

The Reasons for Teaching Fairy Tales in Extracurricular Reading Classes

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ABSTRACT

In this article, the reasons for giving folklore works in the classroom and outside the classroom, in particular, works in the genre of fairy tales, the pedagogical value of fairy tales, and the construction of fairy tale lessons are discussed in detail.

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. The folklore genres passed down safely from generation to generation serve as guides in the socio-political, educational and educational spheres, in the school, spiritual and 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.

The sharp and interesting plot of the fairy tale, the extraordinarily wonderful situation in the development of the story fascinates children, the brave, strong, resourceful, brave, agile characters, the ideological direction of the fairy tale, the constant victory of the power of goodness - goodness in it attracts 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 means of expression, and great interest for children. The participants in the fairy tale are often compassionate, generous, fair, and their opposite, evil, miserly, and greedy characters.

The pedagogical value of the fairy tale is that the students are happy that the truth and honesty won in it, that poor people were saved from difficulties, that is, that goodness and goodness came true and that evil and evil were condemned. They always want it to be like this in life. For example, in the fairy tale "Honesty" (grade 3), the main idea is to help the poor, to live by one's own labor, and the idea that this is even the desire of the whole nation is put forward, while "The Punishment of the Trickster" » in the fairy tale (4th grade) 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.

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.

It is necessary to work on proverbs presented in fairy tales, convey the ideas presented in them to the minds of children, develop communicative speech through memorization, and increase the effectiveness of speech. For example, in the fairy tale "Honest Boy" (1st grade), it is told that the boy won the king's favor with his honesty. The conclusion corresponding to the idea of the fairy tale is expressed by the proverb "Speak the truth even if a sword comes to your head." If the students understand the meaning of this proverb, they can create and tell a story like the one above. After reading the fairy tale and being introduced to its content, the students are asked the meaning of the new words found in the fairy tale. The answers are filled in and summarized. In the process of working with the text of the fairy tale, it is also important to work on the artistic tools used in it: animation, metaphor, exaggeration.

Taking into account all the above points, the construction of fairy tale lessons can be as follows:

1. Introducing the fairy tale:
 - a) preparing students to understand the fairy tale;
 - b) the teacher's expressive reading of a fairy tale, retelling, etc.
2. Conducting a short conversation in order to determine to what extent the students perceived the fairy tale;
3. Read and analyze the fairy tale in parts; some visual aids in it, finding synonyms, dictionary work (explaining the meaning of some words);
4. Preparing to tell a story (reading inside);

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):

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.

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 freely use the language of fairy tales 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, special attention should be paid 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.

In short, giving fairy tales not only in the classroom, but also in extracurricular reading classes encourages students to develop human qualities at a high level, to have a broad worldview, and to be able to think and observe independently.

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