

**THEATRICAL PRODUCTIONS BASED ON FOLK TALES AS A MEANS OF SOCIAL AND CULTURAL EDUCATION AMONG SCHOOLCHILDREN****Ataev Utkir**

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**ABSTRACT**

This article is about the peculiarities of the development of social and cultural education among schoolchildren by means of theatrical performances based on folk tales, which contributes to the development of children's interest, love for books, reading, words, stimulating creative, aesthetic abilities, activating the possibility of self-expression, self-affirmation of the child.

**Key words:** *tale, development, culture, role, theater, self-expression, aesthetics, artistry, education.*

Expressive reading is a creative activity of children, including: reading from a book, by heart, by roles; dramatization, staged works of fiction. Although the last two of these forms can rightfully be classified as independent pedagogical methods of working with children. But at the heart of each is a work of art of the word and its embodiment in the child's personal aesthetic activity. For leaders of children's reading (parents, educators, teachers, librarians), expressive reading is a method of pedagogical work. It is aesthetically oriented towards the disclosure of individual creative needs and the possibilities of a growing personality. We understand expressive reading as reading an already read, mastered work with interest, expressing one's personal attitude to the heroes of the work, to the author's position, i.e. conveying the reader's attitude. This is a complex activity, which manifests itself simultaneously as an individual penetration into the artistic fabric of a work of art of the word and as an embodiment, the transfer of one's personal interpretation of the meaning of what is read. This is a manifestation of the reader's assessment, interpretation of the work, carried out in an effective sounding word - expressive reading. It is in the process of expressive reading that the reader manifests his creativity: he reveals the personal assimilation of the work, the thoughts and intentions of the author, his moral and aesthetic position and, at the same time, expresses his attitude to what is being read in an effectively sounding word.

The purpose and task of socio-cultural education in elementary school students is:

- check the productivity of expressive reading and theatrical activity in working with children of primary school age as a means of social and cultural education.

1. Promote the development of children's interest, love for books, reading.
2. Stimulate creative, aesthetic abilities.
3. Activate the possibility of self-expression, self-affirmation of the younger student.

**Conducting events:**

1. Expressive reading of the fairy tales of the peoples of the world
2. Competition of drawings based on fairy tales
3. Expressive reading of the play
4. Competition of children's fairy-tale crosswords

Design of the corner "Literary Arbor" with literary games

5. Staging various performances
6. Field of miracles by the names of fairy tales, etc.

We get the following result

1. Children listen with interest to expressive reading.
2. Children willingly portray the heroes of fairy tales. Thinking up a new course of events in fairy tales

3. The child - did an excellent job with the main role in the play, asserted himself, overcame difficulties in communication. All children are artistic, confidently keep on stage.

Theatrical activity is an effective tool in the development of artistry in younger students, and also develops thinking, attention, mental abilities, memory, what children need in the future.

Theatrical activity at school has great opportunities in the implementation of the socio-cultural education of students (the formation of aesthetic judgments, artistic taste, moral values of the individual, basic communication skills, ways of working with a partner and in a team, self-education, diligence, self-organization and responsibility, etc.), providing the formation of different types of communication, mastery of theatrical activities. The formation of interest in art acts as a counterbalance to the negative impact of the surrounding reality. The problems in the system of secondary and general education are partly explained by the fact that the possibilities of theatrical creativity are not used to the full extent in the general education school, the huge general developmental opportunities of theatrical art remain, for the most part, still unclaimed, and this is happening against the backdrop of a steady decline in the interest of schoolchildren in theater and theatrical performances. Although now there are more and more solid steps of the general education school, aimed at reorientation, reliance on the principles of developmental education, which ensures the formation of the artistic and creative abilities of schoolchildren through artistic and creative activity.

Educators all over the world say that theater for children is a wonderful opportunity to appropriate a changed reality. "You can't teach behavioral and interpersonal skills just by talking about them. They need to be worked out in action ..." - wrote P.F. Kellerman. Theater is the teaching of behavioral skills and interpersonal communication. But this is teaching with passion, this is the comprehension of the world of human relations and characters through the game, acting. Classes in theatrical and scenic creativity are the impact on the memory, will, imagination, feeling, attention, thinking of the child. They help develop logic, control your body and not be ashamed of it, free yourself from internal clamps, embody unfulfilled ideas and dreams through the game, and test yourself. Students' favorite form of reading is role-playing. Each child in the class was given a role, even a child who was unable to read tried to justify the trust of the teacher. A weak-reading student is more helped by such a type of work as "reading after the announcer". An announcer can be both a teacher and a well-read student. Choral reading is also of great benefit. Here all students work on an equal footing: both fast readers and slow readers. Sometimes the teacher sets the tone. A special place in teaching the formation of expressive reading skills is occupied by work on lyric poems. Preparation for the expressive reading of a poem is, first of all, the process of finding the right intonation for reading the text, i.e., finding the right timbre, tempo, strength, melody of speech.

Improving the development of artistic and creative abilities of younger students is possible through purposeful, systematic formation of interest in the theater and theatrical and creative activities; development of creative imagination; mastering a productive and expedient action and means of figurative expression. As a condition for effectiveness, purposeful and systematic theater classes in the classroom, organized on the basis of interaction between the university of culture and the school, are assumed. Thus, the main directions in the development of methods for teaching expressive reading to schoolchildren are: reliance on the latest achievements of art critics and teacher-scientists in the field of theater pedagogy; the formation of students of pedagogical universities of communicative competence, which manifests itself in the ability to master the main components of verbal action, in the ability to overcome errors in communication and psychological barriers; the

use of modern means of new technologies that the Internet provides teachers with, audiovisual means in order to increase interest in reading works of art.

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