



Discursive Approach to the Study of Fairy Tales

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ABSTRACT

In this article, an opinion is expressed regarding the specific features and importance of using a discursive approach in the study of fairy tales.

Keywords:

folklore, fairy tale, national mentality, discourse, discursive approach, text analysis

The study of fairy tales, in which our people live as an integral part of their rich spiritual heritage, showing the life of the people reflected in them, the image of human feelings, has always gained relevance. In this regard, our first president was I.A. Karimov has such thoughts: "spirituality becomes a powerful force only when it relies on deep knowledge and understanding of the history of its people, its culture". Uzbek folk tales cultivate the minds of people, especially young people, teach them to be honest, hardworking, brave, courageous, patient and diligent, promote the most human qualities in a person.

One of the richest and most colorful genres in Uzbek folk oral creativity is considered a fairy tale. Many fairy tales created by the people reflect the unique habits, dreams, hopes, way of life, aspirations for life, attitude towards nature and Society of children. One of the most important features of fairy tales is the way of life of the people, their life, their struggle to live, the history of the Hulk, the spiritual world, worldview, traditions.

Fairy tales have consistently provided spiritual nourishment to humans. They have shown the ways in which people bring their dream hopes to ruyeb. In folk tales, the worldview of its creators, the norms of morality and other

socially important issues are solved fairly. Since fairy tales are simple and understandable, they quickly reach any reader. Through them, too, the norms of social morality of a person are formed.

We turn to fairy tales many times in the upbringing of children. Fairy tales are considered an example of the oral speech of our people, which has been formed over the years. This heritage is also considered an example of our culture. The interrelatedness and connectedness of language and culture allows them to be studied on a single methodological basis. The methodological study of fairy tales is one of the important issues in front of today's pedagogy. The use of fairy tales as a means of increasing the child's worldview and thinking, cultivating the child's speech, increasing the art of speech and ensuring the fluency of artistic language has been the focus of upbringing in all times.

The development of methodological recommendations for the formation of a conscious attitude of elementary school students to society through fairy tales in the elementary grades is becoming more relevant today. To do this, it is necessary to identify the pedagogical-psychological foundations of the education of Primary School students through

fairy tales, analyze the theoretical issues of upbringing through fairy tales, analyze the scientific and methodological foundations, consider methods and techniques for teaching poetic fairy tales, develop recommendations for effective methods and ways of teaching poetic fairy tales. When specific approaches are implemented in working with poetic fairy tales, we will preserve our spiritual heritage, which is an example of folk oral creativity, contributing to its delivery to the next generations.

In a word, the role of folk tales in ensuring the maturation of the personality of a student is incomparable, effectively coordinating the tasks of education and upbringing. The reader strives to follow the example of the fairy-tale positive heroes he fell in love with, to look like them in honesty, honesty, hard work. Negative characters, on the other hand, are hated and try not to look like them. Therefore, the use of folk tales in increasing the interest of students both in knowledge and in educating them as perfect people gives a positive result.

At the same time, fairy tales are also of great importance in the cultivation of the speech of readers. The text of the fairy tale provides the necessary material for the cultivation of bound speech, the language of fairy tales is incredibly simple, clear, rich in specific figurative expressions, which is extremely important in the cultivation of readers' opinion, speech. And fairy-tale events grow the imagination of children, expand their concepts and arouse creative interest in them.

The content of the subject of native language and reading literacy in the elementary grades consists in the competencies required at the present stage of the development of society: the maturation of a person with a developed culture of communication and speech — who correctly and fluently exposes his opinion in oral and written ways, a reading culture is formed, can think independently and creatively. To do this, it is necessary to arm them with speech and linguistic competencies.

The decision-making of advanced approaches in education, the penetration of international research into our country, imposes some ingenious responsibility on pedagogical

personnel. At present, we witness an increased demand for increasing the creative activity of the teacher, while maintaining and enriching the best traditions regarding teaching and upbringing in the course of classes. We will consider this in the process of teaching fairy tales.

When working on poetic fairy tales, feeling the place and importance of fairy tales in the development of a child's worldview and thinking, in the richness of his spiritual world, it is possible to illuminate not only the essence of the text itself, but also the essence of the masterful meaning (discourse), which is understood from the text, and by this approach. In most fairy tales, the image of real life is interspersed with adventure elements. The acute interesting plot of the fairy tale, the extraordinary wonderful situation in the development of the story captivates children, the valor in it, the strong, resourceful, brave, agile heroes, the ideological direction of the fairy tale, in which the power of goodness – the constant triumph of good attracts children. The form of storytelling adopted in the fairy tale is the repeated repetition of the same words and phrases, tonality, impressiveness of the language, vitality of the means of expression, great fun for children. The participants in the fairy tale are often merciful, generous, fair and evil, miserable, greedy characters who are their opposite. The pedagogical value of the fairy tale is that readers rejoice in the fact that correctness, honesty have won in it, that the poor are saved from hardship, that is, good, goodness have come true, and evil, evil have been condemned. They want it to always be the same in life. For example, in the fairy tale "honesty" (3rd grade), the main idea is to help the poor, to live a life with one's own labor, which is even put forward the idea that this is the desire of the whole people, in the fairy tale "the cunning man's punishment" (4th grade), the idea was put forward that the correctness of the simple would prevail over the cunning, that the betrayal would not go unpunished. Both tales end with a triumph of honesty. In addition to domestic fairy tales, such a victory was expressed in magical fairy tales. While the fairy tale discusses the behavior of the

characters in children and cultivates the skills of assessment, it inspires confidence that good will always win. In the process of analyzing the fairy tale, readers asked "what qualities did you like in people? (or did not like it?) ", "Why?", "... why was punished? (or encouraged?) ", "Why do some of the characters in the fairy tale even be helped by the forces of nature? (or will he turn away from some?) "in the process of finding answers to such questions, they observe, discuss and come to the conclusion.

We will consider working on the basis of a discursive approach to the study of fairy tales using the example of "a tale about a wolf being a healer" (Anwar Obidjan:

*Nelar bo'lmas jahonda!..
Yer go'yo ters aylandi. -
Doktorlikka, o'rmonda,
Yirtqich Bo'ri saylandi.
Ana, qarang,
Tish qayrab
O'tirar shum shifokor.
Yo'lga boqar jovdirab,
Tezroq kelsa deb bemor.
Keldi ingrab Quyonvoy,
Shalvirab ding qulog'i.
Qadamlari poyma-poy,
(Balki, tortmas oyog'i).*

"Why exactly did the poet make the phrase "the Earth as if turned upside down" look like a wolf being a healer?" , "What if the earth turns upside down?", "Why is the doctor waiting for the patient to arrive faster?", it would be advisable for questions such as bilab to be addressed to children, and the answer to this to be discussed with the children.

*Ana, qarang,
Tish qayrab
O'tirar shum shifokor.*

"Why is the Wolf depicted in a sitting position by a poet? During the analysis of this sentence, the teacher and students can provide a number of information, these vital or philosophical thoughts can grow the minds of students, expand their worldview. Answer options may refer to:

- the reason is that Wolves are thoughtful by nature and act restrained;
- Wolves do according to a very thorough plan:
- Wolves take birika and hunt as a team:

- they are clumsy and restrained, etc.

If medicine were not for a wolf, but for the election of a diamond, this analogy would not have been appropriate for him. The formation of an independent opinion in readers begins precisely with respect for the thoughts expressed by them, acceptance into the discussion, instilling in them a sense of confidence that they also have original ideas. Later, they will be able to freely express their thoughts, not hesitating to draw original solutions and conclusions.

In the educational process, it is difficult to teach students effectively, without implementing a conscious approach to the use of fairy tales in the formation of a conscious attitude towards society. The most effective way to activate interest in the lesson in students is to enrich the topic of the lesson by making it interesting. To do this in full, however, it is necessary first of all to use materials in a clarity suitable for the minds of students.

When working on a fairy tale, it is very important to study fairy-tale characters into roles, to be staged by readers .

Moreover, when working on poetic fairy tales with a feeling of the place and importance of fairy tales in the development of the child's worldview and thinking, in the enrichment of his spiritual world, it is possible to illuminate not only the text itself, but the essence of the masterful meaning (discourse), which is understood from the text, and by this approach,

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