

THE IMPORTANCE OF FAIRY TALES AND STORIES IN THE DEVELOPMENT OF SPEECH ACTIVITY

Azizaxon Usmonova Olimjon kizi
The 2nd Year Bachelor's Student of FSU

Abstract

This article studies the role and importance of fairy tales and stories in the development of speech activity of primary school students. It is argued that fairy tales and stories are an important tool for increasing children's vocabulary, mastering grammatical structures, developing thinking skills, expanding creative imagination, and forming speech communication skills. The article analyzes the pedagogical possibilities and effective methods of using fairy tales and stories in the educational process.

Keywords: Speech activity, development, fairy tale, story, primary school, vocabulary, grammar, thinking, creative imagination, speech communication.

Introduction

Speech is one of the important tools for a person to think, communicate, and understand the environment. The comprehensive development of students' speech activity at the primary education stage is a prerequisite for their further education and finding their place in society. Fairy tales and stories are ancient and effective pedagogical tools that have a special place in the development of children's speech activity. Fairy tales attract children with their magical world, interesting plot and images, and stories expand their worldview through life events, human relationships, and moral lessons.

Today, special attention is paid to the development of speech activity of primary school students, in particular, to increasing their vocabulary, developing grammatically correct speech, and developing the skills of expressing their thoughts clearly and fluently. Educational standards also define the formation of competencies in this area as an important task. Fairy tales and stories allow children to develop their speech activity in a natural and interesting environment, increase their interest in language, and strengthen their motivation to learn.

LITERATURE ANALYSIS

The development of speech activity, in particular, the development of children's speech, has been studied by many psychologists, educators and linguists. Scientists such as L.S. Vygotsky, A.R. Luria, N.I. Jinkin have put forward valuable ideas about the relationship between speech and thinking, its role in the formation of personality, and the influence of socio-cultural factors on speech development. The pedagogical literature has widely covered the didactic possibilities of fairy tales and stories in the development of children's speech, methods of using them in the educational process. In particular, V.A. Sukhomlinsky evaluated fairy tales as an important means of enriching the spiritual world of children, forming in them feelings of kindness and justice, and developing their speech.



RESEARCH METHODS

This article used the methods of theoretical analysis, pedagogical observation and generalization. Primary school curricula, methodological manuals and scientific literature on the topic were analyzed. During the learning process, various forms of using fairy tales and stories were observed and their impact on students' speech activity was assessed.

RESULTS AND DISCUSSION

The analysis showed that fairy tales and stories have the following important advantages in developing the speech activity of primary school students:

Increasing vocabulary: New words, expressions, and figurative language found in fairy tales and stories enrich children's vocabulary. New words explained by the teacher create the basis for their active use in children's speech.

Mastering grammatical structure: The correct grammatical construction of fairy tales and stories, the use of various sentence constructions help children intuitively master the grammatical rules of the language.

Developing thinking skills: The plot of fairy tales and stories, the actions of characters, and their consequences encourage children to analyze, compare, identify cause-and-effect relationships, and draw conclusions.

Expanding creative imagination: The magical world, fantastic images, and unusual events in fairy tales enrich children's imagination, encourage them to think creatively and express their fantasies in speech.

Developing verbal communication skills: Activities such as reading, listening, retelling, and acting out fairy tales and stories develop children's verbal communication skills such as listening, speaking, asking and answering questions.

Increasing interest in language: The interesting content, emotionality, and moral lessons of fairy tales and stories form a positive attitude towards language in children and increase their motivation to learn.

There are the following effective methods for using fairy tales and stories in the educational process:

Expressive reading by the teacher: Reading by the teacher using the correct intonation, facial expressions, and gestures helps children to understand the content of the work more deeply and master the emotional and expressive means of the language.

Reading by students: Reading by students themselves improves their reading technique, develops the ability to pronounce words correctly, and increases the fluency of speech.

Retelling: Retelling fairy tales and stories read or listened to in their own words strengthens their memory, develops the ability to express their thoughts in a logical sequence, and activates their vocabulary.

Staging: Staging fairy tales and stories into roles increases children's speech activity, develops dialogic speech skills, teaches them to express their emotional states through speech, and forms teamwork skills.

Storytelling based on pictures: Creating a story using a series of pictures related to a fairy tale or story develops children's imagination, forms the ability to logically connect their thoughts, and ensures the coherence of speech.



Question and answer exercises: Asking questions about the content of fairy tales and stories and receiving answers to them develops children's listening and understanding skills, teaches them to express their thoughts clearly and concisely.

CONCLUSION

In conclusion, it can be said that fairy tales and stories are an invaluable tool in developing the speech activity of primary school students. Their interesting content, rich language and educational value have a positive effect on increasing children's vocabulary, mastering grammatical structures, developing thinking skills, expanding creative imagination and forming speech communication skills. The use of various methods of using fairy tales and stories in the educational process serves to increase students' speech activity, increase their interest in the language and their comprehensive development.

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