

**Theoretical and Practical Foundations of Teaching Folklore In Primary School**

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**ABSTRACT**

*It is important for primary school teachers to use methods aimed at enhancing their ability to inculcate knowledge and concepts of folklore in their minds, such as discussion, free thinking, motivational methods for solving national problems and problematic situations. The artistic and aesthetic significance of examples of folklore is determined by their role in the upbringing of children. Folk songs, fairy tales, riddles, and quick sayings are important for their emotional impact on a person. The above methods of using them in the education of students in the national spirit in the primary grades serve to educate the modern future generation in the commitment to universal values and serve as a methodological guide for young teachers.*

***Key words:*** *Uzbek folklore, native songs, riddle, primary education, modern technology, fairy tale, fairy saj, folklorism, analytical folklorism, simple folklorism.*

**I. Introduction**

Folklore is a primitive example of the art of speech, reflecting the way of life, worldview and beliefs, the struggles and defeats of our primitive ancestors in the distant past. Indeed, Uzbek folklore is an oral art of different genres, reflecting the worldview, artistic pleasure, creativity, sympathy and antipathy, dreams and aspirations of our people. Consequently, the teaching of folklore genres in special universities, especially in preschool and primary educational institutions, is vital. The use of advanced pedagogical technologies, the use of innovative teaching methods play an important role in teaching folklore themes. Folk tales, always created with enchanting magic, endless elegance and charm, are the product of human imagination. When people could not cope with the ailments of their fate, a fairy tale in its reassuring wings translated them into safe spaces. At a time when humanity was still looking for a way to escape in the dark, when they wandered for centuries in the homeless paths of fate, fairy tales brought it to the quaint beaches of imagination. In a word, a fairy tale is the result of the disinterested childhood of mankind. Therefore, it cannot be described either in words or in pencil. Oral traditions created by the Uzbek people are part of our national culture. As oral traditions expressing the highest ideals of each nation, the Uzbek people are one of those who have a rich history of folklore and its different genres.

Myths and legends, proverbs and parables, legends and prayers, puzzles and songs, anecdotes and teachings, fairy tales and poems, created by the masses and executed by talented representatives of their people, constitute the folk art of Uzbeks.

**II. Main Part**

Works of folklore, in turn, serve as an initial source for the study of the beliefs and worldview of the ancient Uzbek people, as well as progressive ideas of folklore, and understanding of universal meaning. Currently, the education system is increasingly based on basic national values and gives

priority to education, that is, the formation of human morality as a priority task. For this, the main goal of the current teacher should be the upbringing of such young people in whom faith in strength, potential, the formation of independence, standing on an equal footing with the leading people of the most developed countries, to distinguish white from black, good from evil, as well as those who live their way in this dusty and the narrow path of this complex life with the help of the mind and courage given by Allah. The rapidly changing modern economic, social and spiritual life requires the use of new pedagogical interactive methods to shape the students' worldview. Traditional teaching is gradually shifting the emphasis towards more intensive and interactive methods and more informal learning.

The stronger the knowledge, the more the student's worldview and intellectual potential develop and develop. Today, information literacy of students is an important prerequisite for increasing the effectiveness of education.

All reforms carried out today in the education system are aimed at ensuring that young people selflessly go for the good of the country. In particular, by reading fairy tales, students develop a sense of solidarity, a desire for knowledge, a sense of well-being, and they are taught to respect each other, not betray and be united. One of the criteria for improving the efficiency of a lesson is the use of interactive teaching methods. Today's teacher should be well versed in the news and be able to perceive them correctly and convey them to their students. To organize and deliver lessons at a high level, teachers must be experienced in pedagogy. Along with the development of students' creative thinking and the formation of creative thinking skills in them in the learning process, appropriate learning technologies and experiences from other countries are also being introduced. Foreign experience used in the literary education process enriches it with new technologies and techniques such as a modular system, case study, distance learning, master classes, webinars. According to the literature, the degree to which students receive and memorize teaching materials depends on the methodology in which they are taught. The use of active methods in teaching gives a significantly higher effect on the perception of students than with the traditional method. Currently, in the educational process, new pedagogical and information technologies are being developed and widely used, which are fundamentally different from the traditional methods of teaching high school students and increasing the activity of the listener. One of the most widely used in literature lessons is multimedia.

In order to take full advantage of all the possibilities of multimedia technologies and their effective use, students will need the support of a competent teacher. As with textbooks, the use of multimedia can enrich teaching strategies where the teacher not only provides information but also facilitates, supports, and guides learners. Typically, presentations that are enriched with beautiful images or animations are more engaging than text slides and can provide the emotional level needed to complement the presentation.

Multimedia is an effective and promising learning tool that provides a wider range of data than a traditional source of information; use not only text, graphics, diagrams, but also sound, animation, video and visual effects; allows you to sequentially select types of information in accordance with the level and logical learning of trainees.

The convenience of presentations is that the teacher can put all the teaching materials (tests, videos, audio, images) in one presentation and the use of such a presentation in the classroom facilitates teaching and increases student motivation to learn. During the presentation, potential educators will need the support of the trainees to take full advantage of multimedia technology and its effective use. Typically, handouts, flow charts, and other visual aids can serve as handouts for students. At the same time, it is advisable to create a glossary of terms for each subject, including the module. To improve the effectiveness of modular learning, it is recommended to use the following teaching methods: brainstorming, problem solving, heuristic (question and answer) dialogue, learning games, etc.

Formation of students' initial information on electronic versions of audio, video, textbooks and teaching aids for literature lessons; mastering the terms used in computational linguistics and solving theoretical issues related to this subject, computer solving multimedia problems using teaching methods

and linguistic programs (translation program, word processing program, phrase analysis, comment dictionary) software development). This means that we also need to know how to study fiction. Thus, this course reflects the characteristics of the students and the characteristics that these characteristics relate to in literary education. Literature teaching methodology aims to show students how to approach, get to know, and analyze literary literature as appropriate. It is also interesting because it indicates the ways of formation and development of work on books, organizing art reading and demonstrating readers' interest in literature. The organization of these literary lessons, the methods and techniques used in these lessons, give students an idea of the formation and development of oral and written speech and provide a system of knowledge about them. Here they give students instructions on how to approach a team, group or person.

### III. Conclusion

Our open lessons have demonstrated the benefits of using the Case Study method in the study of folklore. Appropriate, targeted and effective use of this method will provide the student with the opportunity to develop communication skills, teamwork, logical thinking, synthesis, analysis of existing ideas and the ability to find logical connections between different points of view. will serve. We need to work together to get our students ready for this situation. A modular learning system can be an important factor in improving students' ability to learn, develop, develop and apply self-directed learning skills. A modern teacher is engaged not only in teaching using ready-made electronic resources, but also as a person who is able to create educational resources and effectively use modern technologies in teaching and informing students about the content of science and its content. must bear

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