



EFFECTIVE METHODS OF TEACHING FOLK TALES IN OUTSIDE THE CLASSROOM

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Annotation:The significance and function of folklore genres within the educational framework, the considerations pertaining to instructing the fairy tale "Three brave brothers" to primary school pupils during extracurricular endeavors, and the primary themes embedded within it were subjected to analysis. Furthermore, the portrayal of Eastern customs within the narrative and the techniques employed in teaching through specialized technologies to impart wisdom were delineated.

Keywords:fable, listen, understand, think, methods, independent opinion, working individual, modern technologies, conclusion.

Аннотация:Проанализировано значение и роль фольклорных жанров в учебном процессе вопросы преподавания сказки "Три героя-братья" учащимся младших классов во внеклассной деятельности, основные идеи в ней. Описаны восточные нравы в контексте текста, методы обучения с помощью специфических технологий передачи советов.

Ключевые слова:сказка, слушать, понимать, думать, методы, самостоятельное мышление, индивидуальная работа, современные технологии, вывод.

Man exhibits a profound distinction from other entities in existence by virtue of his autonomous cognitive processes, conduct, verbal expression, and demeanor. Within the realm of autonomous cogitation, individuals engender thoughts, perspectives, notions, aspirations, and the like. Knowledge perpetually transitions from one individual to another akin to the transfer of water between vessels. In the contemporary milieu of rapid transformation, reliance solely on this modality may not yield the anticipated outcomes. Hence, contemporary methodologies and innovative technologies may offer timely recourse. Addressing a gathering, President Shavkat Mirziyoyev remarked, "A pivotal concern that perennially occupies our thoughts pertains to the comportment, conduct, and overarching worldview of our youth. Presently, the pace of change is relentless, with young people bearing the brunt of its impact. May the youth seamlessly assimilate with the exigencies of their era, while retaining a steadfast connection to their heritage. May the clarion call of our identity and the legacy of illustrious forebears echo ceaselessly in their hearts, nurturing an unwavering commitment to authenticity. How can we realize this aspiration? Through the auspices of education, education, and education alone," he articulated.

Indeed, within the contemporary epoch of globalization, the imperative for the younger generation to acquire an education and cultivate themselves into mature individuals is more pronounced than ever. Specifically, a literature instructor ought not solely to impart knowledge regarding literary works, encompassing their content, structure, and genre attributes, but also to instill within their students a broader understanding of life, fostering their capacity to articulate independent perspectives on the artistic and scholarly literature they encounter. This is imperative.

In the cultivation of a student's artistic cognition, particularly the genre of fairy tales assumes a markedly significant role. For there exists scarcely an individual who has not harbored a fondness for these enchanting narratives in their life's journey, nor encountered a childhood devoid of their whimsical allure. They beckon the reader towards virtuous deeds, steadfastly asserting the triumph of good over nefariousness.

Indeed, the tales of yore, woven into the fabric of various languages, are veritable reflections of existence, enduring as timeless parables that continue to shape the moral compass of successive generations. It is our contention that those nurtured on the cadence of fairy tales throughout their formative years are less inclined to perceive malice in their peers. Hence, in the pedagogical endeavor of molding the young minds of tomorrow, whether through artistic endeavors or scholarly pursuits, due consideration must be accorded to the developmental stage of the audience, accompanied by an introspective inquiry into the manner of elucidation required. Such an approach necessitates meticulous scrutiny and profound analysis.

Conveying the fairy tale "Three brothers and sisters-in-law" to younger schoolchildren within extracurricular activities involves elucidating its principal themes, oriental customs, and imparting insights drawn from the narrative. Introducing this short story is deemed appropriate. The structuring of the lesson should acknowledge the prevalence of contemporary textbooks, which, in contrast to their predecessors, incorporate a wealth of interdisciplinary connections and leverage cutting-edge technologies, ensuring the attainment of anticipated outcomes. Specifically, employing a sequential approach comprising various methodologies and formulating evaluative inquiries encompassing linguistic aspects, beyond the confines of literary exercises, is recommended.

The fairy tale is approached in a manner distinct from traditional reading practices, wherein individuals are guided towards independent comprehension. The cultivation of listening and comprehension skills is facilitated through audio dissemination, with a foundation rooted in interdisciplinary amalgamation.

Part I entails the playing of an audio rendition derived from the fairy tale text, accompanied by the distribution of the subsequent handout.

The omitted words shall be inscribed in lieu of the periods.

Once upon a time, there was a 1. who had a favorite parrot. The king loved his parrot so much that he could not stand without seeing it for an hour. The parrot was very 2. One day, the parrot asked the king: "I have parents, brothers, and sisters in the land of India, and I came to your place with the wings of the sky." Thank you, my intelligence, good 3., behind my sweet words, I became a conversationalist with a king like you. Now my request is that if you release me 4. and answer for twenty days, six days for me to go and six days for me to come, one week will be enough to see my parents, brothers and sisters 5.

The king said: - No, if I give you 6., if you don't come again, I will 7., be very sad.

Parrot: - No, my king, the favor you showed me will not lead to a bad path, no matter how I am 8. - a great, sacred thing, it is not appropriate to destroy it. Breaking a promise is a grave sin. "I promise - I will keep my word," he said.

- If not, if you come quickly, for two weeks 9. - said the king.

-"Good-bye, come out anyway," said the parrot, taking permission for fifteen days. Landing on the wall 10. He flew south. The king looked back. He does not believe that his parrot will return. |

Part II. The next part of the audio prepared based on the text of the fairy tale will be played and this task will be presented:

1. Anyway	a) or not
2. The next day, back to the cage,	b) It is not wise to be close to a king and a lion.
3. loving you	d) advised not to return.
4. There is a second coming,	e) Is it okay to keep a loved one in a cage?

Part III. The next part of the audio prepared based on the text of the fairy tale will be played and the task will be to write answers to the given questions:

1. What was Mother Parrot's advice?

1 Ahmedov S., Kasimov B., Kochkarov R., Rizayev Sh. 2007, 2015, pp. 51-54.

2. Why did the parrot die?

Part IV. Grammar tasks:

Match the underlined words from Part I in the table given below.

General agreement	Indicative agreement	Incoming agreement	Departure agreement	Place-time agreement	Exit agreement

In the process of engaging with the assigned task, the students of Part I are directed to transcribe the omitted word in lieu of ellipses. In doing so, they will attentively listen to the audio passage crafted from the fairy tale text, endeavoring to accurately transcribe the omitted words devoid of any spelling errors. Each segment is repeated twice. This activity serves to cultivate in children the ability to attentively discern each word without solely relying on the written narrative of the fairy tale, facilitating their capability to accurately transcribe the words they perceive auditorily. Should there be any oversights during the initial presentation, they may rectify them upon the subsequent opportunity. This exercise is also featured in English language textbooks. However, adhering to the instructions in this recommended sequence is not as formidable as it is in English. Given that students find it inherently easier to comprehend and transcribe words articulated in their native language as opposed to foreign language constructs.

In the second segment of the interlinked activities, specific excerpts are extracted from the narrative of the aforementioned fairy tale, followed by the subsequent playback of the prearranged audio text, prompting students to correlate the provided statements. Participants integrate disparate information. Herein, attentiveness, focus, and dexterity are requisite attributes. Neglecting any initial segment of a statement renders the exercise notably more challenging. The primary objective underlying the incorporation of such exercises into the instructional regimen is to diverge from conventional methodologies, and adeptly leverage contemporary technological resources to impart education through diverse modalities to children.

In the third segment of the systematic task employing chain technology, inquiries formulated from the text are disseminated via handouts, with a duration of one minute designated for acquainting oneself. Subsequently, the audio rendition of said inquiries will be presented to students twice. Upon the conclusion of the audio presentation of inquiries, participants are permitted to formulate responses. Each child is to individually record the accurate response within the designated spaces. To successfully conclude this portion of the task, attentive listening to the audio content and retention of its information are of utmost importance. This process serves as a means to cultivate independent and innovative thinking skills among class participants.

Part IV of the task, founded on the principle of "Listen, understand, write, think," comprises a "Grammar task" pertaining to linguistics. Herein, students are required to identify and transcribe the words emphasized in part I, categorizing them according to the six agreements. Consequently, interdisciplinary integration is facilitated through the utilization of technology, while theoretical comprehension is reinforced.

In a broader context, within the era characterized by advanced information technologies, arranging classes with proficient utilization of contemporary technical resources, interactive pedagogical approaches, and information communication technologies contributes significantly towards attaining the desired outcome, fostering the intellectual and imaginative development of young individuals. Furthermore, it is imperative to underscore that by instilling in students the capacity for active and autonomous learning, we nurture entrepreneurial spirits. The primary objective of education, without exception, is to instill within students a repertoire of knowledge, competencies, and proficiencies, ensuring their retention and equipping them with the aptitude to apply these competencies judiciously throughout their lives.

References:

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