

Oral Art of the People the Methodology of Using Digital Technologies in Teaching Their Models

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Abstract: This article provides comments on the use of digital technologies in the process of reading and listening to samples of folk art in primary grades, an analysis of some fairy tales in the textbooks "Mother tongue and reading literacy" from the first to the fourth grade, opinions are presented on the methods of teaching them and the classification of fairy tales presented in textbooks.

Keywords: fairy tale, audio fairy tale, reading comprehension, listening, skill possession, difficult words, reading pattern, vocabulary, literacy, text.

The system of education and training is considered a very complex and creative process, in which there are international standards for the delivery of various types of knowledge at the level of demand and its testing. These international norms are recognized by all developed countries and therefore they are implemented. It should be noted that at the moment, practical work is being carried out to introduce these international standards into the educational process in our Republic. In addition, there are a number of international programs such as the Program for International Student Assessment (PISA), the International Reading and Comprehension Study (PIRLS) and the International Monitoring of the Quality of Mathematics and Science in Schools (TIMSS). and they are widely used as a criterion for improving the quality of education in developed countries.

According to tradition, about 70 developed countries participated in the PIRLS international evaluation program to be held in 2021. Among them, the 4th graders of our country also took part in this international research test for the first time. Such studies were conducted earlier - in 2001, 2006, 2011, 2016, and the 2021 test event is the fifth period of the study. The next study will be conducted in 2026. The PIRLS program, which is held every five years, evaluates the reading comprehension skills of 4th grade students at an international level.

It should be noted at this point that this international research program is aimed at complementing the TIMSS program, which assesses the level of knowledge of mathematics and natural sciences of 4th grade students, and is supported by the TIMSS and PIRLS International Center at Boston College, the IEA Hamburg and Managed in close cooperation with offices in Amsterdam.

In the years after our republic gained independence, great attention was paid to the development of speech competence in the teaching of the mother tongue in our country. Certain works are being carried out on the development of speech competence of primary school students, the development of theoretical and methodical bases for the formation of their reading and listening comprehension skills, as well as the wide use of digital technologies in this process. In particular,

in the doctor's thesis of the well-known scientist R. G. Safarova [2], appropriate recommendations were given regarding the evaluation criteria of speaking skills, reading skills and qualifications, as well as the use of information technologies in this process.

The main goal of mother tongue teaching in the continuous education national curriculum of the Republic of Uzbekistan on the subject of mother tongue is defined as follows: articulates clearly and fluently, expresses his opinion independently in various speech situations in public places, has oral and written literacy skills, has developed a culture of reading, can think independently and creatively, understands the opinions of others - communication and to develop a person with a developed speech culture" [3: 204].

It is necessary to determine the purpose, tasks, content, means, methods of formation and continuous development of the cognitive activity of the young generation, as well as the wide and effective use of digital technologies in this process, based on scientific pedagogical principles. The solution to this problem depends on the students' creative thinking, their active knowledge acquisition, the formation of independent cognitive activities, and good arming with information technologies. It is evident that the formation of cognitive activities of young schoolchildren is of urgent importance. Today's teacher - along with the fundamental reform of the educational sphere, it is important to educate the hearts and minds of students on the basis of folklore, and to form the skills of reading and listening comprehension in primary school students. The problems of reading and teaching in primary education, its theoretical and practical study have always been relevant. Therefore, in the scientific works of K. Abdullaeva, Abdukarimov, R. Safarova, B. Adizov, R. Movlonova, R. Ergashev, M. Haydarov, T. Hasanov, O. Khasanboeva, B. Rakhimov, N. Valieva, N. Jumaeva, etc. the content of primary education, work, moral education of primary school students, conscious discipline, friendship, etc. are covered theoretically. Today, creating a methodology for improving the reading and listening comprehension skills in elementary grades with the help of digital technologies is an urgent problem.

In the lessons of reading fairy tales, which are active genres of folklore, the main educational task is focused on forming them into a well-rounded human spirit. For example, in the textbook Mother Tongue and Reading Literacy (Part 1 [Text]: Textbook for Grade 2), the fairy tale "Courage of the Ant" [6:7] is given. In it, the model of patriotism is interpreted in a very simple and convincing way. Therefore, students are taught fairy tales on this topic from the first grade. In the lesson of reading the fairy tale "The Honest Boy", special emphasis is placed on the fact that honesty is an invaluable quality. In the fairy tale, it is told that a great king suffered from childlessness and finally wanted to have a child. The king distributes flower seeds to all the children of the country and says that he wants to make the child whose flower is the most beautiful. After some time, the city will go around to see the grown flowers. He casually walks past many children and the flowers they have grown beautifully. But he sees a boy holding a flowerless tuvak at the beginning of the street and adopts him as his child. Because the flower seeds distributed by the king were boiled. It can be seen from the content of the tale that honesty is one of the most valuable qualities in a person. Only an honest person achieves great careers. This can be seen in the example of the boy who became a child for the king with his honesty. The teacher asks the students the following questions during the lesson of reading this fairy tale:

1. What is honesty?
2. Do you lie? What for?
3. Have you been cheated on? What did you feel in this situation?

As students answer these questions, they will find out how wide their understanding of honesty is. They develop the skills of independent expression of their thoughts. Also, the teacher asks the students to say proverbs that match the content of the story. They say proverbs such as "Tell the truth even if a sword comes to your head", "Bitter truth is better than a sweet lie", "True words have a hammer" and with the help of the teacher they learn the meaning of these proverbs. In the

process of weaving a fairy tale, the teacher explains that honesty leads a person to great careers. If an honest boy had wanted to be a child for the king and collected a beautiful flower from another clan, he would not have caught the king's eyes like the others and would not have had a child for him. His honesty was greatly appreciated by the king, who made him adopt him. Paying attention to these educational aspects encourages students to be truthful and avoid lying. At the core of any fairy tale given in the "Reading Book" textbooks of the primary class is the idea of educating students in the spirit of a spiritually mature person. A teacher will fulfill his pedagogic task if he organizes and conducts his lessons in accordance with this idea. After all, only a perfect person with high spirituality and comprehensive development can make the future of our country great.

Proverbs serve as a rare resource for studying the life of the people, their past economic, political and cultural standard of living. That's why the brilliant Russian writer L. N. Tolstoy was right when he wrote: "In every proverb I see the figure of the people who created this proverb." By studying proverbs in elementary grades, students are instilled in their minds with various human qualities by developing the ability to read and listen, as well as to develop their oral speech. Attention is paid to the following: First, proverbs confirm an idea tested in experience. For example: "A skilled person will not be despised", "If you have a skill in your hand, you will find bread on your way", "A lonely horse will not get dust, even if it gets dusty, it will not get grain" and the importance of harmony between people is expressed; secondly, it introduces events and phenomena that happened in nature into the life of society (figuratively). Its necessity for man is revealed. For example: If you plant a garden, you will have a garden, if you plant Batman, you will have oil. A garden without care becomes a mountain. Your heart will be stained; thirdly, in the content of the proverb, the specific nature and essence of things is revealed, and this gives the content of education in terms of meaning, depending on the human life. For example: "My head without friends is my head without salt", "Nightingale loves chaman, man loves the Motherland"; fourthly, the discussion and details in the proverbs remind the essence of people, society and some subjects, harmonize students' thoughts and have an educational effect. When deciphering the meanings of proverbs, it is useful to take into account the names of the seasons, different seasons and trades. They increase students' vocabulary and make them master many words. Before speaking the content of the proverb, the teacher reads it expressively. After that, two or three of the students who have mastered the reading technique will read the proverb and develop their listening comprehension skills. Some students are asked questions about how they understood the meaning of the proverb. The teacher hangs a cardboard with a proverb on the board and teaches expressively to 2-3 students who have not mastered the reading technique well.

In the process of expressive reading, he writes the words good, bad, garden, spot on the board. Based on these requirements, the studied proverb prepares the ground for expressive reading in students. Also, it is explained that good people, possessor of good qualities are always mentioned with respect among the people, and they set an example for the next generations with their good qualities. Because the garden is a place that is always alive and pleases everyone with its blessings. Evil is not forgotten, so it leaves a painful mark. This pain is like a stain on a person's heart. Therefore, a conversation is conducted with the students about the fact that everyone should try to do good and do good deeds. The need to withdraw from bad deeds is emphasized. The teacher asked the students: "How do you want them to remember you? What do you need to do for this?" questions such as Students' opinions are carefully listened to, and good qualities are instilled in their minds with examples. At this point, two students from among the students are taken to the board and one of them is assigned to write good qualities and the other bad qualities on the board. The following column can be written: Good qualities - bad qualities, honesty - lying, diligence - laziness, modesty - arrogance, politeness - rudeness, blindness... Then the teacher asks students to answer each written word. test their comprehension skills by saying proverbs they know and have memorized. For example; Honesty - proverbs such as "Even if a sword comes to your head, speak the truth" or "A humble man is a perfect man" were said and

the students' listening comprehension skills were tested. It seems that the use of digital technologies in the process of reading and listening comprehension in the process of introduction to folklore among elementary school students increases the effectiveness of education.

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