

**CREATIVE METHODS OF ORGANIZING INTERESTING LESSONS IN ORAL
FOLK LITERATURE IN COMPREHENSIVE SCHOOLS***Kadirova Mashhura Nasirovna,**Associate Professor of the Department of Uzbek Literature and Teaching Methods, Nizami
National Pedagogical University of Uzbekistan*

Аннотация: В данной статье анализируется значение изучения фольклора в общеобразовательной школе и его научная основа в образовательном процессе. В статье обосновывается необходимость использования интерактивных методов, информационных технологий, творческого подхода и исследовательских методов для эффективной организации уроков фольклора. В заключении подчеркивается роль фольклорного образования в сохранении национальной культуры и передаче ее будущим поколениям.

Abstract: This article analyzes the importance of studying folklore in comprehensive schools and its scientific basis in the educational process. The article substantiates the need to use interactive methods, information technology, creative approaches and research methods for the effective organization of folklore lessons. In conclusion, the role of folklore education in preserving national culture and passing it on to future generations is emphasized.

Folklore is a cultural treasure that has been passed down from generation to generation since ancient times. It is closely related to the lifestyle, historical processes and moral values of the people. Through oral literature, the people expressed their hopes, fears and views on life. Folklore is an integral part of the cultural heritage of every nation, reflecting the historical experience, lifestyle, traditions and moral values of the people. The study of folklore in secondary schools not only enriches the spiritual outlook of students, but also serves to develop their speech culture and creative thinking skills.

Folklore literature consists of various genres, which are the product of folk thinking and aesthetic taste. The origin, formation and development of these genres arose as a result of a long historical process. Among them, fairy tales, epics, proverbs, sayings, riddles, folk songs, legends and narratives occupy a special place. The inclusion of these genres in school textbooks is of great importance in teaching students national culture and traditions, increasing their language skills and teaching them to think independently.

Fairy tales - usually based on fantastic, legendary or real events, have educational value;

Epics - are historical and epic heroic stories, glorifying folk heroes;

Proverbs and sayings - express folk wisdom through short, meaningful phrases;

Riddles - serve to increase logical thinking and language skills;

Legends and legends - folk stories created about nature, historical figures and events;

Folk songs are examples of musical creativity that reflect the joys and sorrows of the people.

Sometimes during such an electronic exercise, it is also possible to record the beginning part of the selected text and hand over the remaining part to the reader to continue. Then the given task is controlled electronically and the reader receives a response. It will be more effective if the task from this is based on speed.

Attitude is expressed by sending stickers of different positive and negative meaning to those who have and have not eaten the condition.

Folklore education requires that cognitive scientists know, think, understand what they have heard or read about existence, Society, event, historical reality, artistic tissue, imaginary and life fiction, lyrical interpretation, and be able to correctly, understandably, logically express their thoughts, views on these. For this purpose, it is considered necessary to formulate in the students the skills of being able to use units related to folklore.

Observations show that even in distance education, elements such as the purpose, method and tools of teaching, organizational forms, control are covered. If there is not enough work on the folk materials given to the teachers in this, it is clear that the shortcomings arise if the content of theoretical knowledge is not determined, although it is Elementary in terms of the genres of folk oral creativity to the students. Therefore, the theory of folklore should be taught to express information in a clear, understandable speech on the issues of The Associated genre, genre, composition, image, lingvopoetics, to receive the information delivered and to analyze them critically, to process it, to summarize it through various points of view, to draw conclusions, to think independently, to sympathize with their own ideas. Such a pedagogical approach plays an important role in the cultivation of pupils' activity.

The study of folklore in secondary schools not only forms the literary and aesthetic taste of students, but also has a positive effect on their cultural and moral development. Combining folklore lessons with modern methods helps to increase the effectiveness of education and creates a solid foundation for transmitting national culture to future generations. The use of folk oral art in the educational process is an important tool for increasing students' love for their Motherland, developing their communication skills, and encouraging them to think creatively. Fairy tales expand children's imagination and help them distinguish between good and evil, while proverbs and riddles increase the students' vocabulary, teach them life experience and wisdom. Epics and legends serve as an important tool for understanding historical events and forming national pride. Folk songs, on the other hand, are the basis for preserving cultural heritage and forming musical taste. Teaching folk oral literature on a scientific basis in secondary schools not only gives students literary and aesthetic pleasure, but also gives them the opportunity to deeply understand folk wisdom and culture. In this process, it is advisable to be guided by the following pedagogical principles:

Cognitive development - expanding the scope of students' thinking through the analysis of works of oral art.

Connection with cultural and craft traditions - the interrelationship of folk oral art and folk applied art.

Speech culture and expressive thinking - increasing students' linguistic wealth through the study of fairy tales, proverbs and epics.

It is advisable to use interactive and innovative methods in the implementation of folklore art in the modern educational process:

1. Interactive methods:

Role-playing games - students prepare and perform scenes from folk tales, epics or legends. This method creates a vivid impression for them.

Group discussions - the meaning of proverbs and sayings, their vital importance are discussed.

2. Use of information technologies: Audiovisual materials - listening to audio books of fairy tales and epics or watching cartoons will further arouse children's interest.

Digital platforms - teaching through interactive tests and quizzes on oral folklore.

3. Research and exploration methods:

Student research - students study ancient fairy tales and legends from their families and neighborhoods and make presentations to the class.

Folklore expeditions - collecting living folklore samples by interviewing local adults and elders.

4. Creative methods: Writing a story based on folklore - developing students' creativity by having them write a fairy tale or epic.

Drawing and puppet theater - drawing images of fairy tale characters or bringing them to life through puppet theater.

5. Game methods:

Riddle and proverb competitions - students compete in teams, identifying folk riddles and proverbs or explaining them by adapting them to different situations.

Pair game - one student tells part of a proverb, and the other student completes it.

Studying folklore genres in secondary schools based on various innovative, creative approaches and their implementation in the educational process serves to strengthen the national identity of students, develop their aesthetic and moral thinking. The use of innovative approaches in the educational process and a deeper study of the scientific and methodological foundations of folk oral art are of great importance in increasing the cultural and intellectual potential of the future generation. Studying folk oral art in secondary schools has a positive effect on students' understanding of their national identity, their cultural and moral maturity. These lessons also help develop students' speech, creative and logical thinking skills. Therefore, further improving the methods of teaching folk oral art and combining them with modern technologies serves as an important source of increasing educational efficiency.

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