PEDAGOGICAL POSSIBILITIES OF CHOOSING FAIRY TALES FOR PRIMARY STUDENTS

Temirova Muqaddas Azamotovna
Teacher of the Department of Primary
Educational Methods, Faculty of Pedagogy,
Shahrisabz State Pedagogical Institute
Email: temirovamuqaddas1@gmail.com

Abstract: This article analyzes the theoretical and practical aspects of selecting fairy tales for primary school students. The educational and educational significance of fairy tales, the criteria for selecting them according to age characteristics, and ways to effectively use them in the classroom are highlighted. According to the results of the study, properly selected fairy tales form spiritual qualities in students, develop thinking and creativity.

Introduction

Primary education is an important stage that shapes a person's worldview, moral views, and interest in knowledge. The upbringing and education provided at this stage affect the whole life. Folk oral literature, especially fairy tales, is of great importance in cultivating a child's artistic and aesthetic taste and raising them in a spirit of respect for spiritual values.

In primary grades, according to the program, students only get acquainted with the specific features of the fairy tale as a genre of folk oral creativity in a practical way. Two important specific features: fairy tales are fiction and the presence of compositional specificity (beginning, repetition, ending). One main episode is usually repeated in a fairy tale. In this case, after the repeated episode, as a rule, a contrasting event occurs for the last time, and a denouement follows it. Repetitions often occur due to the fact that more new characters appear in the fairy tale or new details are introduced. Each fairy tale has its own compositional features. Therefore, by repetition alone, students cannot determine whether a fairy tale is in front of them or not. It is important to teach schoolchildren to take into account the generality of its features when recognizing the genre of the work. Fairy tales not only entertain students, but also have a strong influence on their psyche, behavior, and thinking. Therefore, when choosing fairy tales, it is necessary to take into account the pedagogical approach, child psychology, and educational goals.

The pedagogical significance of fairy tales. A fairy tale is one of the oldest and richest genres of folk oral literature, which expresses the hopes and aspirations of the people, their life experience, the struggle between good and evil. Through fairy tales, a child learns such qualities as goodness, honesty, hard work, friendship, and patience.

When choosing a fairy tale for primary school students, it is advisable to pay attention to the following aspects:

1) Age suitability - simpler fairy tales are selected for students in grades 1–2, and more complex fairy tales are selected for grades 3–4.

2) Moral content - a fairy tale should awaken feelings such as goodness, kindness, and hard work in the child's heart.

3) Basing on national values - through folk tales, children are educated in the national spirit.

4) Harmony with modernity - through modern author's fairy tales, a new worldview can be formed in children.

Fairy tales expand the imagination of primary school students, increase logical thinking, and speech richness. The conflict in each fairy tale (the clash of good and evil) directly affects the emotional world of the child. In the process of reading a fairy tale, the child puts himself in the place of the hero, which develops a sense of empathy (feeling the state of others). The teacher is not just a reader of the fairy tale, but also a person who analyzes it. During the lesson, the teacher discusses the actions of the heroes of the fairy tale, organizes exercises for drawing conclusions, and increases the activity of students through staging or role-playing. Fairy tales teach the child to distinguish between good and evil, choose the right path, and control his own behavior.

Fairy tales also enrich the spiritual world of the student, combining national and universal values. Even in today's era of widespread development of information technologies, fairy tales do not lose their place. On the contrary, the process of teaching fairy tales through multimedia fairy tales, audiobooks, and interactive textbooks is becoming more interesting. The influence of fairy tales continues not only at school, but also in the family. By reading fairy tales to children in the evening, parents expand their imagination and strengthen their sense of closeness. This has a positive effect on the psychological state of the child. Fairy tales are also of great importance for the emotional development of students. While listening to a fairy tale, the child feels in the same state as the hero, which forms in him positive psychological qualities such as managing emotions, being patient, and overcoming fear. Therefore, when choosing fairy tales, the teacher should consider the children's

should also take into account the mental state of the child. In addition, fairy tales develop creative thinking. Each fairy tale describes unusual events, magical phenomena, and fantastic characters. This expands the child's imagination and encourages him to come up with new ideas. Students learn to think independently by retelling, continuing, or writing their own fairy tales. Interactive methods are very effective in using fairy tales. For example, through playful activities such as "Role Playing", "Scene View", "Crossword", and "Continue the Fairy Tale", students gain a deeper understanding of the content of the fairy tale. In this process, the teacher encourages the child's activity and allows him to express his opinion openly. Fairy tales are also important as a means of forming national identity. Folk tales embody the lifestyle, customs, and values of our ancestors. Through these fairy tales, children learn about their national roots and develop love for their homeland and people. Especially "Alpomish", "Goroglu", "Tohir and

Simplified versions of folk tales, such as "Zuhra", become a source of national pride for young children. Today, teachers are also using fairy tales to form interdisciplinary connections. For example, "Nature Tales" are associated with environmental education, and "Mathematical Tales" with the development of computational skills. In this way, fairy tales are combined with different areas of the curriculum. Another important aspect of fairy tales is teaching moral decision-making. In each fairy tale, the hero faces a choice: to choose good or to follow evil. Listening to a fairy tale, the child understands the consequences of actions, which is reflected in his life decisions. Fairy tales based on digital technologies are also becoming popular in modern education. Listening to or watching fairy tales through audiovisual means not only arouses interest in students, but also enhances their ability to remember through hearing and seeing. Such methods are especially effective in lower grades. Also, developing a culture of communication through fairy tales is also important

The teacher teaches students to express their opinion about the events in the fairy tale, to listen to others, to speak correctly. This process develops oral speech, logical consistency and cultural expression in students. In general, fairy tales are one of the most effective tools for the comprehensive development of children in the process of primary education - intellectual,

emotional, moral and social maturity. Fairy tales are an invaluable source of folk wisdom. Through them, the student understands life, strives for goodness and acquires moral values. When choosing fairy tales for primary school students, the teacher should take into account the educational value of each work, the age characteristics of the child and its compliance with modern requirements. Therefore, teaching fairy tales helps to make the child a well-rounded person

plays an important role in upbringing. Fairy tales are the most ancient and educationally rich genre of folk oral art. They not only delight children, but also form their thinking, feelings, moral views and attitude to life. When choosing fairy tales for primary school students, the teacher should deeply analyze the content of each work, evaluate its educational, aesthetic and psychological impact. Because each fairy tale directly affects the child's worldview, behavior, personal development. Fairy tales form such human qualities as diligence, honesty, kindness, patience, courage and patriotism in students. Also, through them, children learn to distinguish between good and evil, justice and injustice, and understand the essence of human relationships. Therefore, the process of teaching fairy tales is not only in reading lessons, but also in the development of education, morality, national values, and even psychological

should be inextricably linked with development. Today, fairy tales have not lost their place in the modern education system. On the contrary, teaching fairy tales through digital tools, multimedia technologies and interactive methods is becoming more effective. For example, through audiobooks, video lessons and interactive lessons, students experience fairy tales more deeply, better imagine images and learn to express their opinions. Also, in the process of reading fairy tales, children's speech develops, their vocabulary increases, and independent thinking and creative expression skills are formed. With the help of fairy tales, the teacher can learn more deeply about the inner world, interests, and outlook on life of each child. Fairy tales are a symbol of the spiritual wealth, national values   and educational experience of the people. Therefore, the use of fairy tales in primary education has not only educational, but also educational and spiritual significance. They raise the younger generation to be loyal to the Motherland, humane, honest, kind and

is one of the most effective tools for raising children with good intentions. Thus, the main task of teachers and parents is to correctly and purposefully introduce fairy tales into children's lives, not just read them, but turn them into life lessons. After all, through fairy tales, a child feels life, believes in goodness, and in the future he himself grows up to be a person who sows the seeds of goodness.

From a pedagogical point of view, a fairy tale performs the following tasks:

1. Moral and educational - teaches students to distinguish between good and evil;
2. Aesthetic - increases the feeling of beauty, imagination, and vocabulary;
3. Cognitive - develops cognitive abilities, memory and attention;
4. Creative - develops thinking and image-building skills.

Fairy tales are used as an important tool in reading lessons, independent reading exercises and educational hours.

Pedagogical criteria for choosing fairy tales

The following criteria are important when choosing fairy tales for primary school students:

1. Age suitability - the content of the fairy tale should correspond to the psychological level of perception of the student.
2. Educational orientation - the fairy tale should have a predominance of positive qualities and leave a lesson in the student.

3. Simplicity of language and style - complex expressions and incomprehensible words should be avoided.

4. Compliance with national values   - reflecting the national mentality through Uzbek folk tales forms patriotism in students.

5. Psychological impact – the events of a fairy tale have a positive effect on a child's emotions should show.

When choosing a fairy tale, the teacher should take into account that each work serves an educational purpose. For example, fairy tales such as "Alpomish", "Golden Fish", "The Cat with the Bell" teach such qualities as filial duty, diligence, and loyalty.

The impact of fairy tales on the development of students

Experience shows that reading and analyzing fairy tales develops in students:

independent thinking;

speech culture;

positive emotions;

creative approach.

For example, through questions such as "Who did the right thing?" and "What would you do if you were in their place?", students develop the skill of moral analysis.

Conclusion

Fairy tales play an important role in the spiritual and moral development of primary school students. Properly selected fairy tales form such human qualities as kindness, diligence, honesty, and patience in children. The most important task for a teacher is to be able to combine the child's age, interests, and educational goals when choosing a fairy tale.

Effective use of fairy tales in the primary education process not only develops children's thinking, but also their respect for national values, and their creative abilities. Therefore, fairy tales are a powerful educational tool in the pedagogical process.

REFERENCES

1. Mirziyoyev Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan. - Tashkent.: Uzbekistan. 2016
2. Zunnunov A. Folklore. - Tashkent, 2012.
3. Tursunov U., Rasulov R. Fundamentals of Pedagogy. - Tashkent, 2015.
4. Sharipova M. Methodology of reading lessons in primary school. - Tashkent, 2019.
5. Folktales of Uzbekistan. - Tashkent: Gafur Gulom Publishing House, 2020.
6. Kadirova M. The role of fairy tales in child education. - Journal "Primary Education", 2023.
1. Jorayev, S. Uzbek folk folklore. – Tashkent: O'qituvati, 2008.
2. Gulomov, A., To'khliyev, B. Introduction to Literary Studies. – Tashkent: National Encyclopedia of Uzbekistan, 2005.
3. Mavlonova, R. Primary Education Methodology. – Tashkent: Science and Technology, 2014.
4. Karimov, N. Educational Value of Fairy Tales. – Tashkent: Cholpon Publishing House, 2012.
5. Turakulov, A. Methods for Developing the Speech of Primary School Students. – Tashkent: O'qituvati, 2016.