

## Forming Feelings of National Pride and Pride in Students by Teaching Fairy Tales in Extracurricular Reading Classes

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**Abstract:** This article is about the formation of national pride and pride in students by teaching fairy tales in extracurricular reading classes.

**Keywords:** Reading outside the classroom, fairy tale, national pride, national pride, methodical basis, folk art.

In primary grades, extracurricular study is considered an integral part of preparing young students for thorough mastery of their native language, as an important tool for their moral and aesthetic upbringing in the educational process. The purpose of reading outside the classroom is to acquaint young students with various examples of children's literature and folklore, to restore the culture of reading in them. Extracurricular studies are closely related to the curriculum and closely support the goals and objectives of the curriculum. For this, it is necessary to educate the culture of reading in students, to raise them from ordinary readers to the level of creative readers. It is necessary to approach each child individually and take into account their personal interests in order to instill a desire for books in students. Formation of children's ability to work on books is an important factor in raising reading culture in them. Studying outside the classroom is organized in close connection with studying in the classroom. Studying in the classroom forms the necessary reading skills for studying outside the classroom, teaches to understand the work read, and enriches the vocabulary. Studying outside the classroom is an interesting and engaging activity that enriches the scope of children's knowledge and provides material for comparison. Studying in the classroom is a means of preparation for life, and studying outside the classroom is life itself.

The purpose of reading outside the classroom is to introduce children's literature and various examples of folklore to young students, to form a culture of reading in them. According to the content of the out-of-class study program, two main sections are divided into two main sections at each stage of education: at the 1st stage, the scope of study, that is, the study of the books to be taught and the order in which they are introduced. students are instructed. In the 2nd stage, knowledge, skills and competencies are formed on the basis of these educational materials. Storytellers use special introductions, beginnings, and endings to present each tale in a way that captures the attention of the listener and makes it interesting. The introduction demonstrates the skill of the storyteller, while the beginning and ending give the tale a sense of mystery and traditionality while ensuring the integrity of the tale.

Studying outside the classroom serves to instill in children love for goodness, hatred for evil, communication, speech, and literary-aesthetic thinking. People want to see their dreams in the young generation in their sons and daughters. For this reason, students are recommended to read fairy tales. A child who reads a fairy tale tries to overcome difficulties, to be brave and courageous. A student can become a worthy child of his people only if he says that I am a part of all the people

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on earth, I should grow up worthy of them by what I do for my people. Fairy tales are an international artistic tool that educates the young generation in this spirit. A number of fairy tales such as "The Three Little Mermaids", "Emerald and Precious", "Crooked and Straight" are favorite fairy tales of students. With the help of the teacher, the students will understand the life conclusions from these tales that a person should believe in his own work and should not be jealous of someone else's wealth.

Texts typical of the fairy tale genre attract children with their charm. But the narrative genre is unique in its vitality. Events in the story develop quickly. It describes a person's life and life scenes related to it. Students are interested in the character of the heroes and their characteristics. For example, in the book "Kitobim-oftobim" which is used in extracurricular reading classes for 1st graders, Yayra Sadullayeva's "Izza bir poush jizza", Khudoyberdi Tokhtaboyev's "Erkinlik", Mahmud Murodov's "Koptok", Latif Mahmudov's "Yomgirda" ", Farhod Musajonov's "Gift", "Farhod Musajonov's "Pay" are given. They are diverse in terms of themes and also differ in the character traits of their heroes. For example, in the story "Gift" by Farhod Musajonov, the customs, father-child relations, cultivation of crops, harmony with neighbors, hospitality, generosity, and hospitality are characteristic of the Uzbek people. qualities such as appreciation of sts are reflected.

Fairy tales arouse a person's pleasure by reflecting an interesting event in life or an exemplary idea built on the basis of imaginary and real fiction in a wonderful and strange way, attractively, concisely and perfectly. While reading fairy tales, we travel to wonderful and strange lands, meet giants and dragons, wizards and witches. But as the tale draws to a close, we return to life events. We are glad that the heroes of the fairy tale won over all the evil forces.

To sum up, the history of our nation, its traditions, material and spiritual wealth, all its dreams and aspirations are preserved in fairy tales created for thousands of years. We need to form theoretical and methodological theories of teaching fairy tales to students. Under the direct guidance of the teacher, they understand the compositional and artistic features of the epic genre, as well as the ideological and thematic relevance.

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