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# USE OF FOLKLORE AND DIDACTIC GAMES IN ELEMENTARY SCHOOL CLASSES

Rabbanaqulov H.

Senior Teacher of the Primary Education

Department of the Uzbekistan-Finland Pedagogical Institute

Sheraliyeva Mohichekhra Bolbekovna

2nd year Graduate Student of the Department of Pedagogy

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## Abstract:

In this article, opinions were expressed about the factors of education of faith in the motherland based on the idea of national independence in primary classes.

national idea, Patriotism, training, love, pride, pride, faith

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Primary education is a phase that enhances a child's mental upbringing, is incompatible with other aspects of discipline, expands the scope of knowledge and worldview, and, most importantly, ensures successful education in the upper classes. Therefore, all subjects taught in elementary schools, their departments, each topic and concept are chosen with special attention. Materials that ensure a student's growing mind in accordance with the level and level of knowledge, are used in everyday life practice, and refer to the nature of life's events and events. To do this, subjects that are fascinating by each subject are selected separately by experts and scientists. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

(Galatians 5:22, 23) Spirituality has long been a major factor in human worldliness, behavior, society's role, attitude toward people, homeland, and people around it. A person who is spiritually strong will be amazed at what is happening in life. Laxity, on the other hand, has irreparable consequences. For a spiritually impoverished person, there are sacred concepts, such as godly devotion, people, and family. Therefore, the older generation, first and foremost, took into account the goal of shaping a child's spiritual world by enriching the spirituality of the younger generation and ensuring that it reaches a real human mountain. Until the past century, there has been no education or education system, such as the press, educational institutions, cultural centers, radio, television, the Internet. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be welcome to use their entities. As a result, the work of the x algae formed folk pedagogy.

The works of folk art are referred to as folk pedagogy, which focuses on educating and educating young people. A collection of experiences and knowledge accumulated in the process of living for the people represents the content of folk pedagogy. People's pedagogy is a collection of knowledge and information collected by hardworking people and intellectuals based on their views on the objectives and functions of upbringing in the

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cultivation of young people as perfect people for the expected purpose, as well as the methods, tools, skills and skills used by the public to carry out educational work. Benefiting from them in teaching contributes greatly to students' national identity and the availability of worthy children of independent Uzbekistan. (Matthew 24:14; 28:19, 20) Therefore, the content of the subjects taught in elementary schools is included in folk art.

Poems, articles, illiquids, riddles, words of wisdom, myths, and stories shape the world of young people and inculcate noble human qualities. Through them, the child learns the teachings, work, aspirations, and aspirations of his people. Examples of folk art interest students in learning and provide opportunities for intelligent and active learning. Examples of folk art reflect concepts that have been tested in experience over the centuries, used repeatedly in life, and have yielded good results in doubt. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

Uzbek folk art includes a variety of examples, from short, clearly meaning article bees to comprehensive, interconnected poems. All of this is interpreted as human perfection, intelligence, strength, morality, work, and skills. There are folk artifacts that correspond to different periods of child maturity and can be studied at every stage of education, and choosing them correctly increases the ability to teach them using a variety of methods and methods, tools, and forms. (Matthew 24:14; 28:19, 20) At a time when national upbringing for elementary school students is being strengthened, there is no doubt that folk artifacts in educating children morally and morally in the context of education and upbringing are being changed. Indeed, primary education develops a child's intellect, worldliness, literacy, logical thinking, oral and written speech skills. Especially in reading lessons, a child is familiar with the universe, the environment, understands how to distinguish the good from the bad, feels a sense of homeland. The ability to recount what you see and read is formed.

In primary education, methods are widely used to design Christian conversations through didactic games based on students' age characteristics, literacy levels, and personal nature. If each student had undertaken assignments at the level of his or her ability to master in the teaching process, he or she would have provided high quality and efficiency. Such a situation can only be done through differentiated education. Now we think about the implementation of teaching processes through didactic games: interactive gaming methods are based on activating and accelerating the student's activities. They play a major role in identifying and implementing practical solutions for the realization and development of the student's creative capabilities. This method leads the student to start his or her innermies , think, think freely, communicate, and be creative. In particular, it increases the environment, interest in knowing life, develops difficulties, how to overcome obstacles, and think critically. Teaching is intended to use folk artifacts based on interfaith, which primarily increase students' motivations for learning, their abilities and interests in type orientation, their inclinations to pursue a profession, and their ability to play didactic games.

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