

TECHNOLOGY OF CREATING ELECTRONIC BOOK OF FAIRY TALES IN PRESCHOOL ORGANIZATIONS

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Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalar uchun mo`ljallangan elektpon ertakli kitoblar orqali bolalarni kitobxonlikka qiziqtirish yo`llari ko`rsatilgan va pedagogik texnologiyalar asosida ta`limiy faoliyatning tashkil etish metodlari yoritib berilgan

Tayanch so`zlar: texnologiya, kitobxonlik, solishtirish, umumlashtirish.

Annotation: This article shows the ways to engage children in reading through e-books of fairy tales for preschool children and describes the methods of organizing educational activities on the basis of pedagogical technologies.

Keywords: technology, reading, comparison, generalization.

Аннотация: В статье показано, как увлечь детей в чтение электронных сказок для дошкольников, описаны методы организации учебной деятельности на основе педагогических технологий.

Ключевые слова: технология, чтение, сравнение, обобщение.

Pedagogical technology is a process that produces rational ways of the education system, in which the educator is the main responsible person. Because its main task is to deliver information to children quickly, accurately and clearly. Despite the fact that children are receptive to the news and have different tendencies and behaviors, the educator should teach children to think independently, to observe, to draw conclusions. Changes and innovations in the education system, in addition to imparting new knowledge, skills and abilities to children, help our youth to understand the changes in relation to themselves and other people, society, the state, nature, patriotic ideas. and also implies its absorption into the heart. This

process is carried out by inculcating in the hearts of children the rich spiritual heritage, traditions and customs of our people. The above goal can also be achieved through the study and analysis of works created by representatives of classical literature, which reflect our national values. However, since the language of these works is not universally understood by all children, the process of working on the text of the work is a bit complicated and tedious. This negatively affects the quality of education. What do you want to know more about? and so on. Once an assignment is based on a story or narrative that needs to be analyzed, students must decide for themselves how to solve the task. Because project development is the initial stage of technological processes. Given that the main feature of the exploratory approach in education is the independent acquisition of unfinished experience to the end, some of the interactive methods that can be used in the process of storytelling are named and briefly commented by the educator. How you use these methods depends on the child. Integrated tales - The word "integration" means the combination of several methods, using methods together. That is, through fairy tales, children can integrate several activities, games, connecting them and complementing their meaning. For example, in my poem "Sister, four seasons" I have integrated every seasonal change in nature, mathematical imagination, in fairy tales.

Multimedia electronic fairy tales. Preschools teach children how to write fairy tales using multimedia programs, how to write lessons using information and communication technologies, create audio fairy tales, slide presentations, and organize fairy tales using multimedia.

The tales are based on professional performance. In the past, fairy tales were told by elderly, wise, respectful, and considerate people who had the potential to perform at a certain time of the year, at a set time. In ancient times, storytellers were called "storytellers" and "storytellers". Typically, such professional performers are referred to as storytellers. People took storytelling seriously. Folklore works in genres such as epics, fairy tales, and parables are told by professional performers with specific epic memory, epic knowledge, and

performance potential, that is, special training. Legends and myths are performed by the general public. It's a myth not to have a professional speaker

Noting that the legend is one of the peculiarities of the genre, K. Imamov wrote that "a legend does not have to be told only by a professional storyteller or narrator, but a person who has heard and knows it can tell it in any form."

Folklorist U. Jumanazarov notes that "the lack of professional narrators, the wide range of popular performances is an important feature of the genres of myth and legend.

Although the tale had reached its most interesting point - its culmination, it was stopped telling it as soon as the morning dawned. In particular, this was strictly adhered to in the performance of fairy-tale tales. The reason for this is the belief that the creatures of the dark world, such as the giant, fairy, and ajina, who exist in fairy tales, can enter the world of light and harm people, as well as listeners of fairy tales. He was also afraid of losing the mystery of fairy tales, of sinking into the shell of material life. Since the darkness that begins in the evening reigns until dawn, it has become a factor that enhances the mystery inherent in the world of fairy tales. The tradition of telling a fairy tale in the evening was actually decided on this basis.

In the beginning, this taboo, which is unique to the performance of fairy tales, gradually began to be applied to the performance of everyday fairy tales. This idea is clearly confirmed by the series of fairy tales known as the repertoire of the legendary performer of Arab folk tales "A Thousand and One Nights" Shahrizada. After all, Shahrizoda began to tell both magical-fantastic, figurative-allegorical, and everyday tales in his repertoire, mainly at sunset, and in the morning - no matter where the fairy tale took place, stop it. ygan.

As fairy tales are passed from mouth to mouth and polished from generation to generation, it is natural that in the process, some of the motifs and images in their subject matter fall or vice versa. Even sometimes the plot motifs typical of one folk tale can be transferred to another folk tale and as a result several fairy tales with similar plots can emerge. In folklore, such tales are called fairy tales with a mobile

subject. Although fairy tales are often similar in content, they live as an independent literary-oral phenomenon that differs in the national spirit, national traditions, national outlook, means of expression of the national language and the geographical environment. has the right.

Fairy-tale performance has its own taboos and taboos. For example, when a storyteller was telling a story, he locked the door tightly, lit a fire in the oven, and put bitter and sharp objects next to it, as well as things like bread, water, and stones.

There were fairy tale schools in different parts of Uzbekistan. In them, the master storytellers prepared worthy disciples for themselves. He introduced his student to the subtleties of the art of storytelling and taught him a special lesson in the mysteries of storytelling.

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