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## FORMATION OF THE READING CULTURE OF CHILDREN OF PRIMARY SCHOOL AGE THROUGH THE STUDY OF FOREIGN CHILDREN'S FAIRY TALES

**Abstract.** *The article is devoted to the problems of studying foreign children's fairy tales. The author considers the features of the perception of foreign literary fairy tales by children of primary school age. In order to form a reading culture of students, the author of the article presented the stages of work on the perception of a foreign literary fairy tale, showed a variety of types of creative work aimed at developing the emotional and moral sphere of children of primary school age. The author of the article emphasizes the special role of the fairy tale not only in the formation of the reader's culture, but also in high moral qualities. Based on the study of the formation of a reading culture in the process of reading children's foreign fairy tales, the author comes to the following interesting conclusions: the effective use of creative works for the purpose of a full-fledged perception of the fairy-tale genre, their use makes it possible to increase the level of perception of the fairy tale. The fairy tale contributes to the formation of the emotional and moral sphere of children of primary school age, teaches to distinguish between good and evil, forms the culture of the reader, while it does not require a rich education and rich life experience from the child.*

**Keywords:** *literary fairy tale, emotional and moral sphere, fairy tale character, plot, fiction, foreign fairy tale, children of primary school age, reader culture.*

**Introduction.** Currently, in the era of informatization and digitalization, there is an increasing need to strengthen the spiritual and moral education of the younger generation at the world level. The future of humanity depends on how spiritually the current youth develops.

The role of the subject "literary reading" in general education schools in this direction is very high. In literary studies, classes at philological faculties, science and literature are often compared. Common goals: knowledge of the truth, science and literature achieve goals in

different ways and means. So, if science on the way to know the truth affects the mind through various speculative statements, then literature affects the heart, finds a way to human feelings through visual and expressive means: artistic paths. This means that the subjects of the school humanitarian cycle are in no way inferior in importance to other subjects.

In the school curriculum of a comprehensive school, unfortunately, an insufficient number of hours are allocated for the study of foreign literature, so it is very important to use the allocated hours as

efficiently as possible to form the relevant competencies of students.

**Conditions and methods of research.**

In the process of studying the problem of the formation of the reading culture of children of primary school age through the study of foreign children's fairy tales, general, as well as special methods were used: comparative, literary text analysis, descriptive method, inductive and deductive.

**Research results.** In the course of studying the problem of the formation of the learning culture of children of primary school age through the study of foreign children's fairy tales, the following results were achieved.

Fairy tales form high moral qualities in children. The main aesthetic principle of fairy tales is the victory of good over evil. In fairy tales, the weak usually beat the strong. In addition, moral qualities are formed through interesting fairy-tale plots. Children listen and read fairy tales with special attention, gradually begin to think about the main moral categories, learn to love, empathize, take care of the weak. Therefore, the role of fairy tales in the formation of moral qualities is very high.

Among the works of foreign children's literature, fairy-tale genres occupy a special place. It should be noted that fairy tales are a favorite genre of children of primary school age. What causes children's love for fairy tales? First, primary school students begin to recognize the world around them, and often they are distinguished by an optimistic perception of the surrounding reality. And the fairy-tale aesthetics, as a rule, presupposes the victory of good over evil, in animal fairy tales a physically weak but resourceful animal wins, for example, a small rabbit can leave in fools animals that are physically much stronger than him.

In fairy tales, there are few descriptions, various lyrical digressions and

philosophical judgments. Actions occupy a large place in this genre. Dynamism is the main feature of a fairy tale. Children of primary school age are characterized by a naive-realistic perception of the surrounding reality. They cannot always draw the line between fairy-tale reality and the real world. Therefore, they sincerely sympathize with fairy-tale characters, thanks to which the emotional sphere of children is intensively formed when reading fairy-tale works. Children go through various adventures that accompany fairy-tale characters, while they are sure that in the struggle between good and evil, friendship and enmity, love and hate, justice will win, and the hero of the fairy tale will gain happiness.

In manuals and textbooks on the discipline "literary reading" there are always foreign literary fairy tales. In addition, since these fairy tales are intended for children of primary school age, these fairy tales are accompanied by illustrative material. Since it is important for a primary school student not only what he reads, but also what he sees, bright interesting pictures of the main characters of fairy tales, their habitats, household items play a very important role in the formation of students as cultural readers who begin to be interested in reading.

**Discussion of scientific results.** As an example, we will analyze the fairy tale «The King's new dress» by Hans Christian Andersen. The plot of the fairy tale seems very simple. The king is very fond of clothes and spends a lot of money on new clothes. His weakness was exploited by two rogue weavers. Having received a significant amount of money, they created the appearance that they would use the expensive material for the dress. In fact, they did not sew any dresses. For fear of appearing ignorant, the king and his men pretended to see the dress, praised the

sewing and the quality of the fabric. The only person who could tell the truth turned out to be a small child, who said aloud: "and the king is naked!"- said. The main point of the fairy tale is pride, vanity, which prevents people from seeing a real picture. But, most importantly, people with low self-esteem are afraid of the opinions of others, it is easy for such people to subjugate their opinions. Currently, many works on the problems of emotional intelligence have appeared in psychology. People with low emotional intelligence easily get into any thoughts. Thus, through a simple plot, the tale of a well-known storyteller allows young children to think about complex problems and try to solve such problems.

The famous psychologist and teacher L.S.Vygotsky, who studied in detail the influence of fairy tales on the cognitive development of a child. In his opinion, fairy tales are the main means of developing a child's imagination, thinking, and cognitive abilities. As Vygotsky noted, «the fairy tale enriches the inner world of the child and expands his worldview, introducing him to various cultures». This view proves that foreign fairy tales teach children to understand other cultures, to be closer to them [1].

Bruno Bettelheim, a well-known psychoanalyst, in his work «Fairy Tale education» emphasizes the importance of fairy tales in psychological and emotional development. He believes: «Fairy tales allow children to overcome their fears and get acquainted with different facets of life». According to Bettelheim, fairy tales from different countries help children learn moral values and build self-confidence [2].

Jean Piaget, a scientist who studied child psychology, notes that foreign fairy tales have a special influence on the development of a child's thinking. He found that through fairy tales, children's logical thinking, language Reserve and attitude to

the environment are formed. Piaget argued: «With the help of fairy tales, the child gradually begins to understand, in addition to his own culture, the values of other people» [3].

Opinions and studies of scientists show that foreign fairy tales have a huge impact on the development of a child. With the help of foreign fairy tales, children are brought up with intercultural understanding, moral qualities, responsibility, and their learning culture is formed deeper. These opinions prove the need for foreign fairy tales to take a place in the curriculum for Primary School students.

Fairy tales of all peoples of the world, regardless of nationality, place of residence, have common features, fairy tales teach children to do good, take care of the weak, teach the idea that justice should always prevail. Thus, foreign children's fairy tales gradually introduce children to Universal and national values, help them see themselves as representatives of their nation [5]. Reading foreign children's fairy tales in beautifully illustrated books contributes to the development of cognitive processes of Primary School students through logical and figurative thinking, through the transformation of imagination, the flight of creative imagination, gradual meaningful memory, as well as the formation of the emotional and spiritual and moral sphere. Thus, we can say that acquaintance with foreign children's fairy tales plays an important role in the upbringing and literary education of children of primary school age.

For Primary School students, the school curriculum presents works of foreign literature of high artistic value. As we have already written, literature seeks to know the surrounding reality through the senses, as a result of which the formation and development of moral and aesthetic feelings when faced with beauty is one of the most important conditions for the literary

development of children of primary school age[6].

Work on a foreign children's literary fairy tale can be divided into several stages. Of course, the genre of fairy tales in general has been known to children since preschool age. Fairy tales are told and read to young children by parents at home, and then in kindergarten. During the holidays, various scenes of fairy-tale plots are organized. Therefore, before proceeding to the analysis of the fairy tale, it is necessary to carry out preparatory work to influence the emotional and moral sphere of the child. To do this, we need to direct primary school students to the initial perception and interest them, in which case the further perception of the fairy tale will be more effective [7].

Of course, an important place in a fairy tale is occupied by a system of images. Children should be taught to understand the fairy-tale functions of the characters, to show what place they occupy in the plot of the story.

Usually the plots of fairy tales are interesting, fantastic, so children need to learn to see behind these interesting plot twists the essence and aesthetics of the fairy tale, to appreciate the artistic qualities of the author's and folk word.

Next, it is necessary to continue working on the perception of the fairy tale in the direction of understanding, understanding the theme and idea of the work of art, learn to understand what this fairy tale calls, what its true meaning is. It is necessary to clearly indicate what structural parts the fairy tale consists of, give an idea of the characters of the fairy tale, events and, of course, the figurative and expressive means used in the author's fairy tale[8]. Such consistent work contributes to the development of imagination and creativity in children of primary school age, and ultimately to the formation of a learning culture [9].

**Conclusion.** The effective use of creative works for the purpose of a full-fledged perception of the fairy-tale genre, their use allows you to increase the level of perception of the fairy tale.

Thus, the fairy tale contributes to the formation of the emotional and moral sphere of children of primary school age, teaches the ability to distinguish between good and evil, forms a culture of the reader, while it does not require a rich education and rich life experience from the child.

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### **ШЕТЕЛДІК БАЛАЛАР ЕРТЕГІЛЕРІН ЗЕРТТЕУ АРҚЫЛЫ БАСТАУЫШ МЕКТЕП ЖАСЫНДАҒЫ БАЛАЛАРДЫҢ ОҚУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ**

**Аңдатпа.** Мақала шетелдік балалар ертегілерін зерттеу мәселелеріне арналған. Автор бастауыш мектеп жасындағы балалардың шетелдік әдеби ертегілерді қабылдау ерекшеліктерін қарастырады. Оқушылардың оқу мәдениетін қалыптастыру мақсатында мақала авторы шетелдік әдеби ертегіні қабылдау бойынша жұмыс кезеңдерін ұсынды, бастауыш мектеп жасындағы балалардың эмоционалды және адамгершілік саласын дамытуға бағытталған шығармашылық жұмыстың алуан түрлерін көрсетті. Мақала авторы ертегінің оқырман мәдениетін қалыптастыруда ғана емес, сонымен бірге жоғары адамгершілік қасиеттердегі ерекше рөлін атап көрсетеді. Балалардың шетелдік ертегілерін оқу процесінде оқу мәдениетін қалыптастыруды зерттеу негізінде автор келесі қызықты тұжырымдарға келеді: ертегі жанрын толыққанды қабылдау мақсатында шығармашылық жұмыстарды тиімді пайдалану, оларды қолдану ертегіні қабылдау деңгейін арттыруға мүмкіндік береді. Ертегі бастауыш мектеп жасындағы балалардың эмоционалды және адамгершілік саласын қалыптастыруға ықпал етеді, жақсылық пен жамандықты ажырата білуге үйретеді, оқырман мәдениетін қалыптастырады, ал ол баладан мол білім мен бай өмірлік тәжірибені талап етпейді.

**Тірек сөздер:** әдеби ертегі, эмоционалды және моральдық сала, ертегі кейіпкері, сюжеті, фантастикасы, шетелдік ертегі, бастауыш мектеп жасындағы балалар, оқырман мәдениеті.

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### **ФОРМИРОВАНИЕ КУЛЬТУРЫ ЧТЕНИЯ ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА ЧЕРЕЗ ИЗУЧЕНИЕ ЗАРУБЕЖНЫХ ДЕТСКИХ СКАЗОК**

**Аннотация.** Статья посвящена вопросам изучения зарубежных детских сказок. Автор рассматривает особенности восприятия зарубежных литературных сказок детьми младшего школьного возраста. В целях формирования читательской культуры, учащих автор статьи представил этапы работы над восприятием зарубежной литературной сказки, продемонстрировал различные виды творческой работы, направленные на развитие эмоциональной и нравственной сферы детей младшего школьного возраста. Автор статьи подчеркивает особую роль сказки не только в формировании читательской культуры, но и высоких нравственных качеств. На основе изучения формирования читательской культуры в процессе чтения детских зарубежных сказок автор приходит к следующим интересным выводам: эффективное использование творческих работ с целью полноценного восприятия сказочного жанра, их использование позволяет повысить

уровень восприятия сказки. Сказка способствует формированию эмоциональной и нравственной сферы детей младшего школьного возраста, учит различать добро и зло, формирует культуру читателя, при этом не требует от ребенка больших знаний и богатого жизненного опыта.

**Ключевые слова:** литературная сказка, эмоциональная и нравственная сфера, сказочный персонаж, сюжет, фантастика, зарубежная сказка, дети младшего школьного возраста, читательская культура.

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