

FORMATION OF HERMENEUTIC ABILITY OF STUDENTS THROUGH FAIRY TALES IN PRIMARY CLASSES

Nazirova Shakhnoza Odinajon kizi
Independent Student of Fergana State University

Abstract

In this article, the issues of formation and development of hermeneutic abilities of elementary school students through fairy tales are considered, and effective methods are described.

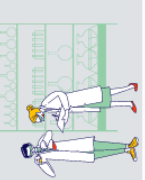
Keywords: Primary education, folklore, fairy tale, proverb, episode, image, subject, plan, conclusion.

Introduction

The fairy tale genre typical of folk oral works is well received by children in primary literary education. One of the reasons why it is read with interest is the impressiveness and sharpness of its language. meaning and closeness to colloquial language. In most fairy tales, the image of real life is combined with elements of adventure. A sharp, interesting subject of a fairy tale. extraordinary extraordinary situations in the development of events fascinate the readers. he is brave and strong. resourceful brave, agile heroes. the ideological direction of the tale. the fact that goodness always wins in it attracts children. The adopted narrative style of fairy tales, repeating the same words and phrases over and over again, melodiousness. Impressive language. the liveliness of the means of expression is the basis of their interest. The heroes of fairy tales are often compassionate, generous, fair, and their opposite, evil, miserly and greedy people. The pedagogical value of the fairy tale is that the students are happy that the truth and honesty won in it, that poor people got rid of difficulties, that is, that goodness and goodness came true, and that evil and evil were condemned. They always want it to be like this in their dreams.

When working on fairy tales in primary literary education, it is important to teach children not only to read a fairy tale, but also to tell it. Telling stories develops oral speech, enriches children's speech with new words and phrases. Working on proverbs presented in fairy tales, paying attention to the similarity of the ideas presented in them to the text of the fairy tale and conveying this to the minds of children, developing connected speech by memorizing them, can serve to increase the effectiveness of speech. In the course of working with the text of fairy tales in reading classes, it is important to work on theoretical concepts such as animation, metaphor, and exaggeration. Taking into account all the above points, the construction of fairy tale lessons can be defined as follows:

1. Introducing the fairy tale:
 - a) preparing students to understand the fairy tale;



b) teacher's expressive reading of a fairy tale, retelling from memory, etc.

2. Conducting a short conversation to determine the extent to which students have understood the fairy tale.

3. Reading and analyzing the fairy tale in parts, some visual aids in it, finding meaningful words, dictionary work (explaining the meaning of some words).

4. Preparing to tell a fairy tale (reading inside), etc. In primary literary education, in short fiction works of the narrative genre, certain events and important aspects of life that can happen in people's lives are summarized. In stories, usually an episode in a person's life is taken as the object of the image. The content of the stories is more realistic than that of fairy tales. The story is a suitable genre for elementary school students, both in terms of content and form. Younger students are more interested in stories about characters' behavior, appearance, portraits, and events. Introducing children to the text of the story is connected with the explanation of its plot. At the initial stage of elementary grades, the main types of work are opening the content of the stories, working on the vocabulary, retelling the read text, etc. The content of the story is usually analyzed based on questions and tasks. Among the questions and tasks: analysis of the content of the story; comparing evidence, reasoning and conclusions; identifying and summarizing connections between events and actions; directing students to independent thinking and free activity; to ensure one's own participation in the path of one's spiritual perfection; it is used for the purpose of instilling in them the pleasure of discovery and at the same time to arouse interest in reading works of art. In reading classes of primary literary education, explaining the meaning of words and phrases that students do not understand when reading stories is considered one of the important types of work. Otherwise, students may not be able to fully absorb the content of the story. This, in turn, undermines the effectiveness of the didactic analysis of the text. At the initial stage of primary education, when working on stories, the development of students' speech during the analysis of their content takes a central place. After reading the story, it is necessary to give some time for students to think about its content, clarify their impressions, and prepare to express their opinions. Primary school students are asked the first questions about the content of the read story in order to determine whether young readers liked the story or not, and how the character of the character in it affected the reader. Only after that, you can open the plot of the story, the development of the events, understand the character of the characters, find out the leading views in the work, think about them, distinguish between black and white, right and wrong, honest and illegal, and develop your own spirituality. questions and tasks are used that lead to direct participation in the process of recovery. When analyzing a work of art, it is important to fully explain the subject, and should not neglect such work as describing the characters, analyzing the construction and language of the work.

Writings in the narrative genre are unique in their vitality. In it, events develop rapidly. In the story, scenes related to the personality and life of a person are described, the students are interested in the character of the heroes and their characteristics. The stories included in the "Reading Book" textbooks are diverse in terms of subject matter, and differ from each other in terms of character traits of the characters.

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It is appropriate to differentiate. The text of the story is related to a certain era. Due to their interest in the spirituality of the characters, the students gain a certain understanding of the bright and dark sides of life. They develop love for beauty and sophistication, and hatred for evil while familiarizing themselves with stories and analyzing them.

The analysis of stories from textbooks as a literary genre requires work based on its specific characteristics and tasks. Every word, phrase, and sentence in it serves to express the writer's thoughts. The text of the story can be a source not only for studying its content or artistic features, but also for the use of expressive, literary, conditional or creative reading, problematic methods of analysis. Various analyzes of the study of the characters of the stories presented for learning in primary grades are conducted on the basis of work on the text. In this way, the student's creative activity increases, the scope of creative thinking expands.

The following activities are carried out on the basis of the text for mastering the content of the story:

1. Answering questions about the content of the text.
2. Completing tasks based on the text of the story.
3. Pupils form questions about the content of the story.
4. Draw pictures suitable for the content of the story.
5. Divide the text of the story into parts.
6. Find a title for each part.
7. Plan the story.
8. Planned retelling (full, abbreviated and creative retelling).
9. Writing a statement based on the plan, etc.

The level of comprehension of the read text is of crucial importance in the didactic analysis of stories. Comprehensibility refers to the uniqueness of the artistic world created by the writer, the compatibility of the figurative image with the student's life experience and level of knowledge. When learning a story, questions are usually asked by the teacher, but it is also useful to ask students questions about the content of the work and the behavior of the characters. This method appeals to young students and enlivens their work, helps them to better understand the content of the work, acquire the skills to express their thoughts coherently, and fully remember the connection between the content and the events. In the literary education of elementary grades, the works that are large in size, excerpts from them are presented and studied in the "reading book" textbooks. Some short stories can be presented in full or abbreviated form. But the elements of the form of a story and a fragment taken from a short story or a novel differ from each other, and some elements may be similar. It is desirable that excerpts taken from major epic works acquire a separate integrity, the content of one part does not reject the other, and the quoted excerpts acquire a common integrity. Unfortunately, it cannot be said that these requirements are followed in all the "Reading Book" textbooks for elementary grades. The story often describes a small event and its details. As noted in literature, the subject is a chain of events that occurs in accordance with the logic of the character and behavior of the author is that the student does not understand the subject as just a narrative of events. For this, the teacher is required to be able to direct the students to develop these

relationships and dynamics when working on the analysis of the work. In other words, with the questions and tasks presented by the teacher regarding the content of the work, it is appropriate for the students to direct the students to determine the causes of the consequences in the events, character and behavior of the characters, and only then to encourage them to evaluate the event. Working on parables in the literary education of primary grades also implies a specific didactic purpose. A parable is a small poetic, sometimes prose work whose content is moral, satirical, and expressed in sarcastic, ironic images. Characteristic features of a person are transferred to the world of figurative images - animals, plants and animals. In addition to the ironic nature of the symbols, funny question-and-answer is also characteristic of the language and style of the parable. Often, in the introduction to the parable, sometimes at the end, a contribution - an instructive conclusion - is drawn from the story.

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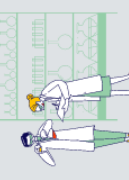
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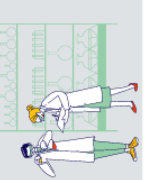


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