

A FAIRY TALE AS A MEANS OF SOCIALIZATION OF ELDER PRESCHOOL CHILDREN

Nodira Hamidovna Maripova

Teacher, Chirchik State Pedagogical Institute

ABSTRACT

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.

Keywords: fabulous forms of perception, fabulous works, reasoning, fairy tale.

INTRODUCTION

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.

LITERATURE REVIEW

K.S. Aksakov believed that "a fairy tale is an epic work of a prosaic, magical, adventurous or everyday character, presented by the author and perceived by the listener as fiction." Preschool children learn about the world around them and draw their own pictures of the appearing images. This knowledge is complex and harmful for children's thinking, poorly perceived without special training, and can harm mental health. The relationship between the objective world and the child is ambiguous. This problem is aggravated in the absence of the proper amount of knowledge, lack of life experience of the child, and insufficient development of the logical thinking of children. A fairy tale is a form of mythological thinking that contributes to solving this problem.

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 to the objective world and living nature. Research N.A. Ryzhova is devoted to ensuring that the preschooler has the opportunity to choose a fairy tale from the majority of the proposed ones. The selection should be based on significant works with a strong environmental stance. N.A. Ryzhova emphasized that in fairy tales the characteristics of the world of flora and fauna are described in a language accessible to a child. Animals, plants, natural phenomena, landscape, folk traditions - all this can be found in informative fairy tales.

The basics of behavior of older preschoolers were deliberately and in detail studied by domestic teachers of preschool education. Discoveries in the sphere of characteristic features of a child's personality are highlighted in the works of Z. Ikunina, N. Poddyakov, L. Venger, A. Leontyev.

The older age of the preschooler is the borderline of the transition to a new stage of life. The child's psyche is subject to changes, consciousness draws new images. Perception, memory, level of concentration of attention are changing. In other words, the arbitrariness of the psychological process is acquired. The preschooler gains self-esteem, the ability to regulate his behavior. The emergence of arbitrariness can be considered the main achievement of preschool activities, for mastering their own actions.

In the sixth year of their life, preschoolers have a significant difference in the comparison of physical and mental abilities with preschoolers in the middle groups. In the older group, they are stronger, physically more enduring. The formation of physical features is interconnected with intellectual ones, as before. The formation of physical abilities is the main feature for the successful multifaceted development of preschoolers against their general background. A big breakthrough is taking place in social formation. The intellect, high morality of the child, his aesthetic self develops. The speech capabilities of preschoolers are improved, conversational literacy appears, the vocabulary is expanded to the maximum. The turns of speech are understandable, carry meaning, speech forms are used correctly.

By this age, interaction with others and the world is expressed as a type of activity. The non-situational model of individuality in communication turns out to be fully formed. Older preschoolers express the need for mutual understanding and empathy needs. Distinguish between personal motives for communication from those forcing. Interaction with peers has a business style of communication, selectivity is formed.

A characteristic feature of the development of an older preschooler is the development of new skills and knowledge, the personal sides of a preschooler are formed: morality, emotionality, strong-willed, effective practicality, intellectuality.

Domestic psychologists, Vygotsky L.S. and Zaporozhets A. The transitions of older preschoolers from situational behavior to effective-practical behavior were constantly emphasized. By the age of six, children learned to be guided by the norms of society, to obey the requirements of their elders. Emotionality is expressed openly and consciously. When communicating, the child puts interaction with the opponent in the foreground, shows interest in the interlocutor. Children of older preschool age clearly distinguish between what they like or dislike about the speaker, they are able to analyze his behavior. Children of six years old are capable of introspection of their actions and deeds. Self-esteem is fully formed a little later.

Self-esteem is a state of proven skills, confirmed by the practice of a preschooler, expressed in his moral qualities, norms of behavior related to a particular group in which the preschooler is at a given period of time. Each type of activity that a preschooler learns is comprehended by the child due to the presence of self-esteem, the desire to stand out from the peer group, the desire to understand the essence of the surrounding events. This stage of the formation of the quality of introspection should be present in every child, helping him to master the preparatory program for school and move to a new stage of his childhood.

A necessary element in the development of older preschoolers is socialization, expressed through the process of cognition and the formation of human abilities as an element of society. Socialization contributes to the survival of the individual. Nikandrov N.D., together with Gavrov S.N., came to the conclusion that the socialization of the child occurs due to the versatile and multifaceted impact of existence, with the help of which the individual learns the rules of "games" adopted in society, approved by this society and confirmed on practice. The judgment about the individual is formed on the basis of publicly available measures of society.

METHODOLOGY

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.

RESULTS AND DISCUSSION

Memorizing a row is done as follows. After each next listening to it, the child tries to reproduce the entire row. The experimenter notes the number of words that the child recalled and named correctly during this attempt, and reads the same row again. And so six times in a row, until the results of reproducing a series of six attempts are obtained.

The results of memorizing a number of words are presented on a graph, where horizontally shows the child's successive attempts to reproduce the row, and vertically - the number of words correctly reproduced by him in each attempt.

Evaluation of the results: 10 points - the child memorized and correctly reproduced all 12 words in 6 or fewer attempts. 8-9 points - the child remembered and accurately reproduced 10-11 words in 6 attempts. 6-7 points - the child remembered and accurately reproduced 8-9 words in 6 attempts. 4-5 points - the child remembered and accurately reproduced 6-7 words in 6 attempts. 2-3 points - the child remembered and correctly reproduced 4-5 words in 6 attempts. 0-1 point - the child remembered and accurately reproduced no more than 3 words in 6 attempts.

Conclusions about the level of development: 10 points – very high; 8-9 points - high; 4-7 points - average; 2-3 points - low; 0-1 point – very low.

CONCLUSION

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.

REFERENCES

1. Алексеева М.М., Яшина В.И. Методика развития речи и обучение русскому языку дошкольников. — М.: Академия, 2018.
2. Алексеенко В., Лощина Я. Сказкотерапия. Нравственное и эмоциональное развитие дошкольников. — М.: ООО Группа Компаний «РИПОЛ классик», 2018.
3. Бочарова И. Сказкотерапия, ее смысл и возможности // Дошкольное образование. 2018. № 13.
4. Бородич А.М. Методика развития речи детей: Учебное пособие для студентов пед. ин-тов по специальности «Дошкольная педагогика и психология». — 2-е изд. — М.: Просвещение, 2017. — 255 с.
5. Бухвостова С.С. Формирование выразительной речи у детей старшего дошкольного возраста. — Курск: Академия Холдинг, 2016.
6. Abdijalilova Z. D. (2007). Formation of the discursive competence of law students in teaching writing in a foreign language. BBC 94 Z 40, (41-S), 244.
7. A.A. Abdullayev. System of information and communication technologies in the education. Science and world International scientific journal 2 (№ 5), 19-21
8. Акрамов, М.Р. (2013). Психологические аспекты формирования экологического сознания личности. Science and World, 80.
9. Акрамов, М.Р. (2020). Талабаларда матнларни идрок этишда психоллингвистиканинг ўрни. Сўз санъати халқаро журналы, 3 (3).
10. Yusupov O.N. Cognitive semantics in context. Wschodnioeuropejskie Czasopismo Naukowe 7 (2), 84-87.

11. Юсупов О.Н. Ўзбек адабиётининг инглиз тилидаги таржималарининг лингвокогнитив тадқиқи. Сўз санъати халқаро журналі. 3 сон, 3 жилд. Б.102-105.
12. Юсупов О.Н. Анализ проблемы стиля в художественном переводе. The Way of Science, 94. 2014.
13. Юсупов О.Н. Специфика художественного перевода. Наука и Мир 2 (3), 170 - 172. 2014.
14. Mirzaakhmedova M.Yu. Approaches to science and education in the east and in the west. International journal of science and research (ISSN 2319-7067).
15. Zoyirova, D.A. (2018). Forming Discursive Competence of Law Students. Eastern European Scientific Journal, (6).
16. Zoyirova D.A. (2019). Effective teaching of the English language based on the communicative-cumulative method in the process of education using modern technologies. Сўз санъати халқаро журналі, 1(5).
17. Zoyirova D.A. (2019). features of translation from English to Russian. Экономика и социум, (10), 71-73.
18. Yuldashevna, M. M., & Abdijalilovna, Z. D. (2019). The impact of the East in Shakespeare's tragedies. Journal of Critical Reviews, 7(3), 2020.
19. Abdulkhayevich, A. A. (2020). Challenges, Cluster and Professional Support of Today's Early Educators' through Literacy and Language that Creates a Sense about the Concept of Early Education. *International Journal of Word Art*, (2).
20. Abdullayeva, M. (2020). Bo'lajak tarbiyachilarning qobiliyatini rivojlantiruvchi asosiy omil. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, 1, 112-114.
21. Abdurashidovna, M. D. (2020). Idea of philosophy and sufisis in poetry (On the example of Z.Mamadaliyeva's work). *International Journal of Word Art*, (2).
22. Atabekov, F. O. (2020). Boshlang'ich sinf o'quvchilarida jismoniy hattiharakatlarni mustaqil egallash ko'nikmalarini shakllantirish. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, 1, 229-231.
23. Gimazutdinov, R. G. (2020). Theoretical basis of physical education of children of preschool age. *Academic Research in Educational Sciences*, 1(4).
24. Hamidovna, N. R. (2020). Preparation of children in schools by making technological techniques in pre-school education. *European Journal of Research and Reflection in Educational Sciences*, 8(2), 120-124.
25. Kholmatova, S. K. (2020). Didactical principles of initial teaching in mathematics. *Academic Research in Educational Sciences*, 1(4).

26. Mahmudova, D. B. (2020). Teaching applique for older preschool children. *Academic Research in Educational Sciences*, 1(4).
27. Narimbaeva, L. K. (2020). The Development Of The Preschool Education System Is A Requirement Of The Times. *The American journal of social science and education innovations*, 2(11), 108-111.
28. Nosirova, R. K. (2020). Methodology for teaching outdoor games in preschool institutions. *Academic Research in Educational Sciences*, 1(4).
29. Sanakulov, X., & Sanakulova, A. (2020). Boshlang'ich texnologiya ta'limining muhim omillari. *Zamonaviy uzluksiz ta'lim sifatini oshirish: innovatsiya va istiqbollar*, (3), 66-68.
30. Sanakulova, A. (2020). Maktabgacha yoshdagi bolalarni intellektual ta'lim va tarbiyasida innovatsion yondashuv. *Zamonaviy uzluksiz ta'lim sifatini oshirish: innovatsiya va istiqbollar*, (3), 64-66.
31. Shukurovna, B. L. (2020). The importance of literary tales in national education. *International Journal of Word Art*, (2).
32. Soatov, E. M. (2020). Psychological properties development of volitional qualities in pupils. *Academic Research in Educational Sciences*, 1(4).
33. Solizhonovich, M. R., Turdievich, Z. A., Bahromovich, J. A., & Erkinovna, K. M. (2020). Features and application of the cluster method of its organizations in lessons in secondary school and higher pedagogical institutions. *International Journal on Integrated Education*, 3(3), 90-94.
34. Xatamjanovna, N. Z. (2020). Critical text of the codex cumanicus manuscript. *International Journal of Wort Art*, (2).
35. Yuldoshevna, S. Z. (2020). History of the prophets and judges - light of spirituality. *International Journal of Word Art*, (2).
36. Болиева, Л. Ш. (2020). Мактабгача таълимда соғлом турмуш тарзини яратишда халқ ўйинлари. *Муаллим ва узлуксиз таълим*, 1(1), 122-125.
37. Муталова, Д. А. (2020). Мактабгача таълимда интерактив методлар – сифат ва кластер самарадорлик омили. *Муаллим ва узлуксиз таълим*, 1(1), 131-133.
38. Тешабаева, З. С. (2020). Олий таълим жараёнида бўлажак тарбиячиларни инновацион фаолиятга тайёрлаш. *Замонавий таълим*, 1(86), 30-34.
39. Шанасирова, З. Ю. (2020). Мактабгача таълим мазмунини оширишда замонавий технологиялардан фойдаланишда кластер тизими. *Муаллим ва узлуксиз таълим*, 1(1), 125-128.
40. Шонасирова, З. Ю. (2020). Психолого-педагогическая компетентность учителя начальных классов. *Научный вестник ТГПУ*, 10, 198-201.