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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**A NEW APPROACH TO STUDYING POETICAL FAIRY TALES IN
PRIMARY EDUCATION****Barno Boltayeva***PhD, Associate Professor**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan***Guljakhon Tavbayeva***Master Student**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan***ABOUT ARTICLE**

Key words: folklore, fairy tale, national mentality, educational tool, worldview and creative thinking.

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Abstract: This article talks about the importance of learning fairy tales in primary education, pedagogical-psychological foundations, the worldview and national-spiritual ethics formed in students by learning fairy tales.

INTRODUCTION

In his Address to the Oliy Majlis for 2023, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, expressed the following attitude towards the Uzbek language among the important directions to be implemented in the next year: "Attention to our mother tongue, which is the symbol of our national identity and the basis of our spirituality, will be strengthened" [1]. Also, recent years, i.e., the period of revival of national values, require the speaker to master the language, especially the Uzbek literary language, which has the status of the state language, to express thoughts in a concise, reasonable, figurative and impressive form.

The specific characteristics of our language determine its value. The richness of figurative expressions and colorfulness of our language is also shown in fairy tales. We can see the national culture, mentality, intelligence and reasoning of our wise people through fairy tales. Folk art is an incomparable spiritual heritage. Studying it, understanding it, grasping it, and drawing vital conclusions are of great importance, especially in the education of young people, and understanding its language, vocabulary, meaning, and its place in our culture is considered an important factor for

spiritual growth.

MATERIALS AND METHODS

It has always been relevant to study fairy tales, which are an integral part of the rich spiritual heritage of our people, to show the people's life and human feelings reflected in them. In this regard, the first President I.A. Karimov has the following thoughts: "Spirituality becomes a powerful force only when it relies on deep knowledge and understanding of the history and culture of one's people" [2]. Uzbek folk tales raise the consciousness of people, especially young people, teach them to be honest, hardworking, brave, courageous, steadfast and persistent, promote the most human qualities in a person.

We often turn to fairy tales in raising children. Fairy tales are an example of oral speech of our people formed over the years. This is also an example of our heritage culture. The mutual proximity and connection of language and culture allows to study them on a single methodological basis. Methodological study of fairy tales is one of the important issues facing today's pedagogy. The use of fairy tales as a means of improving a child's worldview and thinking, developing a child's speech, improving the art of speech and ensuring the fluency of artistic language has always been the focus of education.

The development of methodological recommendations for the formation of a conscious attitude of primary school students to society through fairy tales is becoming more relevant today. For this purpose, it is necessary to determine the pedagogical and psychological foundations of educating elementary school students through fairy tales, to analyze the theoretical issues, scientific-methodical foundations of educating through fairy tales, to consider the methods and methods of teaching poetic fairy tales, to analyze poetic fairy tales there is a need to develop recommendations on effective methods and ways of teaching. If we take special approaches to work with poetic tales, we will preserve our spiritual heritage, which is an example of folk art, and contribute to its delivery to future generations.

Realizing the role and importance of fairy tales in the development of a child's worldview and thinking, and the enrichment of his spiritual world, when working on poetic tales, not only the text itself, but also the essence of the meta-meaning (discourse) understood from the text, and this approach it is possible to interest students in the work and ensure that the information about this work is kept in the heart of the student for a long time.

Teaching primary school students to have a conscious attitude towards society is reflected in a number of activities. J. Tulinov, E. Yusupovlar regarding the role of national values in raising a perfect person and the philosophical solution to the problem of spiritual growth of young people; M.G.Davletshin, G'.B.Shodmonov, E.G'oziyev with the psychological aspects of the development of young people as individuals and their formation as a perfect person; scientific and research works

carried out by S. Nishonova, N.O. Artikov, N. Azizkhojayeva, Sh. Mardonov, J. Khasanboyev, O. Khasanboyeva, K. A. Torakulov, N. Kh. Kushvaktov with the solution of pedagogical problems of raising young people to spiritual maturity, reflected in educational and methodological manuals, scientific and journalistic articles.

Literature teaching in general schools, in particular, the analysis of literary tales, was approached on the basis of the scientific-research methodology formed due to independence. H.Zarif, M.Afzalov, M.Alaviya, T.Mirzayev, B.Sarimsokov, O.Safarov, I.Yormatov, M.Zhorayev, U.Jumanazarov, who deeply studied the relationship between speech art and folklore, Sh.Turdimov, K.Imomov, A.Musaqulov, folklorist scientists, as well as A.Zunnunov, who conducts scientific research in order to increase the efficiency of literary education and to form a perfect person and his spiritual world, which is its main goal, The achievements in the scientific works of Methodist scientists such as Q. Yoldoshev, B. Tokhliev, S. Matjon, M. Mirgosimova, U. Dolimov, R. Niyozmetova were taken into account.

In particular, Marguba Mirgosimova's "Fundamentals of formation and improvement of literary analysis skills in students", "Scientific-theoretical foundations of literature teaching" by Kazogboy Yoldashev, "Methodology of teaching literature" by Baqijon Tokhliyev, "Methodology of teaching literature" by V. Kadirov. Books such as "Problems and Solutions of Teaching Classical Literature" were created. However, the issues we raised in these studies and manuals were not directly addressed and researched. This situation once again determines the urgency of our work.

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 a perfect narrative style. Fairy tales reflect the reality of life in a wonderful and strange, attractive way, which arouses artistic pleasure in people [3].

By educating primary school students through fairy tales, enriching their spiritual world and raising them to become perfect human beings has been continuously implemented. Fairy tales are one of the richest and most colorful genres of Uzbek folklore. In many fairy tales created by the people, the children's unique habits, dreams, hopes, way of life, aspiration to life, and attitude to society and society are reflected.

One of the unique and important features of fairy tales is the reflection of the people's lifestyle, their life, struggle for survival, the history, spiritual world, worldview, and customs of the people.

Fairy tales have always provided spiritual nourishment to people. In folk tales, the worldview of its creators, moral standards and other socially important issues are fairly resolved. Tales are simple and easy to understand, so they reach any reader quickly. Social moral standards of a person are formed through them.

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 training. 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. He hates negative characters and 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.

RESULTS AND DISCUSSIONS

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 [4].

The contents of the science of mother tongue and reading literacy in primary grades are the competencies required at the current stage of society's development: to express one's opinion correctly and fluently verbally and in writing, to develop a culture of reading, to think independently and creatively, who understands other people's thoughts - is to develop a person with a developed culture of communication and speech. For this, it is necessary to arm them with speech and linguistic competences.

The adoption of advanced approaches in education, the entry of international research into our country imposes some serious responsibilities on pedagogues. In the current period, we are witnessing an increase in the demand to increase the creative activity of the teacher while preserving and enriching the best traditions of teaching and upbringing in the course of the lesson. We will consider this in the process of teaching fairy tales.

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, it is necessary to pay special attention to working on his language. When retelling the content of the fairy tale and describing the characters, students are required to use language tools appropriately in their speech. It is necessary to create a demand and a situation, a need for using language tools. There are such words and expressions in the language of fairy tales that have a special effect on a child. For example, in the fairy tale "The Tiger, the Fox and the Wolf", "May the mountain goat be your great-grandfather", "May the rabbit be our king's morning breakfast", "Deer is your evening meal, sheep is your lunch during the day" it is necessary to pay attention to the highlighted words in the sentences and use them in speech while telling the story. It is necessary to work on the 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.

The construction of lessons for learning fairy tales 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 have 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);
5. Telling the tale;
6. Summarizing conversation (opening the idea of a fairy tale);
7. Re-reading a fairy tale with a certain task (creative and independent works);
8. Task verification and completion;
9. Preparing to read (or tell) a story at home.

If the work is analyzed in accordance with the purpose, the students' activity will increase, because the analysis of the work is a creative process for them. Before starting to read the work, it is necessary to prepare students for reading the work of art. Because students need to have a certain idea about life in order to correctly understand the content of the work. Preparations are being made for this.

It is known that artistic and popular scientific texts are found on the basis of reading in the classroom. Introducing students to the text begins with the stage of preparation for reading. The preparatory stage includes issues such as providing information about the writers, making the readers perceive the events described in the work, feeling the pathos of the work, interpreting unfamiliar and ambiguous words, more complex figurative expressions [5].

The tasks of preparatory work are as follows:

1. Enriching students' imaginations about the events depicted in the work, providing new information that affects the conscious perception of the text, creating conditions for students to be able to connect the facts described in the work of art with what they have observed in their own lives.

For this, the teacher should conduct a short conversation with the students about the characteristics of the wolf, rabbit, fox, boar, lion before working on the text "The Tale of the Wolf as a Doctor". possible

2. Arousing interest in the writer's life and work. For example, in the 4th grade, the following information can be given about the life and work of Anvar Obidjon: Anvar Obidjon was born on January 8, 1947 in the village of Poloson, Altiariq district, Fergana region. His "Mother Earth", "Oh, Bright World", "Fire and his friends", "Bezgakshamol", "Brother pine Gulmat", "Clown boy", "Very interesting event", "Yerliklar", "Battles of Meshpolvan", "Alamazon and Gulmat Hangoma", "Ajaibkhana", "Altiarik Hangomalari", "Is it easy to be polite?", "Selected poems", "Stolen wrestler",

"Bahram's story" There are collections of epics, short stories, poems, plays and comics. His works such as "Liar with a bell", "Topsang hay-hay", "Korinbotir", "Totikul" were staged in the theaters of our country. Adib was awarded the "Fame" medal in 1997, and the "For selfless services" order in 2011.

3. Preparing students for emotional perception of the work.

Students use their personal and moral concepts to evaluate the characters in the play. Of course, such moral concepts are limited in young students. They often use the concepts of bravery, honesty, hard work, and goodness as moral qualities. Their vocabulary is not enough to describe other qualities of the characters. The task of the teacher is to analyze the work with the students and introduce words describing the moral, intellectual, and emotional qualities of the characters into their speech. For example: the fox is cunning, but therefore also smart; rabbit - he is timid, but careful, etc.

4. Explaining the dictionary meanings of words that hinder the understanding of the content of the work. For example, when Anvar Obidjon works on the text "The Tale of the Wolf as a Doctor" [6] in the 4th grade, the vocabulary of phrases can be as follows:

Licking while swallowing - appetite

The couple got lucky - ran away

He bent my back - caused pain

Seven bends - bent

Seven pinks - my ancestor [7]

When working on a fairy tale, it is very important to study the heroes of the fairy tale by roles and to stage them by the students. This will encourage children to be creative. They creatively approach the study of voice, movement, and character while creating the situation of the heroes given to them.

CONCLUSION

In addition, while feeling the role and importance of fairy tales in the development of a child's worldview and thinking, and the enrichment of his spiritual world, when working on poetic tales, it is necessary to illuminate not only the text itself, but also the essence of the super meaning (discourse) understood from the text and this through this approach, it is possible to interest students in the work and to ensure that the information about this work is kept in the heart of the student for a long time.

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