



**THE METHODS OF TEACHING FOLKORE WORKS AT  
SCHOOLS**

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<b>ABSTRACT</b>	<b>KEYWORDS</b>
<p>The samples of teaching methods are taught in this article. During the lessons, a type of lessons and teaching methods have been successful in literary education and students have obtained some knowledge and concepts through learning the theme.</p>	<p><i>literary education, lesson process, lesson, lesson plan, lesson content, lesson type, teaching methods, quality text.</i></p>

The 21st century occupies a different place in the development of civilization and is characterized as a period of rapid development of science and technology. The successes of science and technology during this period led to the rapid development of production. Such changes influenced both the field of pedagogical science and the spheres of public life and created the technology of the educational process. For example, technologies for teaching Karakalpak language and literature are based on one line of principles: there should be a clear goal in the classes of the Karakalpak language and literature; didactic tasks should be solved in a complex, it should be changed at any time, it should correspond to the content of the lesson, it is necessary to come to a common conclusion using pedagogical technology [1.2].

According to the definition adopted by the world organization UNESCO, "pedagogical technology is a systematic method for identifying, creating and implementing the process of teaching and learning in order to optimize education, taking into account human and technical resources and their interaction." Research works, textbooks and methods of such scientists as N.N. Azizkhodzhaeva, L.V. Golish, N. Gulomova, M.G. Davletshin, M.V. Klarin, T. Madumarov, U.K. Tolipov, K.A. Yusupov on the methods of application, implementation and use of innovative technologies in the education system, textbooks and teaching aids were developed [3.4.5.]. In the 5th-9th grades of the higher education schools, it is necessary to study all the materials in the literature program in order to get the best results. By this method once can learn the given text in detail. The teacher thoroughly read the materials given in the literature program in the 5th-9th grades, and after the introduction, the text of the work is read. The text is read by the teacher and the students listened carefully to the text in the book. In most cases, this method of teaching is used in the 5th-6th grades. As a result, this will also promote the development of subvocalization and fast reading skills. In some cases, after the teacher

has finished explaining the given text, students read a single chapter after which students read one after another [6.7.8.9.10.].

It can be used in various ways in the process of teaching at schools. In the study of Karakalpak literature lesson types, professor A.Pakhratdinov stated the following ideas: "in the teaching of Karakalpak literature in higher education schools, the types of lessons such as introduction, mixed, joint, discussion, discussion, repetition, seminar-like lessons were introduced." In the process of learning a literary lesson, it is necessary to have a good knowledge of the types of lessons and teaching methods [11.12.13.14.15.]. The following ideas of Methodist scholar Q. Yusupovti about the teaching methods of listening to Karakalpak literature are presented. : "working with tales, stories, explanation, lesson, supplementary materials and lecture" In this article, we will take into account the ideas of the scientists mentioned above and discuss the various teaching methods in the lesson process.

In schools, it is necessary to introduce the type of lesson with new knowledge in the teaching of public education, and the methods of explaining the current situation. The 5th grade pupils should know that literature is an art of words, folklore is a part of this type of art and especially learn about the vocabulary of literature, folk proverbs, and especially proverbs, riddles, hadiths, narratives, folk tales, literary tales, short stories, and poems. [16.17.18.19.20.]. In this, the literature teacher has a crucial role to play. Each genre has its own variations. In the 5th and 6th grades, a number of methodological issues are dealt with during the selection process of folklore works. In the first part of the program, fairy tales, poems, proverbs, and dastans are presented. These exercises should be taught by the teacher through preparation. Remember, this section is closely related to the section "Literary fairy tales of written literature". Besides that, the differences should be demonstrated and explained. For example, the teacher should explain this topic with specific examples. Especially question-answer method is required to be used. At the teacher's request, it will be determined what kind of fairy tale, riddles, proverb, poems, tongue twisters, or dastans he reads. On the basis of the mentioned examples, the lesson can be developed in a lively way. The reason for this is that the teacher is saying that all of the people's oral works are contentious, and there is a need to teach them in detail to those who do not know fairy tales, proverbs, riddles, tongue twisters [21.22.23.24.25.].

It is said that 3 hours are devoted for the teaching of aytis and funny poems during the programme of studying folklore works. "Tulkishek", "Awelemen-duwelemen", "Hakke qayda", "Ha tuyeler, tuyeler" spoons, it is better to emphasize the educational importance of the content of each poem. In this case, the theme and elegance of the poems is required. A teacher should also ask how much students know about oral works [26.27.28.29.30]. It is necessary to take into account the ideas of scholar I.Gurbanbaev in the case of poems. As he divided poems into the following types in his scientific works: "society poems such as besik jir, poems teaching creativity and cleverness, poems for children's fun, poems for teaching children hard work" Many children's folklore is full of advice and words of wisdom. N. Dawkaraev, a well-known scholar, said: "Karakalpaks could not live without a poem, music, communication and beautiful poetry, both in their sad days and in their happy days. This poem can be characterized with its varieties and its adaptability to all aspects of human life" [31.32.33.34.35.36.].

During the lesson, a question-answer method is used during the poem "Tu'lkishek". Who knows the "Fox" poem? What is the "Fox" poem about? "Do you know how long the poem is?" After that, the teacher do the following job. "Fox" is not a children's story. The historical period of the nation has

been described. A fox is a character which is depicted in oral works. How do we call the offspring of a fox? Pupils say: "Fox". We call it a fox. Let's see in what stories, poems foxes are involved, recall! Pupils: «Túlki tasbaqa háam taskene», «Túlki menen saǵal», «Shontıq túlki» and other fairy tales. The teacher gives the following answers to the students' answers. Everything you say is like a fox in your fairy tales, and most of the lies touch the people you are talking about. So, trickery, and even some attractive people are given in the form of a fox. Al "Tulkishek" is written for the purpose of encouraging the children of their children. With the help of the fox, it is explained that the different stories of the past have been told to the children in a very simple and understandable language. The chattering of the little fox cubs in a few spoons reached the moon of the moon. It is useful to bring some attributes from the poem:

Hey, a wolf. wolf,

Where are you going at night?

- going to my mother's house,

- What will your mother give you?

- Milks a goat and gives it... - if the poem is read in a literary way, it will help to reach its goal. The reason is that his enthusiasm for the lesson increased, so the teacher start reading the text with a loud voice. The attention of the reader will be directed to the text that is being read, and the teacher will tell you what he wants. So "Tulkishek" poem should be read in depth with its genre features and educational importance [37.38.39.40.41.42.43.].

Teaching riddles and tongue twisters to 5-6th graders is a very important methodical issue. It is necessary to understand the meaning of its use by asking questions. The reason is that the word "jumbaq" is composed of two words. When you look at it, say "jum-jasırw", "baǵ-kara". Through the hideness of riddles, thesecond person should find a solution. Naturally, he tries his utmost. With the help of this, their thinking skill improves. It is constructed in the form of questions and answers, and it has an educational meaning. [44.45.46.47.48.49.]. It is very difficult to learn tongue twisters. Although the reason is often mentioned, the meaning does not require an explanation. However, tongue twisters enhance right and fast speaking skills. that's why the teacher should say it quickly without getting angry in the hall. In the end, we find it difficult to say the words that we used to read quickly. The reason is that we should learn to say the right words quickly.

While reciting proverbs and sayings, the pupils take and read. In this, the difference of riddles and tongue twisters is also explained. Its meaning is explained in depth when reading proverbs. This is the reason why this noble folk tradition has been passed down from father to son, from mouth to mouth, and has been preserved as a national treasure of the nation. [50.51.52.53.54.55.56.57.58.59.60.]. In the proverbs, friendship, unity, homeland, affection, justice and truth, people's speech, cleanliness, health, natural phenomena, seasons, farming, fishing, cooking, khans, dances and other related things are mentioned.

It is good to pay attention to the following issues when reading fairy tales in 5-6 grades. "Is the author of the folk poems popular?", "What kind of works are included in the folk poems?", "What did the people forget about these works?" If more questions are asked, the goal will be achieved. The above questions were answered by the readers. During the retelling of many fairy tales, the content of each fairy tale was carefully translated into its educational importance. In the program, other books such as "Jolbarys, kasqır, tulki", "Ańqaw mergen", "Ash kasqır", "Tabılmas doslik" were shown, and the readers were asked whether they read the fairy tales or not. Tales that are familiar to the readers are

called for goodness, love for love, love for motherland, the good qualities of famous heroes, the difference between good and evil, words of wisdom of great people who have great experience. [61.62.63.64.65.66.68.69.70.]. It is necessary to explain the good qualities of the upbringing, honesty, friendship, love, and heroism, which are also important to the children and their children. He learned about the history of our nation, people's relationships with each other, their lives, and their dreams through reading tales. When reading fairy-tale events, the curiosity increases, the horizon expands, and the enthusiasm for the preparation of the story is awakened. The reason for this is that fairy tales are very simple, the language is beautiful, they are full of vivid events, and they have a strong influence on the development of the language and thought process of the readers. Especially tales about birds and animals help to quickly understand and memorize the meaning of fairy tales.

During the recitation of fairy tales, the attention of the readers is completely focused on the teacher. It is taken into account that every thought is separated into a word and kept away from the memory of its meaning. After reading the tale in its entirety, additional questions are given to the readers. Could you understand the meaning of "Daw", "tulpar", What could you conclude from the tale?

It is better to explain the meaning of difficult words at the end of the story, and to write these words on the board. There are so many difficult words, but their meaning should be written in the notebook. We will pay close attention to the method of reading the story "Sheshen Bala" given in the program. For the purpose of teaching, he uses the best methods to tell the content of the tale, to convey the essence of the tale. This tale is about the events between Khan Khyywa and the chiefs of the Karakalpak people. People show their wisdom in the form of a son of wisdom to deal with their problems. [71.72.73.74.75.76.]. At that time, the Karakalpak people faced many difficulties during their stay with the Khyywa Khanate. The people of Karakalpak could not be cured. Mine, the fairy tale is based on the incident. The purpose of the story is to serve the people of the country, to respect the elders, and to develop other feelings. The author takes the content of the fairy tale, including the introduction. All requests were made in accordance with the request. It is possible to know the lifestyle of the Karakalpak people and questions about the khans. The following words are analyzed in the context of the fairy tale:

Fourteen biy, dlakkek, ilařık, saray, zngi, fiřh, řhıpta, harıp-talıp, gazzap, qbir, ęaręa-kuzın words are given a explanation. After the content of the tale was explained: "What is the name of the child of Sheshen?", "Whose child was he?" The contents of the story can be read. But when it comes to reading, one hesitates Finally, it is necessary to mix and match the text of the text. Take into account the order of the readers sitting on the desk when you are writing a book. In the first hour, a fairy tale is read in the garden, and in the second hour, the questions in the textbook are given, and the text materials are collected.

In conclusion, if the type of lessons introduced in the teaching of folklore works in schools are effectively used, the enthusiasm of the students will increase and the understanding of folklore works will be expanded. In addition, the teaching of useful methods used in the lesson process will help to improve the joint working of the students and expand the level of knowledge.

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