

## ANALYSIS OF FAIRY TALES IN CHILDREN'S LITERATURE

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**Annotation.** This article provides detailed information on the role of fairy tales in primary education, how to pass them, and the construction of storytelling lessons.

**Keywords:** story, text, plot, planning, retelling, creative continuation, analysis.

Proper storytelling is one of the most effective ways to improve students' speaking skills in elementary school. There are many types of storytelling and re-creation in the school experience. It is easier for elementary school students to retell a fairy tale, while it is more difficult to retell a work of another genre.

One of the reasons why the genre of fairy tales is so well received and read by children in folklore is the effectiveness, sharpness, meaning and closeness to the language of fairy tales. In many fairy tales, the image of real life is combined with elements of adventure.

The sharp, interesting plot of the fairy tale, the extraordinary situation in the course of the story fascinates the children, in which the brave, strong, resourceful, courageous, quick heroes, the ideological direction of the fairy tale, in which the power of goodness always wins attracts. The form of storytelling adopted in a fairy tale is the repetition of the same words and phrases, the melody, the expressiveness of the language, the liveliness of the means of expression, the great fun for the children. In the story, the characters are often portrayed as compassionate, generous, just, and evil, greedy, and greedy.

The pedagogical value of a fairy tale is that it teaches students that righteousness and honesty have prevailed, that the poor have been saved from hardship, that is, that goodness and goodness have come to pass, and that evil and doom have been condemned. They want it to be that way in life. For example, in the story "Honesty" (Grade 3), the main idea is to help the poor, to live by their own labor, and even if the idea that this is the desire of the whole nation, "Punishment of the deceiver" In the story (4th grade), the idea that the correctness of the naive is that the deceiver overcomes his deceit, that betrayal does not go unpunished. Both tales end with the triumph of truth. This victory is reflected not only in folk tales, but also in fairy tales. The story discusses the behavior of the heroes in children, develops their assessment skills, and inspires confidence that good will always prevail. As students analyze the story, they ask, "What qualities do you like about people? (or didn't like it?)", "Why?", " ... why was he punished? (or encouraged?) ", " Why do some of the heroes in a fairy tale even have the help of the forces of nature? (or turn away from some?) "in the process of observing, discussing, and concluding.

Animal stories are taught more in elementary school. Tales such as "The Tale of the Wolf as a Doctor" (Anwar Abidjan) and "The Fox with the Glass" are taught and analyzed in the form of real life stories.

Selective reading, answering questions, students writing and answering questions about the content of the story, planning, retelling, creative continuation, storytelling, graphic representation of the characters are used in the work on the text of the story. In such tales the habits of animals are analyzed, but it is not recommended to compare them with the character of men.

It is known from school experience that young students know that fairy-tale animals do not talk, foxes and cranes do not visit each other, but they perceive the world of fairy tales as a life story. When reading and analyzing a fairy tale, all the work is focused on a good understanding of the content of the text, the development of the plot, the behavior of the characters involved, the correct interaction. Selective reading and retelling are important. For example, "Is it easy to be polite?"

(A. Obidjon) The following tasks can be used to master the content of the story:

1. Read the conversation of the mouse with its mother. "What do you have to do to be polite?" Please tell, what's the story of them big puppies .....
2. Find and read the location of the mouse's encounter with the cat. Why does the evil in the eyes of Shum Barak suddenly disappear?
3. Why does a goat pray to a mouse, "Don't be short"? Find this place and read it.

The final step in analyzing a story is to "find and read a part of the story that you like best," "Tell me why you liked that part," "Have you ever had a story like yours in your life?" questions such as help students understand the story.

In addition to animal tales, elementary school students read folk tales such as "The State," "Science Prefers," "The Punishment of the Cunning," and "The Unskilled Man is Near Death." In such tales, people tell their stories, so when students read the tales, they learn about people's lives, thoughts and dreams in the past.

The analysis of such tales is organized in the form of an artistic story. Under the guidance of the teacher, the children evaluate the behavior of the participants in the story, some of their actions, tell their relationship to each other, and on this basis draw conclusions about some of the characters, make a story plan, read the story in parts.

The Tale of the State (Grade 4) is a fairy tale about ordinary life. In preparation for reading the story, we will talk about how our ancestors imagined the nature and the world around us. Such conversations help to better understand the artistic images of fairy tales, their relationships, behaviors and characters. While working on the text of the fairy tale "The State", students asked, "What is life like in a farmer's house?" "Why doesn't the state want to leave the farmer's house?" They evaluate the heroes of fairy tales by finding answers to such questions as, and come to the conclusion that it is necessary to work in harmony and honestly.

When working on a story, it is important to teach children not only to read the story, but also to tell it. Storytelling enhances oral communication and enriches children's speech with new words and phrases.

In order to teach students to use the language of fairy tales in the first grade, the teacher can tell the story at the first introduction.

Once the student has mastered the content of the story, special attention should be paid to working on the language. Students need to use appropriate language in their speech to retell the story and describe the characters. It is necessary to create a demand and a situation, a need for the use of language tools.

There are words and phrases in fairy tales that have a special effect on a child. For example, in the fairy tale "Tiger, Fox and Wolf", "Let the mountain goat be yours", "Let the rabbit be your king's breakfast", "The deer is your dinner, the sheep is your lunch" It is important to draw students' attention to the highlighted words in sentences such as "Let it be" and to get them to use them in their speech as they tell the story.

Another way for elementary school students to work on word meanings is to use pictures. For example, in Grade 2, in the fairy tale "Fun Wood", the names of trees such as birch, oak, ash, maple, barberry, spruce, pine, slate, maple are given. The child can't imagine them. Before reading the story, it is necessary to show pictures of this tree, to explain its peculiarities and to name them. This will be followed by a didactic game. The pictures of the tree are given to the children. Each student will be asked to name the tree in the picture and tell the story of the tree in their own words.

After reading this story and introducing its content, students are asked to prepare the meaning of the words juice, good deeds, hivchin, muhayyo. The answers will be completed and summarized.

The artistic tools used in the process of working with the text of the fairy tale. animation, metaphors, and rhetoric are also important.

With all of the above in mind, the structure of a storytelling lesson can be as follows:

- Introduction to fairy tales:
- Preparing students to understand the story;
- The teacher reads the story aloud, memorizes it, and so on.
- Have a short interview to find out how well the students understand the story;
- Read and analyze the story in parts; some visual aids, finding synonyms, dictionary work (explaining the meaning of some words);
- Preparation for storytelling (reading aloud);
- Tell a story;
- Generalized conversation (opening the idea of a fairy tale);
- Re-reading a story based on a specific task (creative and independent work);
- Check and complete the task;
- Prepare to read (or tell) a story at home.

## **Conclusion**

In short, fairy tales can be considered as a miraculous weapon that can penetrate to the innermost layers of the child's inner world, where he can make his own changes. You just have to know how to use this weapon.

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