

Israilova D.A.
Independent researcher
“Tashkent Institute of Irrigation and Agricultural
Mechanization Engineers” National Research University
English department, English language teacher

THE DIDACTIC POTENTIAL OF FAIRY TALES AS A MEANS OF TEACHING ENGLISH TO PRESCHOOL CHILDREN

Abstract: *The article focuses on the use of digital technologies in the learning process. According to the authors, digital technologies can be considered as a comprehensive means of teaching a foreign language in a higher educational institution. In this regard, the urgent problem is the organic combination of traditional learning with the introduction of information and communication technologies and the methodically correct organization of the educational process. The article reveals didactic potential of digital technologies that contributes to intensive foreign language practice.*

Keywords: *preschoolers, foreign language teaching, speech activity, play activity, English, fairy tale, didactic fairy tale.*

Psychologists say that thinking is a process that takes place in the human brain. Where sensory organs are insufficient, the properties of man and the universe are studied through thinking. Thinking is a set of mental activities, conscious actions. It is a tool for knowing the environment, reality and social environment, and is a prerequisite for the correct and effective implementation of human activities. Through thinking, a person determines the accuracy, precision, authenticity of the things and events he reads, sees, comprehends, feels, and imagines, and their relation to existence.

It is through independent thinking that in the study of the mysteries of the world, man determines the correctness or incorrectness of the views, concepts, assumptions, conclusions and decisions made by mankind. By reasoning, one understands the relationship between things and events, the properties of properties, and the mechanisms by which the means by which they connect or separate them.

A person who has his own views on any life or artistic event, who is able to draw his own conclusions and substantiate them, is never dependent on others. He is not indifferent when it comes to important issues, he cannot leave his destiny to others. A thinker thinks and analyzes in detail before starting an activity.

In the matter of thinking, first of all, distinguishing its form and content, L. Vygotsky emphasizes that the mechanism of thinking in man, its form and level, grows with the intellectual development of man. Logical reasoning occurs

ПЕДАГОГИКА И ПСИХОЛОГИЯ В СОВРЕМЕННОМ МИРЕ: ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ

when a child reaches the age of 12-14, when he or she has control over his or her thinking. According to Vygotsky, logical thinking means thinking consciously, in self-control, based on scientific and theoretical principles. According to him, the lack of logic in thinking means the lack of independence, freedom and consciousness in the process of thinking [2.56-b].

The content and methods of education organized in preschool educational institutions to rise to the level of, to be organized in an environment of recognition as an independent person plays an important role in the formation of a competent person.

Teaching children to speak their mother tongue fluently, to think independently, and to develop their thinking begins at an early age. From the moment they are born, they begin to look around curiously, and as they grow older, they want to know about the things that surround them, the objects, and the natural phenomena that take place. In this regard, parents or educators can provide children with an understanding of the environment, nature, examples of folklore, create conditions for independent thinking and free expression, to develop children's speech and worldview.

How can fairy tales teach preschoolers to think independently?

Some adults think:

- The ability to think independently is not for everyone, it is only for gifted children;

- Independent thinking is a characteristic of adults, there is no benefit in developing it in children;

- Independent thinking, having one's own opinion leads the child to isolation, which in turn creates a dangerous situation for the child;

- Children do not have enough thinking skills, and when they go to school, they have the opportunity to think independently, and then it is enough to pay attention.

In fact:

- independent, creative thinking is based on logic, but this logic is the ability to think about creativity, creativity (this is the conclusion of research and studies);

- Independent thinking is not regularly observed in children, due to the fact that the development of thinking in preschool education is not the main goal;

- If children are taught to solve problem situations, tasks and draw conclusions instead of educating them on the basis of examples, without dividing them into "capable or incompetent", "creative or not creative" (research) the results confirm this);

- Children are even better able to cope with some problematic situations than adults! The right children may not yet have an idea or idea to solve the situation, but the child is eager to get acquainted with real-life situations, to experiment, to play games. If the adults are not indifferent to the children's conclusions, the child will realize how smart he is. The child is not born to think

ПЕДАГОГИКА И ПСИХОЛОГИЯ В СОВРЕМЕННОМ МИРЕ: ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ

independently, this task should be performed by children and adults who are not indifferent to their future.

The important thing is to give children the freedom to complete assignments, to allow them to enjoy their discoveries, their intelligent discussions, and to enjoy their conclusions. Creating an environment conducive to creative exploration in the classroom allows children to act independently without fear of error, without going in the direction forced by adults. That is the goal. The rest are tools.

References:

1. Ashcroft, R. J., & Imrie, A. C. (2014). Learning vocabulary with digital flashcards. In N. Sonda, & A. Krause (Eds.), JALT2013 Conference Proceedings. JALT. 639-646.
2. Vigotskiy L. S. Voobrajenie i tvorchestvo v detskom vozraste. –Moskva: Prosveshenie,; –Moskva: Pedagogika, 2018.
3. Venger L. A., Venger A. L. Domashnyaya shkola mishleniya (dlya detey). – Moskva: Znanie, 2016.
4. Cameron L. Organizing the world: children's concepts and categories, and implications for the teaching of English // ELT J. - 1994. - Vol. 48, N 1. - P. 28-40.

WORDLY
KNOWLEDGE