



# THE ROLE OF FOLK TALES AS A MEANS OF SOCIO-CULTURAL EDUCATION OF STUDENTS ON THE BASIS OF THEATRICAL PRODUCTIONS

U. E. Ataev

Lecturer, Shakhrisabz branch of TSPU named after Nizami

## ABSTRACT

*This article is intended for the social and cultural development of education in schoolchildren by means of theatrical productions based on folk tales. These tools and methods help to develop children's love and interest in reading books, words, stimulating creative, aesthetic abilities, activating the possibility of self-development, self-affirmation of the child.*

**KEYWORDS:** theater, fairy tale, development, culture, role, self-expression, aesthetics, artistry, education skill, teacher, hero

## INTRODUCTION

Expressive reading is the creative activity of children, including: reading from a book, by heart, by roles; dramatization, staged works of fiction. Although the last two of these forms can be rightfully attributed to independent pedagogical methods of working with children. But at the heart of each is a work of art of the word and its embodiment in the personal aesthetic activity of the child. For managers of children's reading (parent, educator, teacher, librarian), expressive reading is a method of pedagogical work. It is aesthetically focused on the disclosure of individual creative needs and the possibilities of a growing personality. We understand expressive reading as reading a work that has already been read, that has been mastered with interest, that expresses its personal attitude to the characters of the work, to the author's position, that is, it conveys the reader's life position. This is a complex activity that manifests itself simultaneously as an individual penetration into the

## THE MAIN FINDINGS AND RESULTS

The goal and task of socio-cultural education in primary school students is:

- check the productivity of expressive reading and theater activities in working with children of primary school age as a means of socio-cultural education.

1. To promote the development of children's interest, love for books, reading.
2. Stimulate creative, aesthetic abilities.
3. Activate the possibility of self-expression, self-affirmation of the younger student.

**Conducting events:**

1. Expressive reading of fairy tales of the peoples of the world
  2. Fairy tale Drawing Contest
  3. Expressive reading of the play
  4. Children's fairy-tale crossword puzzle contest
- Design of the corner "Literary gazebo" with literary games**
5. Staging of various performances
  6. The field of miracles by the names of fairy tales, etc

**We get the following result**

1. Children listen to expressive reading with interest.
2. Children willingly portray the heroes of fairy tales. Invent a new course of events in fairy tales
3. The disabled child coped perfectly with the main role in the play, asserted himself, overcame difficulties in communication. All children are artistic, confident on the stage.

Theatre is an effective tool in the development of artistry primary school and develops thinking, attention, mental abilities, memory, which is essential for children in the future teaching Theatre activities in school has great potential in the implementation of socio-cultural education of students (the formation of aesthetic judgments, artistic taste, personal values, basic communication skills, ways to work with a partner and team work, self-education, hard work, self-organization and accountability, etc.), providing various types of communication, the mastery of theatrical activity. The formation of interest in art acts as a counterweight to the negative impact of the surrounding reality. The problems in the system of secondary and general education are partly explained



by the fact that the opportunities for theatrical creativity are not used in general education schools to the full extent, and the general development of the theater is huge.

Teachers all over the world say that the theater for children is a wonderful opportunity to appropriate a changed reality. "You can't teach behavioral and interpersonal skills just by talking about them. They need to be worked out in action..." - wrote P. F. Kellerman. Theater is the teaching of behavioral skills and interpersonal communication. But this is a study with passion, this is the comprehension of the world of human relations and characters through play, acting. Classes in theater and stage creativity are an impact on the child's memory, will, imagination, feeling, attention, and thinking. They help to develop logic, to control your body and not be shy about it, to free yourself from internal clamps, to realize unfulfilled ideas and dreams through the game, to test yourself. Students' favorite type of reading is role-playing reading. Every child in the class was given a role, and even a weak-reading child tried to justify the teacher's trust. A weak-reading student is more helped by such a type of work as "reading behind the speaker".

## CONCLUSION

Improving the development of artistic and creative abilities of younger schoolchildren is possible through purposeful, systematic formation of interest in the theater and theatrical and creative activities; the development of creative imagination; mastering productive and expedient action and means of figurative expression. As a condition of effectiveness, purposeful and systematic theater classes in the classroom, organized on the basis of interaction between the university of culture and the school, are assumed. Thus, the main directions in the development of methods of teaching students expressive reading: relying on the latest achievements of art historians and teachers-scientists in the field of theater pedagogy; the formation of students of pedagogical universities of communicative competence, which is manifested in the ability to master the main components of verbal action, in the ability to overcome mistakes in communication and psychological barriers; the use of modern means of new technologies.

## REFERENCES

1. Karpinskaya N. S. "The artistic word in the education of children" M 1982.
2. Erofeeva T. I., Zvereva O. L. *Game-dramatization // Education of children in the game.* - M., 1994.
3. Vygotsky L. S. "Imagination and creativity in childhood" M 1991.
4. Aksenov V. N. *The art of the artistic word / Under the general editorship of V. N. Shchatskaya.* - M.: APN of the RSFSR
5. Adamovich E. A., Karskaya U. M. *Expressive reading in primary school.* - M.: Publishing House of the APN of the RSFSR, 1953. - 71
6. *Topical issues of aesthetic education and development of children: Textbook for students, higher pedagogical studies. institutions.* - M.: RIC "Alfa", 2002. Ch. I. - 92 p.
7. Ilyev, V. A. *When the lesson excites (Theater technology in pedagogical creativity) [Text] / V. A. Ilyev.* - Perm, 2008.
8. Shelestova, Z. A. *Fundamentals of the methodology of expressive reading and storytelling [Text] / Z. A. Shelestova.* - M.: Sputnik, 2014. - 620 p.