

THE ROLE FAIRY TALE IN SOCIALIZATION OF ELDER PRESCHOOL CHILDREN

Yusupova Muhabbat Anatolyevna

Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** Ideas and knowledge about the world around them are more easily perceived by children if they are presented in the form of games, travels and fairy tales. Fairy tales are capable of giving children an idea of the world around them in an entertaining way, better understanding and understanding it. Fairy-tale forms of perception help to introduce an unusual situation into the studied material, thereby reviving it. With the help of fairy-tale images, teachers find approaches to disclosing the emotional spheres of children. Children listen to fairy tales, learn to worry about heroes, solve seemingly difficult tasks, learn to reason, give reasons for their actions and build logical chains.*

***Key words:** fabulous forms of perception, fabulous works, reasoning, fairy tale.*

Cognitive fairy tales are fascinating stories with funny and clever characters in the lead roles, allowing you to form a field of knowledge, expand knowledge about the subject or phenomenon being studied. The content of a cognitive fairy tale describes those situations that require logical thinking, research of the described problem, advancement, confirmation or refutation of a hypothesis. All situations from cognitive fairy tales have a close relationship between the adventures of the heroes and the real world, which allows the preschooler to learn about the world around him in a relaxed atmosphere.

When organizing classes for preschoolers with informative fairy-tale material, it is necessary to ensure that fairy tales contribute to the child's involvement in the activity. The preschooler should show a desire to be not a passive listener, but an active participant in the event. In such classes, children acquire knowledge about

logical thinking, establish the sequence of events described in a fairy tale, which is also required in everyday life. The preschooler's vocabulary is filled with new words, the ability to move thoughts is formed. Fairy tales help define the concept of ecology.

The education of preschoolers of our time carries a legislative status and is the first stage of the educational process for the growing generation. Preschool educators should pursue the goal of fostering patriotism in preschoolers, developing in them a creative and intellectually developed beginning.

It is necessary to highlight the main problem of the initial diagnosis of the development of cognition in older preschool children. The last stage of the educational process before school education should pursue the goals of correctional and developmental work, which will indicate the observance of a significant condition of optimality in the development of the child. Subject to these conditions, preventive work will be carried out, preventing possible difficulties for schoolchildren in the process of adapting to a new stage, as well as the absence of misinformation about the educational process of the school curriculum.

Methodology (Methodology of M. B. Shumakova.)

The purpose of the methodology is to focus on the cognitive activity of preschoolers in older groups, the development of interrogation skills (ask a question).

The indicators of diagnostics are the need for knowledge, interest in knowledge, the manifestation of curiosity, the definition of hobbies.

Age: children from 5 to 6 years old, senior preschool age.

Preschoolers are the source of information.

The form and conditions of the event are not defined. Chosen individually.

User's Guide: Select 2 images that are close to preschoolers in their focus. For example: children playing, winter fun. In this case, the second image should reflect what is not familiar to the preschooler.

Next, we suggest starting the game. When explaining the rules of the game an emphasis should be made on the fact that the preschooler should not be afraid and at

any time can interrupt the course of the game and ask questions of interest to him for a given period of time. Objects drawn on playing cards will definitely not leave children indifferent and the desire to learn about this subject will certainly win over silence and lack of involvement in the game. In the protocol of the event, the teacher must necessarily note all stages of the game, including age, gender and questions asked.

The processing and interpretation of knowledge means the processing of materials obtained during the game in compliance with a number of indicators:

- the breadth of coverage of the subjects shown in the pictures;
- the number of questions asked by one child;
- the type of questions.

1st type. Establishing questions are questions aimed at highlighting and identifying the object of research ("Who is this?", "What are the books on?").

2nd type. Defining questions - associated with the selection of all sorts of signs and properties of objects, the definition of temporal and spatial characteristics ("The camel loves bread?", "And what is the hat made of?", "Is the water cold?").

3rd type. Causal questions - related to the knowledge of the relationship of objects, identifying the causes, patterns, the essence of phenomena ("Why is the boy gloomy?", "Why does a girl need a bag?", "Are they frozen?").

4th type. Hypothesis questions expressing assumptions ("The boy does not go to school because he has not done his homework?", "Is the girl crying because she is lost?").

10 points - the child asked 4 or more questions of all types; 8-9 points the child asked 3 - 4 questions of all types; 4 - 7 points the child asks from 2 to 3 questions; 2 - 3 points the child asks 1 question; 0 - 1 point the child could not ask a single question. Conversion of points to level: 10 points - very high level; 8 - 9 points - high level; 4 - 7 points - average level; 2 - 3 points - low level; 0 - 1 point - very low level.

They make a conclusion about the level of cognitive activity of individual children, about the ability to ask questions. Children who cannot ask questions receive special attention in the future.

Fairy tales allow the child to highlight the theory of the structure of the world around them using metaphorical forms. Conceptions of good and evil, generosity and greed are built. The problem of uncertainty is being solved. Children learn to plan, predict the outcome of an event. The child, with the help of the recreated mythological picture of the world, solves the problem of uncertainty, builds norms of behavior. Fairy tales make the world more accessible and understandable. Animation, present in fairy tales, contributes to the development of subjectivity towards the objective world and living nature.

The tale contributes to the correct perception of preschool thinking about good and evil, defines meaningful images for the child, comprehensively describes the dynamics of development with the help of expressive means of storytelling. The personality of the child is formed correctly, within the framework of mental health.

Role-playing game, as a subspecies of educational activity, allows children to take on the roles of an adult, to fulfill his duties, albeit for a while, but the child forms in his subconscious the necessity and importance of these tasks. An excellent example of a role-playing game is the game of mothers and daughters, in which the division of roles builds not only the demographic significance of society, but also the importance of family life.

Folk tales delight children with their positive attitude, optimism, kindness and love, a wise attitude towards what is happening, help to develop sympathy and compassion, a merciful attitude towards wildlife. The fairy tales of our people are able to stir the imagination, to shape the skills of social service. The older preschooler has the first idols in the form of the heroes of Russian folk tales. Children receive roles, are able to understand their significance, develop masculinity for adulthood. Theatrical games are no less exciting and significant in the process of forming the social significance of a preschooler. In the process of theatrical play, the

preschooler develops the importance of a partner, the effectiveness of interaction, begins to ponder and analyze the plot, comprehending each event.

Forming moral ideas in a child at senior preschool age, we ensure the formation in the future of such a person who will combine spiritual wealth, true moral qualities and moral purity. The main goal of upbringing, based on our chosen priority of universal human values, is the formation of a feeling, thinking, loving and active person, ready for creative activity in any field.

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