the development of students' speech. The task of increasing students' vocabulary is to explain unfamiliar words to the student, use folk phrases, proverbs in speech, It is done by dividing the subjects into categories. The exercise of creating a sentence is read on the basis of getting answers to questions, using folk phrases and proverbs in speech. Writing a text consists of writing a story based on a picture, retelling a story heard from others. During the study of fairy tales, students may have different ideas. Some characters in the fairy tale may not be liked by some readers, and some may be very favorable. Some students say that they love this story with all their hearts. Accordingly, if it is felt that students have doubts and wrong thoughts while learning fairy tales, the teacher should study these thoughts and organize a class discussion (discussion lesson) for them. Because such conversation-discussion helps to study the fairy tale in depth, students' interest, imagination, gives an opportunity to determine the scope of thinking. Demonstration plays a big role in this field as well. Instructional materials facilitate the teacher's work in learning fairy tales. In methodological literature, it is recommended to conduct questions and answers related to the content of fairy tales to primary school students, because students think to answer questions, learn to discuss and evaluate the behavior of fairy tale characters. In a word, the role of folk tales is incomparable in ensuring the development of the student's personality by effectively coordinating the tasks of education and upbringing. The reader strives to follow the example of the positive heroes of the fairy tale he fell in love with, to be like them in honesty, correctness, and hard work. And hating the negative characters, tries not to be like them. Therefore, the use of folk tales gives positive results both in increasing students' interest in knowledge and in raising them to be perfect people. At the same time, fairy tales are of great importance in the development of students' speech. The text of fairy tales provides the necessary material for the development of connected speech, the language of fairy tales is very simple, clear, rich in unique figurative expressions, which is very important for the development of students' thinking and speech. And fairy-tale events develop children's imagination, expand their understanding and arouse creative interest in them. The text of fairy tales provides the necessary material for the development of connected speech, the language of fairy tales is very simple, clear, rich in unique figurative expressions, which is very important for the development of students' thinking and speech. And fairy-tale events develop children's imagination, expand their understanding and arouse creative interest in them. The text of fairy tales

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Folk art is the oldest art of humanity. Oral artistic creativity, which is a rare heritage of our national treasure, created by the Uzbek people for thousands of years, always serves as spiritual food for human perfection, country's well-being, and society's maturity. Folklore genres passed down safely from generation to generation serve as guides in social-political, educational-educational fields, schools, spiritual-educational direction. It is no exaggeration to say that proverbs and sayings, which have been proven as a result of people's life experiences and daily observations, are the textbooks of the school of life.

One of the reasons why the fairy tale genre is well accepted and read by children in folklore is the impressiveness, sharpness, meaning and closeness of the language of fairy tales. In most of the fairy tales, the depiction of real life is combined with elements of adventure.

The sharp, interesting subject of the fairy tale, the extraordinarily wonderful situation in the development of the story will fascinate children, the brave, strong, resourceful, brave, agile heroes, the ideological direction of the fairy tale, the constant victory of the power of goodness in it will attract children. pulls The form of storytelling adopted in a fairy tale is repetition of the same words and phrases over and over again, melodiousness, impressiveness of the language, vividness of the means of expression, very interesting for children. The participants in fairy tales are often the personification of compassionate, generous, fair and their opposite, evil, miserly, greedy people.

The pedagogical value of the fairy tale is that the students are happy that the truth and honesty won in it, that the poor people got out of trouble, that is, that goodness and goodness came true, and that evil and wickedness were condemned. They always want it to be like this in life. For example, in the tale "Honesty" (12.30) the main idea is to help the poor, to live by one's own work, and the idea that this is even the desire of the whole nation is put forward, in the tale "The Punishment of the Trickster" and (8.57) the idea that the truth of the simple-minded will win over the tricks of the trickster, and that betrayal will not go unpunished, is put forward. Both tales end with the victory of righteousness.

Animal stories are taught more often in elementary grades. Fairy tales such as "The tale of the wolf as a doctor" (A. Obidjon) (8.70), "The fox with the jug" (8.51) are taught and analyzed in the style of real life stories.

When working on the text of a fairy tale, the following types of work are used: selective reading, answering questions, making up and answering questions about the content of the fairy tale, making a plan, retelling, creative continuation, telling a story, graphically depicting the characters. In such tales, the habits of animals are analyzed, but it is not recommended to compare them with the character of people.

It is known from school experience that young students know well that animals in fairy tales do not speak, foxes and cranes do not visit each other, but they perceive the world of fairy tales as a real life story. When reading and analyzing a fairy tale, all work is directed to a better understanding of the content of the text, to correctly imagine the development of the subject, the behavior of the participating characters, and their interactions. Selective reading and retelling are important in this.

For example, the following tasks can be used to master the content of the fairy tale "Is it easy to be polite?" (A. Obidjon) (8.113):

1. Read the mouse's conversation with his mother. Describe how the mother responded to the mouse's question, "What do you need to do to be polite?"

2. Find and read the scene where the mouse meets the cat. Why does the evil in Shum Barak's eyes disappear suddenly?

3. Why does the Goat pray to the Mouse "Don't be short"? Find this place and read it.

At the final stage of the analysis of the fairy tale, the students' summary of the fairy tale is made using questions such as "Find and read the part of the fairy tale that you really liked", "Tell me why you liked this particular part", "Have there been any events in your life similar to the events in the fairy tale?" understanding is achieved.

In addition to fairy tales about animals, elementary school students read "The State" (4-p.49-b), "Ilm Afzal" (4-p.44-b), "The Trickster's Punishment" (4-p.57- b), they also read folk tales such as "A person without skills is close to death" (4-s.61-b). In such fairy tales, the people tell their lives, therefore, after reading the fairy tale, the students will learn about the life of the people in the past, their thoughts and dreams.

The analysis of such tales is organized in the style of an artistic story. Under the guidance of the teacher, children evaluate the behavior and certain actions of the participants in the fairy tale, tell their relationship to each other and draw conclusions about some characters on the basis of these, draw up a plan of the fairy tale, read the fairy tale in roles.

"State" A fairy tale is a fairy tale that describes events related to ordinary life. To prepare for reading the fairy tale, a conversation is held about how our ancestors imagined the nature and existence around us. Such a conversation helps to understand the artistic characters in the fairy tale, their mutual relations, behavior, and characters. In the process of working on the text of the fairy tale "The State", students evaluate the heroes of the tale by finding answers to questions such as "How does the peasant's household live?", "Why does the State not want to leave the peasant's household?" they come to the conclusion that it is necessary.

When working on a fairy tale, it is important to teach children not only to read a fairy tale, but also to tell it. Telling stories develops oral speech, enriches children's speech with new words and phrases.

In order to teach students to use the language of fairy tales freely in the 1st grade, the teacher can tell it during the first introduction to the fairy tale.

After the student has mastered the content of the fairy tale, it is necessary to pay special attention to working on his language. When retelling the content of the fairy tale, describing the characters, students are required to use language tools appropriately in their own speech. It is necessary to create a demand and a situation, a need for using language tools.

There are words and phrases in fairy tale language that have a special effect on a child. For example, in the fairy tale "Tiger, Fox and Wolf" "May the mountain goat be our great one", "May the hare be our king's morning breakfast", "Deer be your evening meal, sheep your midday meal" It is necessary to pay attention to the highlighted words in sentences such as "let's be" and use them in speech while telling the story.

It is necessary to work on the proverbs presented in the fairy tales, to convey the ideas presented in them to the minds of children, to develop communicative speech through memorization, and to increase the effectiveness of the speech. For example, in the fairy tale "Honest Boy" it is told that the boy liked the king with his honesty. This fairy tale should be passed on the basis of new pedagogical technology.

Information about the genres of fairy tales and anecdotes, which have an important place in the science of folklore. Elucidate the role of fairy tales and anecdotes in folklore, their language and artistic features. Demonstration of educational tools, scientific research works, pamphlets and monographs of folklorists on fairy tales to students. It is appropriate to use blitz surveys, traditional lectures, interviews, and short tests.

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