THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

THE ROLE OF THE FAIRY TALES IN THE EDUCATION OF STUDENTS IN READING LESSONS

Yo'ldoshev Nazar O'sarovich.
Teacher of Karshi Innovative Educational University
Contact number: +998999460359

Abstract. this article deals with the use of fairy tales in teaching primary schoolchildren in reading lesson. In addition, it provides phases, steps for analyzing context, and characteristics of fairy tale composition as well as guidelines for utilizing fairy tales in teaching process.
Keywords: folk tales, phases, steps, elements, wonderful world, plot milestones, laws.

The approach offers a broad framework for interacting with fairy tales based on which intragenre varieties they belong to. Nevertheless, it ignores the qualitative diversity of the fairy-tale genre and the ideal number of skills that younger students should acquire from reading various kinds of fairy tales. But a teacher's ability to select instructional strategies that fit this kind of fairy story, comprehend the significance of fairy tales more fully, and help students develop the critical thinking abilities required for fairy tale analysis is all made possible by their understanding of literary foundations.

The ability to work with standards, diversity it to elicit the appropriate emotional response in kids, and help them understand that no two fairy tales are the same and that each one is unique in its own unique manner are all made possible by skills.

Younger kids may comprehend the basic idea of any fairy tale if their teachers, when directing their reading of the stories, regularly create the essential abilities and depend on the literary peculiarities of the stories, which are vital for the literary growth of the students.

Folk tales are distinctive in their own right, and fairy tales maintain their national identity. When working with a fairy tale - whether it is read aloud by adults, read by children, or retold in a variety of ways and translated into another language - it is important to identify its characteristics, discuss its meaning with the kids, and make extensive use of the fairy tale to help kids learn about aesthetics and appreciate art.

The oral (spoken) painting approach will assist the kids in identifying a distinguishing detail and understanding the primary idea [1].

Children usually enjoy expressive reading and role-playing, which helps them absorb the spoken language, repetitions, and unique rhythmic elements of fairy tales.

When reciting fairy tales, intonation is crucial. A mispronounced sentence "destroys the illusion of a fairy-tale world". The fairy tale loses its particular shades of meaning, its temperament, and its intrigue and color. It also becomes lifeless and boring.

The work in this area is divided into many phases:

• a significant interpretation of the fairy tale; the key characters in the narrative are identified, their character qualities are defined, and their assessment attributes are compiled;

• classifying the characters based on their traits and the part they play in the fairy tale; constructing a verbal picture of each character while considering the purpose and substance of images (details, such as landscape drawings, portrait details, the objective world, etc.);

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-4, ISSUE-2

• making meaningful connections between pictures in a fairy tale's storyline; generalizing the chosen material about the major characters and gathering all of their traits;

• using an image system's characteristics to define a fairy tale's details.

When dealing with an image system, it's important to educate kids how to analyze each image's fantastic purpose and discern each one's place in the storyline of a fairy tale. All of these characters are encountered by a younger student in a fairy tale, thus it is important to be aware of their traits.

In order to decipher the significance of the miracles performed by these characters and the role that good or evil plays in them, it is imperative that children be taught to identify, name, and imagine magical creatures and objects found in the text. These elements together form the foundation of the wonderful world of a fairy tale.

There are many steps involved in the plot analysis process:

Character actions that are typical of many fairy tales are defined as individual functions. The so-called "plot milestones", or plot elements - the beginning, the development of the action, the turning point, the climax, and the denouement - are highlighted. The main motivations of the plot are clarified, and cause-and-effect relationships between them are discovered. Each plot element is correlated with the characters, their actions, and their deeds [2].

Characteristics of fairy tale composition.

Its compositional elements - such as the proximity of the fairy-story action, the threefold repeats, the traditional fairy-tale starts and endings, etc. - are crucial in differentiating a fairy tale from one of another genre. As a result, you should consider the structure of fairy tales when studying them.

In this sense, the following primary domains of child work may be identified:

• to instill in kids the notion that conventional beginnings and endings are essential components of the creative creation of fairy tales, marked by conventionality and information overload; to instill in kids the ability to distinguish between a fairy tale's "beginning" and "ending", which are the happy endings for the good characters;

• • to develop children's comprehension of a distinctive technique used in the creation of fairy tales, such as triple repetitions; to instruct them in identifying repetitions within a story and analyzing their significance to the story's plot and hero imagery;

• to help kids understand the conventionality of fairy-tale space and time; to help them recognize a fairy tale's spatial and temporal framework; and to help them identify the characteristics of fairy-tale space and time in relation to how the story's action unfolds.

Children must understand how fairy stories begin and finish, how they repeat from one to the next, and how they vary and are diverse all at once.

The fairy tale's formulaic wording.

Working on a fairy tale's language is just as important as studying its plot, images, or composition because it helps reveal the story's content, provide the most comprehensive understanding of fairy-tale images, understand the precision, brightness, and expressiveness of folk speech, foster children's speech development, expand their vocabulary, and expose them to artistic creativity. It is important to note that this work should naturally flow into all kinds of classes rather than being a stand-alone component.

Several areas of study on the components of the linguistic design of the fairy tale may be separated based on this stance and the details of the story's visual means: analysis of the fairy tale's

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-4, ISSUE-2

language in relation to characterization elements; work on space-time formulas (whether they are long or short; a year has passed, another); work on the specifics of the fairy tale's framing formulas (beginnings, sayings, endings), reflecting the features of its plot and compositional construction; analysis of linguistic means of image in preparation for retelling and expressive reading of a fairy tale [3].

Guidelines for utilizing fairy tales in work.

Understanding the roles that each character plays in the plot's development and being aware of the cause-and-effect linkages that the story takes.

Generally speaking: What's taking place? Why is this taking place? Who desired for this to occur? How come he would do that?

The goal is to demonstrate how, although appearing undetectable at first look, one occurrence flows naturally into another. It's critical to comprehend the setting, the look patterns, and the functions of each fairy tale figure.

The quality of multiplicity.

- realizing that the same circumstance or incident can have several interpretations.

The goal is to depict the same amazing scenario from many angles. While it is true in one sense, it is not in another.

➢ relationship to reality.

➢ the knowledge that every amazing circumstance presents us with a lesson to learn in life.

The aim is to meticulously and methodically work through scenarios from fairy tales, considering how we will apply the lesson in real life and in which circumstances.

The framework for thinking about fairy tales and discussing them.

❖ the fairy tale's cast of heroes.

❖ attitude toward both yourself and the environment around you.

It's critical to comprehend the hero's overall perspective: with regard to the world and other heroes, does he create or destroy?

What happiness, pain, or epiphany do others derive from the hero's actions? Which circumstances does he create, and which does he destroy? What is the distribution of these tendencies in an individual's real life? What role do these patterns have in each of our individual lives?

Developing a flexible response to constructive and harmful tendencies in the discourse is crucial. The way the underlying inclination manifests itself in a given scenario in life is greatly dependent upon actualized emotions.

Understanding the type of emotional response a hero experiences in a given circumstance and the reasons behind it is crucial.

What emotions does this story about fairies arouse? Which episodes made you happy? To what extent are they depressed? What circumstances made you fearful? Which circumstances irritated you? Why is the hero acting in this manner?

By analyzing a fairy tale through the lens of the emotions it arouses, we may concentrate on the origins of our own emotions.

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-4, ISSUE-2

Fairy tale symbols and images.

Understanding the societal norms, values, and behavioral patterns that each fairy tale hero embodies is crucial.

Alpomish: who is he? Boybo'ri: who is he? Qorajon: Who Is It?

When addressing the question "What is this image?" you can refer to image dictionaries in addition to using your own logic.

a) forms of art incorporating the fairy tale's content.

A fairy tale can take on a wide variety of styles of work. Additionally, with the assistance of a teacher, we will highlight a few semantic accents that appear noteworthy and might have a positive impact on a child's personality development. They can be realized in the course of a fairy tale discussion, as chores given to children after their familiarity with a fairy tale, or as questions posed to them. These kinds of tasks make youngsters pay attention to parts of a fairy tale that they might otherwise overlook, such as the dialogue and brief incidents [4].

A literary folk story or folk tale has its own unique "fairy-tale world". It is extensive, significant, and well-crafted. "Volume" refers to the quantity of signals and components, while "form" refers to both complex and simple compositions that are narrative, lyrical, dramatic, and have a connection or not to folklore.

The notion of "content" encompasses the following elements: the plot's theme; the details of fiction; character characterisation; and the aspects of this world's living environment and time.

These indicators are significant from the perspective of creative elements as well as from a psychological and educational one. They contribute to a deeper understanding of the "fairy-tale world" and its description.

The "wonderful world" is a meaningful, practically infinite universe made possible by the magnificent principle of material organization.

After reading a fairy tale that takes place in a "wonderful world", you can plan an autonomous investigation for the kids, guided by an instructor.

Students should generalize and develop deeper practical notions about fairy tales as a genre and the "wonderful world" via reading and research; in other words, they should establish the necessary number of abilities, such as:

1. The capacity to recognize the precise beginning of a fairy tale - that is, the beginning and the happy ending for good characters;

2. The ability to pinpoint an amazing location and moment of action;

3. The capacity to identify a turning point in the action when working with text, which enables the tracking of character changes;

4. The capacity to provide a basic evaluation of the characters' behavior;

5. The capacity to locate and identify magical objects and creatures, ascertain their location and role in the plot's development, and the function of good or evil in relation to the characters [5].

In order to develop these abilities, children should read fairy tales set in a "wonderful world" in a way that puts them in a state of search from the start to the finish, reading the stories in paragraphs and helping them to understand the fantastic action and the character actions in accordance with "plot milestones".

Aim for the kids' primary perception while presenting a fairy tale; if you can pique their curiosity, they will listen intently and with great enthusiasm.

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-4, ISSUE-2

The instructor has a big influence on how students perceive things. There are times when altering speech tone, facial expressions, and pausing are required.

Once the kids are familiar with the fairy tales, assign them to sketch a particularly memorable scene to determine what captured their interest.

Considering the details of the "wonderful world" aids the teacher in developing the required abilities to impact the child's moral and emotional development.

We want to focus especially on the following five laws:

1. Bringing natural objects and phenomena to life;

2. Humanizing objects, phenomena, and representation in realistic or fantastical images;

3. Combining various commonplace phenomena, objects, and beings to create extraordinary images that are the outcome of imagination as a means of expressing ideas and dreams;

4. Magnificent changes and conversions;

5. Exaggeration.

These rules allow all phenomena of the objectively real world and all imaginary things to function as actual active forces inside the action of the fairy tale, particularly in its emotional domain. Because of this, a fairy tale is a rich source of material for a child's imaginative growth and development, as well as essential to the reader's ability to fully comprehend the works.

LIST OF USED LITERATURE

1. Бибко Н.С. Обучение первоклассников умению читать сказки. Начальная школа, - М..: Просвещение, 2015г., №4, с.17-21

2. Ушинский К.Д. Детский мир: Хрестоматия, 3-4 классы /– М.: Артефакт, 2018г. – с.205

3. Филиппова Л.В., Филлипов Ю.В., Фирсова А.М. Сказка как источник творчества детей. – М.: Гуманит, 2014г. – с. 288

4. Сухомлинский В.А. Сердце отдаю детям. – М.: Киев, 2016г. – с. 175.

5. Махмудов М.Х., Таълимни дидактик лойиҳалашнинг назарий асослари: Пед. фан. док... дис. - Бухоро, 2004. - 332 б.