



## THEORETICAL BASES OF DEVELOPING STUDENTS' THINKING THROUGH FOLKLORE IN PRIMARY SCHOOL READING LESSONS

Kurbanova Feruza Mahammadjon kizi

Kokand state pedagogical institute Direction of education and the theory and methods of education (primary education), 1-year master's

### Annotation

Introducing folklore in elementary school lessons has taught them our cultural heritage since centuries: epics, fairy tales, legends, wise sayings, proverbs and sayings, and more. Many examples of folklore have been included in primary school textbooks. The aim is to inculcate these rich treasures of the people in the younger generation and to educate them in the spirit of patriotism. In the process of acquiring the same fundamental knowledge in primary school students, it is important to acquaint them with examples of folklore, to form in them the qualities of generosity, honesty, generosity, nobility. The role of examples of folklore in the future reflection of such feelings in the minds of students is invaluable.

**Keywords:** Folklore, legends, proverbs, idioms, fairy tales, anecdotes, folklore , mythology

It is no exaggeration to say that there is no one in the world who has not grown up listening to fairy tales as a child. Because every time a person is born, he hears different levels of fairy tales, legends, myths, and through them he learns the world. They contain the best fruits of folk art. Understanding this and rediscovering them will help one to understand life, to study the relationship between man and the universe. In this sense, to study the types and genres of Uzbek folklore, to work on them and their different social functions in different periods. the study of performance is one of the current problems of literature.

The study of folklore means the study of the history, customs, traditions, thoughts, present and future of the people. It appears the nation's self-understanding, self-seeking qualities, symbols, lifestyle , outlook reflects.

In order to fully understand the oral art of the people, which is the basis of our high spirituality , it is necessary to study in detail its ideological, artistic and genre features, poetic structure, historical roots and mythological foundations. Such a complex approach to the study of his work in the conditions of his live oral performance, the peculiarities of its creation, distribution, the degree of



reflection of some events related to the worldview and psyche of the people in the process of centuries-old development, the plot of concrete works requires a separate study of the place, artistic function, and essence.[1]

Folklore is the art of the working people, the oral art that differs from other types of folk art, such as music, theater, dance, play, fine arts. is a horse.

Folklore is the most ancient art of humankind. The oral art of each nation is a unique reflection of the character, aesthetic taste, psyche, customs and traditions, aspirations, geographical conditions and nature of that nation. Through this mirror we see universal good intentions, human qualities, feelings of hatred against evil, oppression and injustice.

Folklore is a unique treasure that has been accumulated over the centuries, passed through no trials and has always helped people. Our task is to safeguard these treasures and further enrichment.

Fairy tales have always brought up the people, especially the younger generation, in the spirit of humanity, patriotism, honesty, integrity, diligence, kindness and humility.

In the history of Uzbek folklore, fairy tales have risen to the level of works of art and are preserved to this day. Hamrobibi Umarali qizi, Hasan Khudoiberdi ogli, Haydar Baychi ogli, Nurali Nurmat Ogli, Husanboy Like Rasul's son, our storytellers and storytellers have done a great service. The priceless examples of Uzbek folk tales written by them still give spiritual pleasure.

Latifa. Uzbeks, like other peoples of the world, love humor, imitation and laughter. Laughter gives a person health, good mood, a sense of self-satisfaction. The wise sons of our people Yusufjon Qiziq, Aka Bukhor, Ganijon Toshmatov, etc., have given freshness, hope and confidence to the people of our country even in difficult times. Anecdotes, lofts, askiyas, works of folk drama, the effective use of mukalism gave intelligent and talented people the honor of winning the love of the people in the true sense of the word.

Legends. The word is derived from Arabic and means story, narrative. Legends differ from legends in their closeness to life. If legends tell stories that cannot happen, the events in the legends often tell about certain events in the lives of historians, famous scholars, and statesmen. Sometimes when we hear an event, we believe it to happen exactly, sometimes we may not believe the story even if it is devoid of a particular fantasy image. Therefore, it is difficult to distinguish between a myth and a narration. In any case, based on many years of experience, it is reasonable to assume that a narrative is an unbelievable myth.



Proverbs. Proverbs are often used by people, in conversation, when talking to each other. A proverb is an exemplary word. Such a word beautifies a word, makes it easier to understand an idea, makes it bright and effective. That is why a proverb is always accompanied in people's speech. Whoever uses it a lot, his speech is called juicy and is listened to attentively.

Riddle. The most beloved, interesting and original type of oral creation of all peoples is the riddle. Riddles are sometimes called "Puzzles", "Puzzles", "Proverbs". [2]

Riddles cultivate a person's imagination and thinking, especially in elementary school students, to teach them to be resourceful and responsive.

The puzzles are woven in a concise, soda and fluent rhyming style in prose and poetic form. They can be one or more lines, depending on the amount of hidden objects. Riddles use a wide range of artistic means and methods, such as simile, adjective, exaggeration, reduction, metaphor, animation.

It is known that the main part of the important tasks of educating primary school students is carried out in reading lessons. The textbook "Reading book" for primary school is also a program "Reading and speech development" based on a concept that meets the requirements of the state education standard. It takes into account ideological, thematic, aesthetic and partially seasonal systems. It, in turn, involves the child's perception of the events around him.

Lessons k pm, students beloved works of folklore is also included. Oral fiction created by the people is called folklore. "Folklore" is an English word, derived from the words "Folk" - folk, "Lore" - wisdom, which means "folk wisdom", "folk wisdom".

Elementary school curricula place a complex task in front of reading lessons, such as helping students acquire good reading qualities. In the full realization of such tasks, the materials of folklore are of great importance. Students love proverbs, riddles, and fairy tales by nature, and read them with great interest. In addition, folklore has long been a source of education Elementary students are first introduced to fairy tales. It is well known that fairy tales are one of the most ancient mass and widespread genres of folk oral art.

A fairy-tale world of Journey boy, he first heard the stories about the animals, and all types of character, smart and stupid, generous and stingy, cruel and just get acquainted with the world of people. The fairy tales depict the life of the people, their hopes for justice, truth, anger against evil forces, love for the good. At the end of the tales, the phrase "Murad has achieved his goal" is



used. This technique, in turn, the reader of any human right ' settings , and to be honest finally achieve its goals can be.

The influence of socio-economic development on the aesthetics of the people activates the traditionalism in folklore. For example, the genres of badik, kina, burey-burey as a result of radical changes in the development of social thought. as well as the ceremonies of "Slow Woman", " Tea Momo " , "Barot Keldi " have ceased to exist. Since the second quarter of the twentieth century, due to the emergence of a new event, the tradition of creating epics has also faded. The song continues with proverbs , askiyas , oral stories. Some forms and genres, including historical songs, have emerged. Traditional song motifs have also changed. The new event was filled with images and views appropriate to the content .[3]

In a number of genres of folklore, including folk tales, historical and lyrical songs, both the event and the protagonist are realistically expressed . is a phenomenon that occurred relatively later due to a deeper understanding of changes in family and social life.

The principle of artistic expression of the hero is also common in many works of the people. The people accepted the ideal qualities and the hero who could follow the people. That is why in the folklore the hero is incomparably enlarged: Alpomish, Gorogly, Rustam, Ravshan, Avaz, Nasriddin efendi, Kal, Aldar ko ' . sa, Kachal wrestler - in each of them is generalized by the power of the people and their intelligence. Therefore, they always win in any difficult situation and carry the optimism of the people. Despair (pessimism) in the folklore is lying. In folk artistic thought, the individual hero description of folklore heroes, in which the national hero, the hero of the static (gr. Statos-stable or unchanging) direction, comes first, is considered secondary. Negative characters are created on the basis of the same thought, thus. The positive hero generalized in the folklore is shown not in the mental description, but in separate episodes of life, in his behavior, actions and deeds.[4]

## Conclusion

That students enjoy the folklore model , the spouses, brothers, sisters, important to tell the reader he fell in love with the positive examples of heroism , in honesty, in honest speech, in diligence, strives to be like them. He hates the negative heroes and tries not to be like them.



This means that the use of folklore has a positive effect both in increasing students' interest in knowledge and in educating them to become perfect human beings.

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