
THE IMPORTANCE OF USING FAIRY TALE THERAPY IN THE PRIMARY CLASSES OF A SPECIAL EDUCATIONAL INSTITUTION

Xonbabaeva Madinabonu Askarjon qizi
Special Pedagogy Department Teacher of Kokand State Pedagogical Institute

Annotation:

The article highlights the effective method of using fairy tale therapy in the primary classes of children of a special educational institution. The benefits of using fairy tale therapy are described. Information about the types of fairy tales used in fairy tale therapy is provided.

Keywords: special education, cognitive, therapy, hyperactive, competence, individual, anomaly, compensation.

The concept of modernization of education requires a new approach to the educational functions of the general education school and, of course, the improvement of the educational process. focused on the development of his personality, knowledge and creative abilities. The general education school should form a comprehensive system of universal knowledge, abilities, skills, as well as the experience of independent activity and personal responsibility of students, that is, the basic competencies that determine the modern quality of educational content. So, what about special education?

One of the main trends in the field of modern education is the creation of special conditions for development, education and upbringing, and at the same time, the percentage of children who need special education - severe and complex disabilities - is increasing. How to help them?

The development of such a child occurs in a unique way. The approach to education and upbringing of such "needs of special education" children should also be special, non-traditional, based on the individual characteristics of each child, due to the nature of the disorders in their physical and mental development, education should be adapted to their needs. should be

One such non-traditional approach is the use of fairy-tale therapy as an accompanying element of the main educational process in an educational institution where children with disabilities study.

Children with disabilities are a complex and unique contingent of students with physical or mental disabilities that present varying degrees of learning difficulties. This category includes children with various developmental disorders:

- hearing,
- to see
- speech,
- musculoskeletal system,
- intelligence,
- with developmental delays and complex disorders,
- children with severe emotional and behavioral disorders. In corrective-pedagogical work with children with various developmental disabilities, a special place is given to fairy tale therapy - it is an innovative educational technology that has already proven its effectiveness.

Story therapy is one of the most effective ways to work with disabled children who have physical, emotional or behavioral difficulties. This method is convenient for children to understand in all types

of education. The method of fairy tale therapy allows solving problems of behavior, emotional-will control. He introduces children to books, introduces them to literature, and encourages children to be creative by writing fairy tales together.

Fairy tale therapy develops a child's personality through a multifaceted effect. It develops leadership qualities, speech, imagination, thinking, and also helps to eliminate undesirable qualities found in children: indecisiveness, fear, aggression, etc. Thanks to immersion in a fairy tale, the child opens up, experiences vivid feelings and emotions.

At primary school age, the child actively develops the mechanism of identification, therefore, fairy tale therapy is the most effective method during this period. The child fully gets used to the role of the hero, fully experiences all the events that happen to his character, imposes his personal qualities and relationships on him. Fairy tale images teach the child how to act in this or that difficult life situation, observing the norms of morality and ethics.

A fairy tale serves as an intermediary between reality and the inner world for a child. A fairy tale is perceived and understood (as a rule, at the subconscious level) solves some psychological problems, or, more precisely, provides a person with access to social relations. Any fairy tale is aimed at socio-pedagogical effect: it teaches, educates, encourages activity and even heals. Fairytale images are emotionally rich, colorful and unusual, but at the same time simple and understandable for children. Therefore, fairy tales and their characters are one of the main sources of knowledge of reality (events, behavior, character of people) for a child. It is in the form of a fairy tale that a child encounters complex events and feelings: love and hatred, anger and compassion, betrayal and lies.

Children with disabilities are a complex, unique contingent. In them, underdevelopment of cognitive activity is observed as the main symptom, a symptom of mental weakness, and some features of the emotional-will sphere are lagging behind in development. The feelings of children who need special education are unstable and changeable. They may react differently to the same recurring event. Therefore, before telling a fairy tale, it is necessary to create a positive emotional mood, calm the child, introduce him to the "magic state", interest him in seeing and hearing unusual things.

A fairy tale plays a big role in correcting the emotional sphere of children who need special education. The emotional background created by the teacher while reading the fairy tale, the change in the voice of the characters, the reflection of the emotional state of the characters of the fairy tale on the teacher's face - all this helps to read the fairy tale. The child unconsciously begins to "reflect" on his face the feelings he experienced while listening to the story.

Fairy tale therapy is one of the least "traumatic" and painless methods of psychotherapy. A fairy tale not only teaches children to experience, rejoice, sympathize, but also encourages them to communicate verbally. Its meaning extends to the concept of "social adaptation", that is, correction and compensation of gross anomalies in early development, playing an important role in preparing children with special needs for life and work.

Fairy tales help the child to adapt to life: by solving fairy tale conflicts, the child alleviates internal psychological stress, develops self-confidence and a sense of security. The child does not like instructions, and the fairy tale does not teach him directly, offers interesting images, and vital information is absorbed spontaneously, imperceptibly. Through a fairy tale, it is easy to explain to a child the first moral concepts - what is good and what is bad. The characters are vividly expressed in their images, they are strengthened in real life and in relationships with loved ones.

"Journeys" through fairy tales awaken children's imagination and imaginative thinking, get rid of patterns and patterns. Sketches, which are constantly used to express and manifest various emotions, improve and activate expressive tools - plasticity, facial expressions and speech. For the comprehensive development of a child, it is very important to nourish his emotional sphere, to develop his feelings, and a fairy tale is one of the most convenient means of developing the feelings of a child.

Our main goals in working with disabled children are the development of the emotional sphere, social and aesthetic relations, education of the sense of collectivism, development of thinking, attention, speech, memory and fine motor skills. Through fairy tales, we try to form children's love for nature, modesty, kindness, national decency, responsibility and many other qualities of universal human values. Fairytale therapy is a psychotherapeutic approach, with the help of which the child overcomes his fears, negative personality traits, and also educates, develops his personality and, if necessary, corrects his behavior. . It is the most ancient method of upbringing and education, fairy tale therapy has a valuable value in human civilization and its origin goes back more than a thousand years. Fairy tales and stories have been used for teaching and healing purposes since ancient times. M. Erikson, N. Pezeshkian, B. Bettelheims began to use metaphors, fairy tales and parables as a means of psychotherapeutic intervention. N. Pezeshkian considered parables and proverbs as examples of a vivid image of speech, which suggested that they help resolve intrapsychic conflicts and remove emotional stress[1].

However, fairy-tale therapy has a very young age in the scientific world, and the official establishment date of the institute of fairy-tale therapy is considered to be 1998 in St. Petersburg.

Fairytale therapy is very popular today and is actively used in working with children with severe intellectual disabilities. Using a fairy tale in teaching, you can correct the negative aspects of the child's behavior.

Types of fairy tales used in fairy tale therapy:

Didactic fairy tale - created to tell children about new concepts (home, nature, family, rules of behavior in society, etc.). Tasks in such fairy tales give the child the opportunity to immediately apply the acquired knowledge in practice. A didactic story can be told in any convenient form (story, cartoon or just a game). This is a didactic tale that can arouse interest in a child and enliven a regular lesson.

A psychological fairy tale is designed to guide and enrich the child's personal development.

Fairy tale - introduces children to the aesthetic principles and traditions of humanity.

Diagnostic fairy tale - helps to determine the child's character and reveals his attitude to the world.

A meditative fairy tale is a special type of fairy tale that communicates with the listener's subconscious by creating vivid visual images in his imagination.

Fairy tale therapy for hyperactive children.

When working with children with attention deficit hyperactivity disorder, the method of fairy tale therapy is often used, which allows reducing excessive activity and normalizing the child's emotional state. Through a fairy tale, a hyperactive child learns to control his behavior, becomes calmer.

Fairy tale therapy in speech therapy work with children.

The method of fairy tale therapy is also widely used to teach children with severe speech disorders. This method is very effective for developing the child's cognitive abilities, as well as speech function in an unobtrusive, simple and convenient game. Fairy tale therapy helps to form cause-effect relationships and learn social norms accepted in society.

Fairy tale therapy for children with severe mental retardation.

All training using fairy tale therapy is conducted in the form of a game. This method allows the child to develop creative thinking, oral speech, imaginative thinking, the ability to establish cause-and-effect relationships, and develop a sense of humor. Fine and gross motor skills, mood background, self-care skills, modeling, drawing and writing are improved with the help of story therapy.

Listening to the fairy tale, the child plunges into a magical world full of secrets and adventures. It helps to form a strong feeling for the hero of the fairy tale in the child. Fairy tale therapy helps to teach, develop and teach children to communicate with other people, as well as to develop speech, higher mental functions: thinking, memory, imagination.

In the process of correction and education, fairy tale therapy occupies a special place, because with the help of fairy tales, children learn the norms of behavior shown by the main characters of fairy tales in the easiest and simplest way.

The method of fairy tale therapy in classes with children who need special education is not only educational, but also correction and development aimed at increasing the personal and creative potential of the child. Fairy tale therapy awakens children's love for reading, it is interesting for children not only to play fairy tales together with a specialist, but also to analyze other fairy tales and read them independently.

Fairy tale therapy is one of the main genres of folklore, a prose work of an epic, mostly magical, adventurous or domestic character. It is one of the types and methods of emotional-psychological, pedagogical influence, social and moral formation in socio-cultural activity. [2]

Writing and reading fairy tales are used in game psychotherapy to offer the child new opportunities and behaviors, to attract his attention, to stimulate the manifestation of hidden abilities, as well as to strengthen optimism and hope in the child. Gives him a chance to achieve a positive result.

T. D. Zinkevich divides fairy tale therapy into the following types:

1. Writing fairy tales - interpretation; rewriting fairy tales; write new tales and stories;
2. Staging fairy tales - a fairy tale in the sand; theatrical games; therapeutic puppet shows;
3. Telling a story - a) Group - to invent "in the circle"; tell a well-known fairy tale "in a circle"; b) Individual - from the 1st person; From the 3rd person [3].

Thus, we can conclude that fairy tale therapy is an effective way of working with children who need special education. Because this method allows solving problems of emotional-will control of behavior. He introduces children to books, introduces them to literature, and encourages children to be creative by writing fairy tales together. Fairy tale therapy develops a child's personality through a multifaceted effect. It develops leadership qualities, speech, imagination, thinking, and also helps to eliminate undesirable qualities: indecisiveness, fear, aggression, etc.

References:

1. QIZI, XONBABAYEVA MADINABONU ASQARJON. "Bo'lajak logopedlarni logopedik faoliyatini shakllantirishni integratsiyalashgan usuli." Scienceweb academic papers collection (2022).
2. QIZI, XONBABAYEVA MADINABONU ASQARJON. "BO 'LAJAK LOGOPEDLARNI KOMPETENTLIGINI SHAKLLANTIRISHDA LOGOPEDIK RITMIKANING AHAMIYATI." Scienceweb academic papers collection (2022).

3. Xanbabayev, Shohruhbeq. "BO 'LAJAK PEDAGOG-PSIXOLOGLARNI MA'NAVIIY-RUHIY TARBIYA FAOLIYATIGA TAYYORLASH MAZMUNI." Scienceweb academic papers collection (2022).
4. Dilshodjon o'g'li, Khonbabaev Shoxruxbek. "THE SOCIO-PEDAGOGICAL NECESSITY OF PREPARING FUTURE PEDAGOGS-PSYCHOLOGISTS FOR SPIRITUAL, SPIRITUAL AND EDUCATIONAL ACTIVITIES." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 1525-1529.
5. QIZI, XONBABAYEVA MADINABONU ASQARJON. " THE VALUE OF LOGARITHMICS IN WORKING WITH CHILDREN WITH PHONETIC AND PHONEMIC SPEECH DEFICITS." Academia Globe: Inderscience Research Vol. 3 No. 12 (2022): agir
6. Xanbabayev, Shohruhbeq. "Innovative-pedagogical basis of development of the process of spiritual education." Scienceweb academic papers collection (2022). Lazizbek, Khaitov. (2020). Essence and structure of socio-pedagogical competence of the future logopeda teacher. European Journal of Research and Reflection in Educational Sciences, 8 (2), 37-43.
7. QIZI, XONBABAYEVA MADINABONU ASQARJON. "THE ROLE OF SPEECH THERAPY IN MODERN SPEECH THERAPY." Scienceweb academic papers collection (2022).
8. Xanbabayev, Shohruhbeq. "Ta'lim muassasalarida pedagogik jarayonlarni tashkil etish va boshqarishda zamonaviy yondashuvlarning ayrim jihatlari." Scienceweb academic papers collection (2021).
9. Babaeva, Nargiza Muzaffarovna, and Shokhruxbek Dilshojon Khanbabaev. "METHODOLOGICAL APPROACH TO DEVELOPING A DEVELOPMENT STRATEGY OF AN EDUCATIONAL ORGANIZATION." Oriental renaissance: Innovative, educational, natural and social sciences 1.5 (2021): 65-73.
10. Волкова Н.А., Слизкова Е.В. Сказкотерапия как фактор нравственного развития младших школьников. // Концепция. - 2014 - №2.
11. Татарницкая Я.В. Социокультурные технологии в сфере реабилитации детей-инвалидов в дошкольных образовательных учреждениях. // Материалы Санкт-Петербургского государственного университета культуры и искусств. - 2013 - Том 195.
12. Natamjon o'g'li H. I. TECHNOLOGIES FOR THE FORMATION OF THE SKILL OF CREATIVE THINKING IN WEAK AUDITORY STUDENTS //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2022. – Т. 11. – №. 11. – С. 265-271.
13. Зинкевич-Евстигнеева Т.Д. Путь к магии. Теория и практика сказкотерапии. - Санкт-Петербург, 1998.
Зинкевич-Евстигнеева Т.Д. Практикум по сказкотерапии. - СПб, 2000.
14. Shavkatjon o'g'li N. R. BOSHLANG 'ICH SINF AQLI ZAIF O 'QUVCHILAR NUTQINI O 'STIRISH //RESEARCH AND EDUCATION. – 2022. – Т. 1. – №. 1. – С. 263-267.
15. Lazizbek, Khaitov. (2020). Essence and structure of socio-pedagogical competence of the future logopeda teacher. European Journal of Research and Reflection in Educational Sciences, 8 (2), 37-43.
16. Narimanovna, Eshchanova Gulnara, and Ganiyeva Vazira Yusufvna. "SOCIAL ADJUSTMENT OF THE PRESCHOOL CHILD PROCESS ANALYSIS." International Journal of Early Childhood Special Education 14.7 (2022).
17. Azimjon o'g, Oppoxo'jayev Xojixuja. "INCLUSIVE EDUCATION SYSTEM PROGRESS OF THE PROCESS." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 199-206.