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METHODOLOGY FOR USING FOLKLORE IN READING LITERACY LESSONS

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Abstract: This article examines the pedagogical and methodological foundations of using folklore materials in reading literacy lessons. The study analyzes the role of proverbs, riddles, fairy tales, and tongue twisters in developing primary school students' reading competencies. It also demonstrates the effectiveness of lessons organized around folklore materials in developing students' independent thinking, vocabulary, reading comprehension, and communicative competencies.

Keywords: reading literacy, folklore, primary education, methodology, national values.

INTRODUCTION

Developing students' reading literacy within the primary education system is one of the pressing issues of contemporary pedagogy. Reading literacy involves not only the ability to read and comprehend a text but also the ability to analyze its content, draw conclusions, and apply the acquired understanding in real-life situations. From this perspective, the use of folklore materials in organizing effective reading literacy lessons represents an important methodological resource. Folklore is a rich source that embodies the spiritual values, moral perspectives, national worldview, and educational experience of a people.

Proverbs, riddles, tongue twisters, fairy tales, and legends play an important role in enriching students' vocabulary, developing independent thinking, and fostering literary and imaginative thinking. In particular, considering the age-related and psychological characteristics of primary school students, the use of folklore materials contributes to making lessons more engaging and effective. Such a methodological approach increases students' interest in learning and enhances their ability to work with texts.

In the context of contemporary globalization, preserving national values and instilling a sense of national identity and moral qualities in the younger generation are among the priority objectives of the education system. Therefore, conducting a scientific and pedagogical study of methodologies for using folklore in reading literacy lessons is of considerable importance. This article examines the role of folklore materials in developing students' reading competencies and discusses effective methods for their use in primary education.

LITERATURE REVIEW AND METHODOLOGY

The development of reading literacy in primary education has long been recognized as an important area of research in pedagogy and teaching methodology. In particular, the development of students' linguistic, communicative, and logical competencies through the use of

folklore materials has been investigated by numerous scholars and methodologists. The theoretical foundation of the present study is based on the scholarly perspectives of both national and international researchers.

In particular, K. D. Ushinsky regarded folklore as an important means of educating children and developing their language abilities in his pedagogical views. According to the scholar, folk tales, proverbs, and riddles contribute to the development of children's thinking and foster their appreciation of their native language. Ushinsky scientifically substantiated that the use of elements of folk pedagogy in the educational process has a positive influence on children's intellectual and moral development.

The educational significance of folklore has also been particularly recognized within Uzbek pedagogical thought. In his work Turkiy Guliston yoxud axloq, Abdulla Avloni emphasized the importance of national values and traditional moral guidance in educating the younger generation. According to his pedagogical views, folk proverbs and words of wisdom serve as effective means of developing moral qualities in children.

S. Matchonov, who conducted extensive research in the methodology of primary education, provided a comprehensive analysis of methods for working with texts in reading lessons. The scholar particularly emphasized the significance of literary and folkloric texts in developing students' reading literacy. His methodological approach highlights conscious reading, analysis of textual content, and the development of students' ability to express independent opinions as key objectives of reading instruction.

Furthermore, the scholarly works of Q. Abdullayeva and T. G'afforova extensively address the methodology of organizing reading lessons in primary grades. Their studies substantiate the necessity of using interactive methods while taking into account students' age-related and psychological characteristics. In particular, studying folklore materials through role-playing activities, question-and-answer techniques, and creative tasks is shown to increase students' engagement and activity during lessons [1].

N. Bikbayeva paid particular attention in her research to the use of innovative technologies and interactive methods in primary education. According to her scholarly perspective, the use of engaging and authentic, real-life materials in the educational process contributes to the development of students' independent thinking. From this perspective, folklore materials can be regarded as an effective resource for encouraging students to engage in active thinking.

The literature review demonstrates that although the use of folklore materials has been studied from pedagogical and methodological perspectives, the methodology of integrating such materials specifically into reading literacy lessons requires further in-depth investigation. In particular, identifying the potential of folklore for developing students' functional literacy within the framework of a contemporary competency-based approach remains an important research issue [2].

A number of research methods were employed in conducting the present study. The methodological framework of the research was based on the competency-based approach, learner-centered education, and interactive educational technologies. The study employed pedagogical observation, scientific analysis, comparison, interviews, and generalization. In addition, primary school reading literacy textbooks and methodological manuals were analyzed in order to examine the extent to which folklore materials are incorporated into their content [3].

The study took into account students' age-related characteristics, interests, and psychological capacities. Particular attention was paid to developing students' logical thinking and vocabulary through activities based on proverbs, stimulating cognitive processes through riddles, and fostering imaginative thinking through the analysis of fairy tales. The effectiveness of methods such as "Brainstorming," "Cluster," "Role-Playing," "KWL," and "Question-and-Answer" was also observed during the lessons [4].

The findings demonstrate that the use of folklore materials constitutes an important methodological tool for developing students' reading literacy. Such an approach serves as an effective pedagogical factor in developing students' text comprehension, independent thinking, speech culture, and respect for national values.

RESULTS

The study examined and analyzed the pedagogical effectiveness of using folklore materials in reading literacy lessons. The observations and practical activities conducted during the study demonstrated that lessons organized around elements of folklore significantly increased students' interest in reading. In particular, higher levels of student engagement were observed in lessons that incorporated proverbs, riddles, fairy tales, and tongue twisters [5].

During the study, positive changes were identified in primary school students' abilities to comprehend texts, retell their content, express attitudes toward events, and draw independent conclusions. Tasks based on folklore contributed to the development of students' oral and written language skills. In particular, when explaining the meanings of proverbs, students made efforts to express their ideas clearly and logically. This, in turn, contributed to the development of their speech culture and vocabulary.

During activities involving fairy tales, students demonstrated improvements in imaginative thinking, the ability to analyze events, and the ability to characterize literary characters [6]. In particular, tasks requiring students to compare fairy-tale characters in terms of their positive and negative qualities produced effective results in developing critical thinking. Role-based reading not only improved students' expressive reading skills but also contributed to the development of their communicative competence.

Lessons organized around riddles activated students' logical thinking. In the process of finding answers to riddles, students engaged in such cognitive activities as analysis, comparison, and drawing conclusions. This contributed to the development of functional thinking, which represents an important component of reading literacy. The use of tongue twisters also proved to be an effective means of developing students' pronunciation skills and fluent speech [7].

The findings demonstrated that the use of interactive methods further increased the effectiveness of folklore materials. In particular, lessons organized using "Brainstorming," "Cluster," "Role-Playing," "Question-and-Answer," and "KWL" methods actively engaged students in expressing their ideas independently and freely. Group work also contributed to the development of students' collaborative learning skills [8].

The study further established that the use of folklore had a positive influence on the development of students' respect for national values and such moral qualities as kindness, friendship, diligence, and respect for elders. The educational ideas reflected in fairy tales and proverbs served as an important means of enriching students' spiritual and moral development.

The practical activities demonstrated that lessons based on folklore produced more effective outcomes than traditional lessons. Students demonstrated higher levels of participation and learning achievement during such activities. They were more actively engaged in comprehending texts, analyzing their content, and independently expressing their ideas.

The study ultimately demonstrated that the systematic and purposeful use of folklore materials in reading literacy lessons is an effective methodological tool for developing primary school students' reading competence. This methodological approach has significant pedagogical value in enhancing students' communicative activity, developing their independent thinking, and fostering national and spiritual values.

DISCUSSION

The findings of the study demonstrated that the use of folklore materials in reading literacy lessons constitutes an important methodological tool for developing students' linguistic and cognitive competencies. In particular, integrating proverbs, riddles, fairy tales, and tongue twisters into the instructional process further enhanced students' engagement with texts. This confirms that folklore materials possess not only educational and moral potential but also substantial instructional value.

The analysis demonstrated that primary school students tend to comprehend texts expressed in a folkloric and figurative manner more readily than texts containing predominantly informational content. This can primarily be explained by the fact that folklore materials are characterized by simple, engaging, and life-oriented content. Therefore, the use of such materials increases students' learning motivation and contributes to the development of a positive attitude toward reading.

The discussion revealed that tasks based on folklore produce effective results in developing students' independent thinking. For example, interpreting the meaning of proverbs or evaluating the behavior of characters in fairy tales encourages students to approach events critically. This contributes to the development of analytical thinking skills, which constitute an important component of reading literacy [9].

The study also demonstrated that the use of folklore materials has a significant influence on expanding students' vocabulary. In particular, while working with proverbs and tongue twisters, students showed a greater tendency to actively use new words and expressions. This resulted in positive changes in both their oral and written language. Thus, folklore can be regarded as an effective linguodidactic resource for developing students' speech culture.

The discussion findings further demonstrated that combining interactive methods with folklore materials enhances instructional effectiveness. In particular, dramatizing fairy tales through role-playing activities, analyzing the meanings of proverbs in groups, and organizing logical competitions based on riddles increased students' engagement. Such methodological approaches foster a collaborative learning environment and contribute to the development of students' communicative competencies [10].

At the same time, several challenges were identified during the study. It was found that some teachers lacked sufficient practical skills in applying methodologies for using folklore materials. In some cases, folklore materials were merely read as texts, without fully realizing

their educational and methodological potential. This indicates the need to further improve methodological recommendations and practical teaching resources in this area.

The findings also support previously established scholarly perspectives. For example, K. D. Ushinsky emphasized the importance of folk pedagogy as a factor in developing children's thinking, while Abdulla Avloni highlighted the significant role of education based on national values in the development of the younger generation. The results obtained in this study demonstrate the continued relevance of these scholarly perspectives in contemporary educational practice [11].

Overall, the use of folklore materials offers substantial methodological potential for improving both the content and effectiveness of reading literacy lessons. This approach serves as an effective pedagogical tool for developing students' text comprehension, independent thinking, communicative activity, and respect for national and spiritual values. Therefore, further improvement of methodologies for the systematic and purposeful use of folklore materials in primary education has important scientific and practical significance.

CONCLUSION

In conclusion, the use of folklore materials in reading literacy lessons has significant pedagogical value in developing the linguistic, logical, and communicative competencies of primary school students. The findings demonstrated that lessons organized around folklore elements are effective in increasing students' interest in reading, developing conscious text comprehension, and fostering independent thinking.

The use of proverbs, riddles, fairy tales, and tongue twisters contributes to expanding students' vocabulary and developing fluent and expressive speech. In particular, analytical and creative tasks based on fairy tales develop students' imaginative thinking and their ability to evaluate events independently. Riddles, in turn, activate students' logical thinking and their ability to draw conclusions efficiently [12].

The study established that the use of interactive methods further enhances the methodological effectiveness of folklore materials. Lessons organized through methods such as "Brainstorming," "Cluster," "Role-Playing," and "Question-and-Answer" increase students' engagement and encourage them to express their ideas freely and independently [13]. At the same time, such an approach positively influences the development of cooperation and a culture of communication among students.

Another important aspect of using folklore materials is their contribution to developing students' respect for national values, human virtues, and moral and spiritual qualities. The ideas of kindness, diligence, friendship, and patriotism reflected in fairy tales and proverbs serve as important educational resources in nurturing the younger generation. From this perspective, folklore is significant not only for its instructional potential but also for its substantial educational and moral value [14].

The findings also demonstrated the need to further develop teachers' knowledge and practical skills in methodologies for using folklore materials. Purposeful and systematic use of folklore materials in lessons, combined with contemporary instructional methods, represents one of the important factors in improving the effectiveness of reading literacy instruction.

Overall, the methodology of using folklore in reading literacy lessons has important scientific and practical significance for improving the effectiveness of primary education, developing students' functional literacy, and fostering national and spiritual values. Therefore, the broader implementation and further refinement of this methodological approach in the educational process constitute an important contemporary pedagogical priority.

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