

Development of Social Activity of Primary School Students through Folk Oral Creativity

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Annotation: This article expresses the opportunities of developing Primary School students' social activities through oral folk creativity. It was also suggested that the extracurricular educational process and activities in collaboration with parents of students would allow primary school students to develop social activism skills through folklore.

Keywords: primary school students, folklore, social activism, folk pedagogy, the concept of national culture, modern models of education, humanization of education, extracurricular education, cooperation with parents, initiative.

In the world, special attention is paid to improving the pedagogical mechanisms for the development of social skills of students on the basis of modern approaches, the formation of national identity on the socialization of the individual through the use of folklore and improving the ethno-pedagogical conditions of systematization. In particular, to improve the didactic capacity of social activism skills in primary school students through the study of intangible heritage, to develop a sense of national pride in students through the integration of traditional and innovative approaches, and to identify and systematically apply examples of folklore. research on the development of social activism skills in students in the classroom is a priority.

In our country, special attention is paid to bringing the educational process to a new level, increasing the social activity of primary school students, developing national curricula for primary school, optimizing innovative technologies for the development of social intelligence in students. The Strategy of Actions for the Further Development of the Republic of Uzbekistan states that "... physically healthy, mentally and intellectually developed, independent-minded, strong-minded, patriotic young people, deepening democratic reforms and increasing their social activity in the development of civil society" [1] function is defined. In this regard, it is advisable to further expand research in the field of identification of pedagogical and psychological features of the formation of social activity skills in primary school students, the development and improvement of social activity skills in primary school students based on examples of folklore.

Small school-age children are very impressionable and this affects their behavior. Children do not know how to hide their feelings, how to control their appearance, they are hesitant to express joy, sorrow, fear, satisfaction or dissatisfaction. The sensitivity of young school-age children is reflected in their emotional instability, frequent mood swings, short-term and vivid expression of feelings of joy, sadness, anger, fear.

Family values are also significantly affected by small school-age children. It is therefore very important that family views and school assessments are consistent.

I.P. Podlasyy quotes J.J. Russo, who is well aware of the importance and significance of the right approach to the upbringing of a small school student in the family, as well as the reputation of the teacher. As J.J. Russo points out, "parenting harmony only happens when a child is free to do what he

or she wants and he or she wants what his or her educator wants. The child is stubborn. It is almost impossible to re-educate him until he wants to get rid of this or that characteristic of his behavior. Therefore, the first active manifestation of individual freedom should be aimed at ensuring the gradual development of its independence "[2].

In primary school students, the child's creative potential is realized in the process of developing social activism skills through folklore. The influence of folk art as a means of shaping the social activity of the individual increases when the child becomes a subject of creativity. In our opinion, one of the main tasks of the modern pedagogical system is to use effective methods of transforming students into participants in the creative process and bringing them into the world of folk art at an active creative level. The solution of this problem is understood as a set of specially created situations, conditions, opportunities for interaction, which develop the social and creative activity of students on the basis of the need for certain conditions. Children's social activity and initiative are expressed and developed in everyday life and holidays, traditions and customs, neighborhood and family relationships. For this reason, the means of educating a socially active person, used in folk traditions and tested for centuries, cannot be abandoned.

The use of folk traditions in the educational process not only allows students to perform a repertoire of high complexity in the transmission of folk heritage, but also develops the creative potential of students.

The primary education period plays a leading role in this process. It is during this period that the intensive development of the individual and qualitative changes take place. The early school age is sensitive to the formation of motives for social activity and the development of children's interest in learning, the mastery of social and moral rules. Folk art, with its brilliance, emotionality, diversity, naturalness, affects the emotional world of the child, penetrates into his spiritual realm without additional changes, and is a practical tool for the development of creative abilities.

However, the problem of developing the social activities of primary school students who master folklore is not sufficiently covered in the psychological and pedagogical literature, which significantly complicates the work of teachers who set themselves the goal of educating children on the basis of folklore.

Thus, teaching in the primary grades is built in such a way that it covers not only the mind but also the emotions of the child. Creative research in the classroom, the creation of an environment of high emotional uplift is a necessary condition for the acquisition of knowledge. Acquired knowledge becomes trust.

In attracting students to Uzbek art, the primary school teacher strives to cultivate in them a love for their homeland, its eternal poet - the Uzbek people, a love of beauty, to develop students' speech, to increase the vocabulary.

Folklore - riddles, proverbs, songs, fairy tales cultivate in people a high love for the motherland, the understanding of labor as the basis of life, they think about historical events, social relations in society, protection of the Motherland, culture.

Developing an elementary student's oral speech - encourages him to think. Thus, the use of elements of folklore helps to open the "worldview" of students, activates their thinking, develops their personal qualities, nurtures their social activity through the formation of the need for self-improvement, self-expression, self-development. The problem of folklore requires in-depth attention, and the use of folklore in the development of social activism of primary school students is relevant and promising.

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