

INNOVATIVE APPROACH TO TEACHING THE FAIRY TALE AND PARABLE GENRE IN PRIMARY GRADES

Rakhimova Gulbaxor Karshibayevna

Associate Professor at the Uzbekistan-Finland Pedagogical institute, Uzbekistan

ABSTRACT:

The article analyzes the issue of explaining the plot and ideological content of the fairy tale and fable genre to students in primary school classes and extracurricular classes. It discusses the need to organize lessons in various innovative ways when teaching the fairy tale and fable genre, identify the pedagogical foundations of forming independent thinking skills in students, and provide methodological recommendations that enrich its content.

KEYWORDS: Fairy tale, parable, genre, plot, pedagogical approach, multimedia technologies, interactive games, digital resources, methodology.

INTRODUCTION

Primary school is a period of active absorption of a lot of wonderful knowledge by a child: the first impressions are gained about time and space, about the relationship of man with nature, with the world. The main part of knowledge is received from fairy tales. Fairy tales allow a child to feel courage and fortitude for the first time, to see good and evil. The full use of fairy tales in the childhood of a child of this age is an effective way to solve children's mental and educational problems.

Innovative methods mean teaching children not only to perceive the content of a fairy tale in a unique and original way, but also to creatively change the plot of the story, come up with different endings, and combine several plots. With the help of fairy tale images, children learn to express this or that intonation, tenderness, affection, surprise.

RESEARCH AND INTERPRETATION

An innovative approach to teaching fairy tales in primary grades can include various methods and strategies[1.81] that make the learning process more interesting and effective. Here are some ideas for an innovative approach to teaching folk tales:

1. Multimedia resources: Active use of multimedia resources, such as audio and video stories and interactive presentations, helps create a more interesting and interactive learning environment for children during the lesson.
2. Role-playing and dramatization: Allow children to role-play and dramatize stories. This helps them better understand the plot and experience the emotions of the characters, while also developing social communication and expressive reading skills.

3. Creative activities: Encourage children to create their own versions of fairy tales, changing the plot, adding new characters, or changing the ending. This develops their creative thinking skills and helps develop writing skills.

4. Interactive discussions: Hold conversations about the moral lessons and values that can be learned from fairy tales. Allow children to express their thoughts, share their impressions, and analyze the actions of the characters.

5. Use augmented reality technologies: Engage children in interactive scenarios using augmented reality technologies that allow them to see and interact with the characters and events in the stories in real time.

6. Team project activities: Organizing projects related to the study of fairy tales, such as creating a fairy tale book, holding an exhibition, or hosting a themed event. This helps children apply the knowledge they have learned from fairy tales in practice, and develop their cooperation and creativity skills.

An important aspect in this is the process of developing thinking and imagination. Imagination is a very important and useful process for a child of primary school age: it makes his life creative, original, non-standard, here for the first time children are invited to move away from the usual stereotypes and invent new fairy tales. But the teacher can and should help invent in different ways:

When explaining folk tales in reading and extracurricular reading lessons, the use of didactic games helps to increase the effectiveness of the lesson. In teaching fairy tales, role-playing games are mainly welcomed by children of primary school age. However, the variety of lessons serves to increase the student's interest in reading. This is especially important in the process of teaching fairy tales belonging to the oral literature of different peoples.

Primary school teachers can use the following didactic games when teaching folk tales:

1. The game "Fairy Tale Connoisseurs". This game is a bit more complicated. In it, a fairy tale is written on paper. Inside this fairy tale, 10 more folk tales are hidden. Students must find and write the names of 10 fairy tales in total. For example: "Once upon a time, there was a goose. Zumrad cooked this goose for the boastful king, but Qimmat, together with the three daughters of the neighboring merchant, wanted to eat it. The camels, elephants, and the apple pickers who came to Zumrad's house found out about this. The apple picker told the wise old man's youngest son about it. The youngest son hid the donkey in a basket ("The donkey", "The Emerald and the Precious", "The Clever Boy", "The Best Gift", "The Camel, the Elephant and the Apple Tree", "The youngest son", "Hit, Knock") [2.80].

2. The game "Fairy Tales Riot". In this game, students are given stories from well-known and popular fairy tales. But the problem is that the heroes, places, and creatures in these stories have been blown away by the wind and, as a result, they have become mixed up. The students' task is to put them back together. For example: the sleeping Emerald, the beauty and the younger son, the honest boy and the monster, the Snow Queen and the fool.

3. The game "Attentive reader". Students are told the names of ornaments and precious stones mentioned in fairy tales. Students must find out in which fairy tales they appear. For example, the

following fairy tales can be told about the word gold: “Golden fish”, “Golden axe”, “Golden egg”, etc.

4. The game “Do you know fairy tales?” In this game, fairy tale heroes of different nations are mentioned for students. Students need to determine which hero belongs to which nation and fairy tale. For example:

Precious

Mouse

Marquis

Yalmogiz

Koshey the Immortal

Ivanushka

True

Little Red Riding Hood and the like.

5. “Find the mistake” game. In this game, children are given pictures taken from fairy tales. Children say what is depicted incorrectly in the picture and which fairy tale it is from.

6. “Find the fairy tale by the main character” game. Students are presented with images of fairy tale characters, and children say in which fairy tales they appear.

The use of didactic games in reading and extracurricular lessons helps students remember the fairy tales that have been passed and are being passed at the moment. In addition, the use of these games controls the interest of students in the lesson.

So, it can be said that the emergence of ideological and substantive similarities in the oral creativity of the Uzbek and world peoples is due to the very ancient nature of the fairy tale and the fact that the plot was based on the fact that people lived as one tribe. Later, with the development of society, the fairy tale plot grew and acquired the specific characteristics of the culture of a particular people. The reason for the similarity of events, perhaps, despite the differences between nations, is the presence of universally recognized moral values such as honesty, nobility, courage and love.

Preschool and primary school age is the most convenient methodological way to introduce a child to fairy tales. Folk tales, due to their wonderful properties, provide unparalleled opportunities to direct a cold soul to goodness and virtue. In addition, education using fairy tales, if carried out as an individually focused and creative process, becomes the beginning of building the foundation of a truly national spirituality.

A fable resembles a small play with a culminating point and a certain resolution. It can serve as an excellent example of a brief and meaningful depiction of an event or incident. Children are attracted not by the ironic content of the fable, but primarily by the beauty of the images. Therefore, work on the fable is organized as if it were a story about animals. Usually, the characters of the fable describe themselves with their actions, features, speech patterns, and habits, sometimes this character is complemented by another character in the fable.

When teaching parables in primary grades, it is important to teach children to read expressively and briefly, sometimes in just a few words, to describe the characteristics of individual participants and compare them. Without stopping at the allegorical content of the parable, the

image of the main character is analyzed. In the first grade, students perceive a parable as a funny story about animals, similar to a fairy tale. Starting from the second grade, they begin to understand that the behavior and relationships of the animals in the parable sometimes occur in people's lives, that the parable is a story that teaches a moral lesson, that it is more poetic, and that it depicts certain shortcomings in people.

When analyzing a parable, it is necessary to help students vividly imagine the development of events and clearly perceive images. For example, it is recommended that they describe some episodes in words, some with the help of a teacher to compose a characterization, and at the final stage of the work, they read it in roles. When describing a character, along with his behavior, the specific features of the character's language are also used. When preparing to read a fable expressively, it is necessary to know its plot, understand the author's language well, and take into account the individual characteristics of each character. It is appropriate to read dialogue fables in roles and to stage them in fairy tales.

Fable writer Gulkhani's fables "The Tortoise and the Scorpion" and "The Monkey and the Najjor" are suitable not only for the age but also for the level of knowledge of primary school students, and help them to be raised in the spirit of friendship, to teach them that unnecessary efforts at work lead to bad consequences, and to eliminate such vices as rudeness, laziness, deceit, spite, and indifference in childhood.

In primary school textbooks, the parable genre is given little attention. However, the part of the story in the parable fills the gap in the text that the reader has overlooked, has skimmed over, and has not tried to understand well.

Teaching the genre of fairy tales and fables in primary grades can be interesting and educational if the following innovative methods are used:

Introducing children to the world of famous fairy tales such as "Kolobok", "Hansel and Gretel", "Cinderella". Discuss with children what fairy tales teach, that is, what is the contribution of the story [3.78].

Provide information about the collectors of fairy tales. For example, the Brothers Grimm: German collectors who recorded many fairy tales; Alexander Afanasyev: Russian collector of fairy tales. Describe how these people collected and recorded stories in order to preserve them for future generations.

The following interactive teaching methods are effective in introducing the genre of fairy tales and fables to primary grades:

Interactive Storytelling. Read stories with your children, using puppets or dramatic scenes to make it more interesting;

Drawing and Creativity. Ask children to draw pictures of their favorite stories or create their own stories and illustrations;

Storybook Projects. Have children collect their grandparents' stories by writing them down or drawing pictures to create a family storybook;

Music and songs. Learn traditional folk songs, teach them to children and perform them together;

Games and role-playing. Organize games in which children can pretend to be fairy tale characters, which will help them better understand the meaning of fairy tales;

Trips to museums and libraries. Organize excursions to local museums or libraries with folklore collections, or organize thematic exhibitions.

Sample one-hour lesson plan:

1. Introduction to folklore. Explain what folklore is, give examples from famous fairy tales.
2. Reading a fairy tale. Read the fairy tales “Kolobok” or “Gingerbread Man” with your students.
3. Conversation about the content of the fairy tale. Discuss the plot of this fairy tale. Ask the children to tell how they understood the fairy tale.
4. Creative work. Ask the children to draw their favorite fairy tale characters or imagine the continuation of the story.
5. Songs and games. Learn folk songs related to the lesson topic or play a traditional game.

METHODOLOGICAL AND SCIENTIFIC LITERATURE ANALYSIS

Analysis of samples of folk oral creativity for primary school students in terms of genres and textbooks is an improvement in the methodology of their teaching, its social value is educational, ideological-educational and artistic-aesthetic significance has been studied by many scientists.

An innovative method means teaching children not only to perceive the content of a fairy tale in a special and original way, but also to change the plot of the story with a creative approach, come up with different endings and combine several plots [4.53]. With the help of fairy tale images, children learn to express one or another intonation, tenderness, affection, surprise. As K. Ushinsky noted: “The nature of the country, its history are expressed in words reflected in the human soul. "People disappeared, but the words they created, the words they treasured, the mother tongue, remained immortal" [5.296].

The use of multimedia technologies, interactive games and digital resources makes the learning process more interesting for children [6.67].

CONCLUSION

In general, teaching the genre of fairy tales and fables in primary grades should be interactive and interesting. The use of various methods and materials helps children better understand and appreciate the wealth of folk oral art, and also develops interest in cultural heritage.

In reading and extracurricular reading lessons, texts from subgenres of folklore of different peoples are often used, which attract attention due to their small size, as well as their special content, which has educational and developmental value.

The introduction of new approaches and technologies to the educational process in primary grades makes the study of folk oral literature more interesting, interactive and effective. The use of multimedia technologies, interactive games and digital resources makes the learning process more interesting for children. They participate more actively in lessons and better absorb the material. Interactive and team project-based teaching methods, such as students creating their own stories, staging theatrical performances and creating cartoons, stimulate children's imagination and creative thinking. Interactive methods, such as virtual tours, allow children to better understand and respect the cultural diversity of the world. This serves to form tolerance and intercultural dialogue.

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