

THE FORMATION OF FUNCTIONAL LITERACY IN ELEMENTARY EDUCATION ON THE BASIS OF THE FAIRY-TALE GENRE IS A FACTOR IN TEACHING CREATIVE THINKING IN QUALITY

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ABSTRACT

The article presents a methodological analysis of the formation of functional literacy. The primary language and reading lessons describe the details of the stages of the formation of functional literacy on the basis of the fairy-tale genre. The factors of formation of a functionally literate individual in increasing the effectiveness of teaching creative thinking are reflected in the article to a significant extent.

Keywords: *functional literacy, innovative pedagogical technologies, analysis, synthesis, exercises for the level of assessment, Bloom taxonomies, genre of fiction, fairy tales, creative approach.*

АННОТАЦИЯ

В статье представлен методологический анализ формирования функциональной грамотности. На уроках начального языка и чтения подробно описаны этапы формирования функциональной грамотности на основе жанра сказки. В статье в значительной степени отражены факторы формирования функционально грамотной личности в повышении эффективности обучения творческому мышлению.

Ключевые слова: *функциональная грамотность, инновационные педагогические технологии, анализ, синтез, упражнения на уровень оценивания, таксономии Блума, жанр художественной литературы, сказки, творческий подход.*

INTRODUCTION

In order to stand in the world, worldly science and knowledge are necessary, and the knowledge and science of the times are invaluable to others.

Makhmudxuja Bekhbudiy

These thoughts, cited by our grandfather jadidchi, a thinker who lived and worked a century ago, have not lost their relevance even today. It also serves as a programmatic action to the future generation.

In the modern educational system, the maturation of a worthy child in society, who can withstand all the difficulties of an independent, creative person, while

providing them with the necessary knowledge in the upbringing of the student's personality, is one of the most relevant attitudes. So a student with such skills can be seen today as a “functionally literate educator” in one word.

By the 60s of the 20th century, the term “functional literacy”-entered science-the essence of which is the ability of the emerging younger generation to enter into relationships with the external environment, quickly adapt and work in it is manifested in all manifestations of speech activity. The basis of functional literacy is laid in primary school, where intensive training is carried out on all manifestations of speech activity – writing and reading, speaking and listening.

Teaching to read and write in a modern school cannot be limited only to academic goals, it is necessary that everyday life includes goals. Textbooks created on the basis of the new program for the first and second classes of primary classes direct students to develop their functional literacy. Mother tongue and reading literacy classes mainly focus on textualism, with a renewed communicative approach and taking into account the characteristics of the multicultural environment.

DISCUSSION AND RESULTS

In the lessons of native language and reading literacy, skills and qualifications are prepared at different levels of education on the basis of colloquial linguistics and basic competence, without which it is impossible to solve vital tasks today:

1. meaningful perception of text through hearing, as well as the creation of texts of different types (informational and practical nature, artistic texts);
2. data extraction from different sources;
3. learning to find information and critically evaluate;
4. being able to use and refer to sources;
5. be able to read tables, diagrams, symbols and apply them in the preparation of their texts;
6. implementation of various reading strategies when working with text. { 1 }

It is necessary to teach in the lessons to apply the knowledge gained through working with the text, which is one of the most effective ways to form functional literacy in everyday life. Currently, when working with the text, methodological recommendations, especially carried out with the fairy tale genre, occupy an important place. One such recommendation is to form a goal-setting skill. For the first time, students acquire a goal-setting skill in the classroom under the guidance of a teacher. Then it is organized to motivate them, introduce them to the concept of the purpose of the activity and the goal-setting algorithm.

The way to step the goal:

- clear statement of purpose;

- drawing up an action plan to achieve the goal;
- taking the first step according to the plan;
- implementation of the intended goal in sequence;
- to honor the result after achieving the goal;

Subsequently, students begin to independently apply the studied goal setting method in science classes and extracurricular classes, reflect their experience on the basis of the agreed common method, identify and correct their actions, self-control. Here, in fact, functional literacy is formed in students, as a result of which the creative person creatively creates, strengthens the skills necessary for him, after which the level of his formation is controlled by the teacher. {3}

Taking into account the fact that the feature of creative thinking and creativity in the elementary grades becomes ambiguous in his communication in the educational process, in his feelings in his thinking and in a certain type of activity, {4} bringing it to the surface with the help of fairy tales plays an important role in generating the child's inner hidden talent. Based on the theory of Patti Drapeau, in the Zamir of creative thinking, as a result of all-round thinking on a particular issue, we can educate a functionally competent personality. Indeed, the arrival of multilateral thought in the structure requires readers to rely on various ideas in the fulfillment of the tasks and tasks of the given fairy tale, The Reader seeks several methods of solution, and then, among them, dwell on the optimal net solution. By itself, this process guarantees two cases:

- To attract sluggish students, with the help of roller technologies;
- Provides an opportunity for students to turn creative thinking into a creative activity on the basis of the fairy-tale genre.

In the process of studying the narrative of “language power” based on multilevel task-based Bloom taxonomies. {2}

Stage 1: "Knowledge"

1. What do you understand by narration?
2. In what period does the events of the narrative take place?
3. Tell the main characters in the narrative.
4. What did scientists argue about?

Stage 2: "Understanding"

1. How does the first scientist want to teach his child? What subjects does he want to teach? What knowledge do these disciplines give now?
2. Interpret with your own opinion the lessons that the second scientist wants to teach his child.
3. Say the theme and idea of the narrative.

4. Count the sequence of events in the narrative.

Stage 3: "application"

1. What do you understand by inheritance? What else do you know about the legacies that remain from generation to generation? Will such a legacy be maintained in your home? What is the attitude of loved ones to him?

2. 2. What are the difficulties of learning a language? What should we do for this? Write and comment in your notebook that the work to be done is about to go.

3. You also write a story about the "power of language". What things would you do as the protagonist in this story?

Stage 4: "Analysis"

1. What science do two scientists do?

2. What advice did the wise person who listened to them give? Have you advised someone too? Do you know what words to use when giving advice?

3. Divide the narrative text into semantic parts and name each of them.

Stage 5: "synthesis"

1. Why is the narrative called "the power of language"?

2. How else to complete the narration? Express your proposal through your roles. Play out the moments in your life when you advise your friends.

3. Imagine. What knowledge can be gained by learning their native language, how with mathematics and foreign languages.

Stage 6: "evaluation"

1. Describe the atmosphere of the period when the narrative is taking place with the help of paints.

2. Which of the scientists would you consider the path chosen to be correct? Have you been able to choose a suitable path for yourself? Write your answer in your notebook.

Write a script for the narrative.

Technology for the formation of functional literacy on the example of the "Jimjiloq" tale of Chingiz Aytmatov, which is presented in the 4th grade reading textbook:

Stage 1: "knowledge"

1. What do you know about Chingiz Aytmatov?

2. What other works of this creator are familiar to you?

3. Who do you know from the figures of Uzbek and foreign literature, who created them based on the fairy-tale genre?

4. What does the word silent mean?

Stage 2: "Understanding"

1. Give a description of silence. What qualities does he have?
2. How did he get rid of the belly of a camel? Where do camels live?
3. How did he punish the Wolf? Count the differences between wild and domestic animals.

4. How did the Wolf fall into this state? Comment on your answer.

Stage 3: “application”

1. Why was the first domesticated animal a dog? Comment on your answer.
2. Do you know the negative consequences of greed? Write in your notebook.
3. What do you understand when you say contentment? Remember the times when you satisfied yourself. What reward did you receive from the back of beautiful contentment, did you notice it yourself?
4. Try to imagine yourself in the place of a quiet and Wolf, how would you behave?

Stage 4: “Analysis”

1. Where did the events that happened with the silent take place? How can we draw such a conclusion?
2. What danger warned shepherds? Have you also warned someone of any danger? Comment with examples.
3. Divide the fairy tale into semantic parts and give each one a name.

Stage 5: “synthesis”

1. What other name would you give the fairy tale?
2. Do you think that the ancestor of Dogs is Wolves? Express your proposal through your roles. Have you ever met anyone in your life whose greed embodies vices? Give them a performance of the times you advised them.
3. Imagine. Who can be in the future through contentment, how to become someone with greed? What path would you take?

Stage 6: “evaluation”

4. Describe the fairy tale using paints.
5. Do you consider the method in which you apply silence to be correct? Have you been able to choose a suitable path for yourself?

Write your answer in your notebook.

Write a script for a fairy tale.

Feedback and feedback on improving this process:

1. Conduct a practical work – Weekly dictionary on the study of individual spellings, which will cause difficulties in the native language and reading literacy of slow learners.

2. Diversification of the structure of reading literary works through creative understanding – dialogues, role-playing, essay-reasoning.
3. Perception of written speech oral perception.
4. Development of tasks for texts in increasing reading literacy: analytical, informational, positional, interpretive. Use the bloom taxonomy.
5. Use more interactive teaching methods in your practice, through which it is one of the important factors that nurture creative thinking in children.
6. When choosing text material, focus on the genre of fairy tales so that its educational significance increases, it becomes associated with life.

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