

TEACHING FAIRY TALES IN LITERATURE LESSONS AS AN EXAMPLE OF THE BROTHERS GRIMM'S FAIRY TALE

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ANNOTATION

In this article, the teaching of fairy tales in literature classes is covered on the basis of modern pedagogical technologies, methods, using the example of the Grimm brothers' fairy tale "The Hero Tailor".

Keywords: fairy tale, image, retelling, "Free writing" method, didactics, artistic work, dualism.

INTRODUCTION

Fairy tales are considered the most ancient and popular genre of the epic type. Fairy tales are the main factor that develops the child's mind, as well as the ability to think and observe. Many examples of fairy tales are given in the literature classes of secondary schools. In particular, the second section of the 5th grade literature textbook is called "The World of Fairy Tales", which includes the tale of Uzbek folk tales "Three Brothers and Sisters" and Hamid Olimjon's fairy tale "Oygul bilan Bakhtiyor". and the fairy tale "The Hero Tailor" by the Brothers Grimm, a bright manifestation of world children's literature.

LITERATURE ANALYSIS AND METHODS

When studying works of art, in particular, fairy tales, many teachers still use the analysis of ideological and didactic features of this genre as a traditional principle. When we talk about fairy tales, in most cases, we talk about the dualism of the folk art, the mutual struggle between good and evil, the events that take place based on the clash of these two opposite poles, and ultimately the victory of good over evil. It is emphasized that they have done evil, the images that act as a symbol of evil are condemned, and the images that act as a symbol of goodness are shown as noble. As a result, students develop feelings of hatred towards evil and love towards goodness. Didactically and program requirements are met.

However, any artistic work should be analyzed not only from a didactic point of view, but also from the point of view of the language and artistry of the artistic work. Only then can the analysis of the work of art be fully realized. For this, first of all, the teacher needs to master literary and theoretical concepts at an excellent level, to know such concepts as "image", "imagery", "artistic" and to be able to distinguish them from each other. Because without knowing the essence of the concept of image in a work of art, it is impossible to explain the artistic expression in it to the students. Teachers should carefully prepare for the lesson, taking into account the above.

DISCUSSION

The main character of the Grimm Brothers' fairy tale "The Hero Tailor" is a young tailor named Hans. In the fairy tale, it was said by Hans and written on his belt: "When I go out, I have a bad temper, it's enough for me!" words are a great impetus to the development of the story. These words are simple and understandable to children, as well as written in a poetic way, and the main character takes these words as his motto. Hans repeats these words many times throughout the story. At first glance, these words seem to be spoken in the sense of a little bragging. However, these words encourage and give strength (motivation) to the hero in his next adventures and difficult situations. Alone, he bravely fights against giants, evil robbers, and a treacherous king.

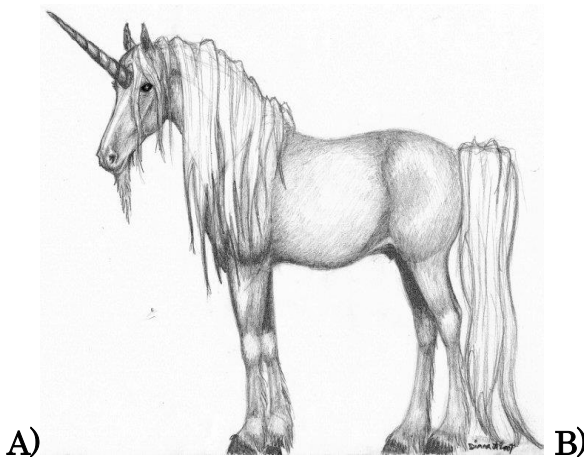
No matter which work of the Brothers Grimm, in all of them, first of all, having good intentions, love for work, and sincerity are promoted. Secondly, in any case, even when faced with any difficult task, the heroes look for a solution, follow the path of entrepreneurship and business, and escape from disasters.

In the fairy tale "The Hero Tailor", Hans overcomes all difficulties thanks to his intelligence, ingenuity and ingenuity. The main character has several other habits that are worth setting an example for children. We can see this at the very beginning of the tale. Hans always finishes what he starts. He cuts the bread and spreads the jam on it, but he does not rush to the tanavvul, because he had to sew the little left seam of the plate. This is a very good quality. That's why students should get used to completing the work they started from a young age, and being organized. Hans is very friendly and polite, which is one of his great qualities. During his adventures, he treats greedy flies, a boastful giant and his companions, and above all, a cunning king. Hans does not think of harming them, but the giants, the king and his soldiers see evil, even death, against the tailor. As a result, they fall into the pit they dug themselves. The main idea of the fairy tale is exactly that, that is, "If you dig a hole for someone, you will fall for him yourself."

THE RESULT

The following methods and techniques can be used to teach the Grimm brothers' fairy tale "The Hero Tailor" in literature classes:

1. Read the story completely. After this activity, you can read the work expressively and figuratively, dividing it into roles.
2. Telling the content of the fairy tale, i.e. retelling. This can be done as follows, that is, pictures are given, changing the sequence of events in the plot of the fairy tale. Students can first arrange the pictures in the sequence of events, and then retell the story using these pictures. This will help the students in retelling the story.



A)



B)



C)



D)

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Goofy © Walt Disney

3. Asking additional questions related to fairy tale art. The language of fairy tales, especially the fairy tale "The Hero Tailor" is very simple and fluent. In fairy tales, students do not encounter incomprehensible words and concepts. For example, "Hans has a lot of flies in his room. It is impossible to count them. Maybe there were a thousand, maybe two thousand.

4. The teacher should give a special explanation to the incomprehensible words, phrases and concepts that the students encounter in the work of art. Various pictures, interesting information and facts can be used effectively. For example:



"The unicorn is a mythical animal in European folklore, depicted as a horse with a large, winding horn growing from its forehead. Records of the unicorn spread from Ancient Greece to all of Europe. In medieval mythology, the unicorn is described as a wild forest creature and a symbol of purity. The horn is said to have the properties of purifying poisoned water and healing the sick. Information such as "Unicorns are not observed in nature" can be used. At the same time, the use of the "Free writing" method is effective in learning new words and concepts. This method is implemented as follows:

- 1) An unfamiliar word for students is written on the board (for example, Unicorn)
- 2) For 1 minute, students are asked to write a definition of this word themselves (not verbally, but in written form)
- 3) When the time is up, the students are asked to read out their written definitions.
- 4) After listening to the answers from the students, the teacher gives complete and detailed information.

The effectiveness of this method is that it focuses students' attention on the same word or phrase. At the same time, he becomes interested in knowing the meaning of this word and remembers well the information given by the teacher. This method can be used not only for mastering unfamiliar words in an artistic work, but also for teaching literary concepts and terms.

5. In the 5th, 6th, 7th grade literature classes, the teacher uses picture, video and audio materials (if ready-made materials are available) related to the science, the art work being taught in order to make the students more interested in the lessons and attract their attention. If not, the teacher can prepare these materials with a creative approach). This will help the artistic work to be more clear and vivid in the minds of students.

CONCLUSION

In conclusion, it can be said that when teaching fairy tales in literature classes, pedagogues should take into account the age characteristics and outlook of students. Fairy tales are mainly taught in grades 5-6 of upper grades. After reading a fairy tale, students get spiritual nourishment from it, as well as lessons in the direction of "contribution from the story". By reading fairy tales, students' thinking and outlook expands. The ability to make independent conclusions from the work is formed.

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