

STAGES AND FORMS OF DEVELOPING SOCIAL ACTIVITY OF PRIMARY SCHOOL STUDENTS WITH FOLKLORE

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ABSTRACT

The article examines the stages and forms of development of social activity of primary school children through folklore. It has also been suggested that the out-of-class learning process and collaboration with the students' parents will enable primary school students to develop social engagement skills through folklore.

Keywords: Primary school students, folklore, social activity, folk pedagogy, the concept of national culture, modern education models, humanization of education, out-of-school education, cooperation with parents, initiative.

INTRODUCTION

Around the world, theoretical research is being conducted to select samples of folklore that will allow students to develop social skills and ensure personal development. In the pedagogical thinking of the peoples of the world, it is important to identify the historical paths of development and development trends of the upbringing of social activity, the concept of the formation of a harmonious personality, their influence on the pedagogy of other peoples. The identification, systematization of the means of folklore, which are the product of the pedagogical thinking of mankind, serves as an important factor in the development of social activity skills in primary school students.

The Concept for the development of the public education system of the Republic of Uzbekistan until 2030 defines such priority areas as "... improving teaching methods, gradually introducing the principles of individualization in the educational process" [1]. This, in turn, depends on substantiating the complex integrative quality of the individual, the realization of potential opportunities (cognitive, creative, organizational) in creative forms of activity and intellectual development in the context of the pedagogical process aimed at developing the skills of social activity in primary schoolchildren through folklore.

The use of folklore in the development of social activity skills in younger students is considered to be pedagogical:

First of all, this is the introduction of the Uzbek folklore, acquaintance with the language and traditions on the basis of oral speech.

Secondly, the transfer of cultural folk heritage is carried out.

Thirdly, with the help of folklore samples, the child develops cognitive processes: memory, attention, perception, imagination, thinking.

Fourth, the lessons develop the child's personal qualities: will, emotionality, creative activity.

Materials and methods

Based on the foregoing, tasks arise for developing the skills of social activity through folklore in primary schoolchildren:

1. To acquaint students with samples of Uzbek folklore.
2. Teach students to use simple forms of improvisation using examples of folklore, etc.
3. Ensure that primary school students acquire skills and social activity skills.

When selecting samples of folklore in primary school, it is necessary to take into account that they have acquired certain theoretical and practical knowledge. Primary school students cannot master all types of folklore due to their age and characteristics. Therefore, the teacher's task is to acquaint children with the types of folklore, to arouse their interest [2].

Based on theoretical research and practical experience, we conclude that the formation of social activity of children occurs gradually, in stages, therefore, the method of working with folklore should be based on entertainment and play at the first stage, slow deepening the knowledge of science through teamwork at the second stage and independent creative activity through improvisation at the third stage [3; 67-p.].

Each stage of work corresponds to the child's own criteria for social activity, interests, and the formation of personal qualities. For example, cognitive activity is characterized by interest, novelty, brightness. Children, as a rule, read more, watch and listen to the performances of their peers, collect samples of folklore art, prepare albums, etc. This stage allows you to collect impressions that will be useful in work.

At the second stage, students' creativity plays a leading role. The following criteria are important:

- emotionality (good mood, satisfaction, sadness, worry, etc.);
- creative interest (its strength, duration, expressiveness);
- intensive development of personal qualities and creative abilities.

At the third stage - folklore of people which includes criteria of values and attitudes towards traditions, desire to express themselves in creativity, to express their skills for other people.

A distinctive feature of primary schoolchildren is creative versatility: children sing, dance, perform samples of folklore.

The development of social activity skills among primary school students through folklore is a continuous pedagogical process that cannot be limited to lessons. Any educational activity conducted with students should complement the knowledge gained in the class. From this point of view, the process of extracurricular education also plays an important pedagogical role in the development of social activity skills among primary school students through folklore. Ensuring the continuity of this educational activity activates the cognitive activity of students, increases their interest, creates opportunities for the manifestation of their talents. Accordingly, the effective organization of this activity is one of the most actual pedagogical problems [4; 103-p.].

RESULT AND DISCUSSION

As part of the work to familiarize students with folklore in primary school, cooperation is carried out with the parents of students, where various forms of activities are used:

- involving parents in organizing and participating in public holidays (participation in competitions, etc.);

- holding parental meetings to familiarize parents with the national culture in non-traditional forms (memorizing folk songs, familiarizing with folklore genres, etc.);
- creating of a family club that solves various issues in order to strengthen family and folk traditions.

Teachers and parents play an important role in introducing folklore and its genres to primary school students. For this, it is important to prepare materials on this topic, hold parent-teacher meetings, pedagogical hours in order to introduce these participants in the pedagogical process in this direction.

Public holidays can be held by teachers in general education schools and in specially organized places (theater, ethnographic museum, etc.). Traditional holidays "Harvest Festival", "Navruz", "Melon Festival" leave an indelible impression in the hearts of children and bring up a positive attitude towards the traditions and customs of folk culture.

National seasonal holidays are a unique opportunity to study folk songs, dances, and customs every year. Holidays help children to easily master a large folklore repertoire, respectively, children will get great pleasure from getting to know specific folk art [5; 47-p.].

The purpose of a voluntary holiday is to leave a vivid impression in the soul of a child. Folklore material is aimed at helping children express their feelings through songs, dances, poems, proverbs. The beauty of the holiday, figuratively expressive speech, songs are convenient material for the development of creative and social activity of children. Children's participation should be a must for the seasonal activity. Children can accompany adult songs or play children's songs directly. During Navruz, children can cook national dishes together with adults, get acquainted with the history and traditions of the holiday.

During the preparation and holding of the holidays, children who lack self-confidence become proactive, socially active children. They are involuntarily involved in the process of play, in which the child acquires skills and abilities, develops imagination, memory, thinking. In this case, his initiative, creativity develops spontaneously in the form of an exciting game.

Values, cultural and spiritual wealth, folk art, traditions, customs, holidays, ceremonies, folklore samples serve as an important tool in developing the skills of social activity among primary school students. One of the important tasks facing today's education is to organize a wide and effective use of these tools in lessons and extracurricular activities, family conditions, and public places.

Thus, education in primary grades is structured in such a way that it covers not only the mind, but also the emotions of the child. Creative research in the classroom, creating an atmosphere of high emotional uplift are a prerequisite for gaining knowledge. The acquired knowledge becomes belief.

By attracting students to the Uzbek epic, the primary school teacher seeks to replenish vocabulary and instill in students love for their homeland, its eternal poet, the Uzbek people, love for the beauty and as well as develop students' speech.

Proverbs are an excellent tool for educating children of moral qualities, a set of certain moral rules, rules of behavior.

When working with folklore genres, the teacher uses expressive reading, selective reading, and verbal expression, which develops the aesthetic feelings of primary school students that helps them understand the nature of art and the nature of the universe and people and their beauty. All this helps the child to better understand the world of fairy tales and feel its originality. Folklore anecdotes help students see funny events in life and express them orally. Questions, poems and songs-anecdotes: humor retains a serious tone, allowing the listener to decide for himself whether it is funny or not.

Riddles, proverbs, songs, fairy tales instill in people a high sense of love for their motherland, an understanding of labour as the basis of life, they think about historical events, social relations in society, protection of the motherland, culture.

CONCLUSION

Developing the oral speech of a primary school student encourages him to think. Thus, the use of folklore elements contributes to the disclosure of the "worldview" of schoolchildren, activates their thinking, develops personal qualities, nourishes their social activity through self-improvement, self-expression, and the formation of a need for self-development. The problem of folklore requires serious attention, and the use of folklore in the development of social activity of primary schoolchildren is relevant and promising.

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