



METHODOLOGY FOR TEACHING SAMPLES OF FOLK ORAL CREATIVITY IN ELEMENTARY SCHOOL NATIVE LANGUAGE AND READING LITERACY CLASSES

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ABSTRACT	KEY WORDS
In this article, the methodology for teaching samples of folk oral creativity in primary class mother tongue and reading literacy classes, folk oral creativity, etiquette, ethics, moral education, upbringing, self-education upbringing.	Oral, creativity, cultures, art, fairy tale, courage.

INTRODUCTION

Examples of folk oral creativity, including Proverbs, fast speech, riddles, are important cultural treasures passed down by generations. Including these items in the language of the primary class and reading literacy classes can offer students a unique and interesting way to learn about different cultures and traditions. Methods of teaching samples of folk oral creativity and reading lessons in elementary grade native language lessons are as follows:

1. Giving background knowledge. Before introducing examples of folk oral creativity, teachers need to provide background knowledge about the culture and traditions from which they come. This helps students better understand the importance of objects and appreciate their cultural value.
2. Engaging students. Teachers should engage students by introducing them to creative work in a fun and engaging way. This can be done through storytelling, videos or pictures. Readers should be encouraged to ask questions, share their thoughts and feelings about art objects.
3. Providing conceptual learning: teachers must provide conceptual learning opportunities for students to use examples of folk oral creativity in their daily lives. For example, riddles are used as pre-class warming activities, meaning that students can create articles based on a particular cultural tradition.
4. Discussion of meaning: teachers should engage students to discuss the meaning behind objects. This can be done through class discussions, small group work, or individual writing assignments. By discussing the meaning behind art objects, readers can gain a deeper understanding of the culture and customs they represent.
5. Providing opportunities for analysis. Teachers are required to provide opportunities for students to critically view art objects and analyze them by shaping their significance. This can be done through directed questions, class discussions, or individual assignments. By analyzing artistic objects, students can develop critical thinking skills and value the cultural value they represent more deeply.

6. Inclusion of art: teachers can incorporate art through students' creation of their own folk objects based on a particular cultural tradition. This can be done through drawing, writing or other creative activity. Students can gain a deeper understanding of culture and Customs by creating their own creative items.

7. Encourage multicultural learning. Teachers should encourage multicultural learning by incorporating examples of folk oral creativity from different cultures and traditions. It helps students appreciate diversity and develop respect for different cultures and traditions.

One of the reasons for the fact that in folk oral creativity the fairy-tale genre is well received and intrigued by children and read into images is the influence of the fairy-tale language, its upbringing, the appreciation of friendly relations, the constant triumph over evil, its sharpness, manners and closeness to the folk language. A fairy tale, proverb, narrative, narrative in folk oral creativity, most of the stories are real-life images, short characters from the events that took place merges with. A sharp, interesting plot of folk oral creativity, an extraordinary wonderful situation in the event rivija captivates children, the brave, strong, elegant, resourceful, courageous, brave agile heroes in them, the ideological direction of the fairy tale, in which goodness, strength - the everlasting fulfillment of good will make children feel overwhelmed. The form of acceptance, which is told in the fairy tale, is the same word

and the repetition of phrases over and over again, the tonality, the poignancy of their language, the vitality of the means of expression are very interesting for children. The participants in the fairy tale are often the personification of the merciful generous, the just, and the evil, the miserable, the greedy, the opposite of them. The value of the teacher in the fairy tale is such that in children correctness in it wins honesty, poor people get rid of hardship, that is, good, goodness comes true

they rejoice that they have come out and evil, evil has been condemned. They want it to be like this all the time in life and believe it. When a child believes in fairy tales, is interested, his worldview, thinking, knowledge will increase even more. For example, in the fairy tale "honesty", the main idea is to show yordan to the poor, to live a life with one's own labor, and this is even the whole people while the idea of desire was put forward, "the idea was put forward that the punishment of the Trickster was that the correctness of the ertagid simpleton would prevail over the trick of the trickster, and that the betrayal would not go unpunished. Both fairy tales end with the triumph of the straight word. In addition to domestic fairy tales, such a victory was expressed in magical fairy tales. Fairy tale of heroes in children

discussing his act, he instills confidence that good will always win while cultivating his assessment skills. In the process of analyzing children's fairy tales, the question "What qualities in people did you like? (or did not like it?)", "why?", "... Why was punished? (or encouraged)", "why even nature to some heroes in fairy tales

will the forces co-operate? (or will he turn away from some?) "such questions are observed, discussed and come to the conclusion in the process of javop topping. In preschool institutions and primary classes, animal tales are read more. Fairy tales like "the tale about the wolf being a healer "(Anwar Obidjan)," the Fox with a broom"

it is read and analyzed on the basis of figurativeness in the style of a clear life story. When working on the text of a fairy tale, selective reading is used such types of work as answering questions, drawing up, answering questions about the content of the fairy tale by the readers themselves, retelling, creative continuation, telling a fairy tale, graphic representation of heroes. With animal in such fairy tales

In conclusion, teaching samples of folk oral creativity in elementary class native language lessons, reading literacy lessons offer a unique and interesting way for students to learn about various cultures and traditions. Teachers can create a rich and dynamic learning environment that encourages critical thinking, respect for diversity and value cultural traditions by giving background knowledge, engaging students, providing conceptual learning, discussing meaning, providing analysis opportunities, incorporating art, encouraging multicultural learning.

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