

DEVELOPING CRITICAL THINKING THROUGH FAIRY TALES ON CHILDREN

Tolipova Ozoda Zokir qizi

Module teacher of English for lawyers in Djizakh law school.

<https://doi.org/10.5281/zenodo.12510514>

Abstract. *Children's cognitive and analytical skills are aided by the plot, characters, and turning points found in fairy tales. Children's critical thinking skills can be improved by having them consider the choices made by the characters or predict how the story will end. The aim of this research is to enhance students' ability to think creatively when tackling certain societal challenges. The study plan is structured as a cycle that goes from preliminary contemplation through planning, activity and observation, assessment, and reflection. The researcher will conduct a second cycle at the same stage if the first cycle's success indicator was not met. Following data collection, the researcher will evaluate the data using descriptive quantitative data analysis approaches, which involve presenting the data as figures or percentages that can then be explained. Creating a "suitable list of conformities" between the suggested problems and the study respondents' responses is the first stage in the analytic process.*

Key words: *fairy tales, critical thinking, children.*

РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ ЧЕРЕЗ СКАЗКИ О ДЕТЯХ.

Аннотация. *Познавательным и аналитическим способностям детей способствуют сюжет, персонажи и поворотные моменты сказок. Навыки критического мышления детей можно улучшить, предложив им обдумать выбор, сделанный персонажами, или предсказать, чем закончится история. Целью данного исследования является повышение способности учащихся мыслить творчески при решении определенных социальных проблем. План исследования структурирован как цикл, который проходит от предварительного рассмотрения через планирование, деятельность и наблюдение, оценку и размышление. Исследователь проведет второй цикл на том же этапе, если индикатор успеха первого цикла не был достигнут. После сбора данных исследователь оценит их, используя подходы описательного количественного анализа данных, которые включают представление данных в виде цифр или процентов, которые затем можно объяснить. Создание «подходящего списка соответствий» между предложенными проблемами и ответами респондентов исследования является первым этапом аналитического процесса.*

Ключевые слова: *сказки, критическое мышление, дети.*

Introduction

The hero narrative quest, in which the figure faces difficulties, faces conflict, acts, and succeeds, is inevitably reflected in fairy tales. Within this framework, fairy tales assist the student in discovering fresh approaches to overcome obstacles and change problems in their daily lives.

Typically, fairy tales feature a dilemma or conflict that the main characters attempt to resolve. The characters are excellent examples of iterative design thinking and tenacity in producing solutions because they frequently try multiple approaches before coming up with a workable solution. They frequently take off youngsters, leaving changeling replacements, and they

also take off adults, taking them to a place called fairyland that is similar to the pre-Christian afterlife. If someone eats or drinks in Fairyland, they will not be able to return.

Few studies have connected fairytales to the development of creative thinking abilities, despite the fact that many have examined the connection between fairytales and character formation. The purpose of this study is to investigate the relationship between the two as different spheres of life require and value creative thinking. A person with this skill will be able to view an issue from multiple angles, which will allow him to come up with a number of different ideas to address it. Malaka (2011) argues that the mere fact that humans are not able to create new objects should not be equated with creative thinking. Creative thinking includes preserving something that already exists and turning it into something ideal. Fairy stories have the capacity to pique children's imaginations, which can foster creativity in them. Children can use the difficulties found in fairy tales, which can be solved by them, as a starting point for problem solving. The child will be able to come up with fresh answers to the many issues he faces if this is regularly taught to him.

Children will be inspired by fairy tales to learn how they resolve real-world issues.

According to Musfiroh (2005), fairy tales can serve as an alternate form of instruction in educational institutions. He said that children's imaginations and focus can be stimulated by the power of fairy-tale narratives. Storytellers must understand the fundamentals of effective storytelling in order for their students to remember the fairy tales they provide. According to Musfiroh (2005), these are the fundamentals of storytelling that come next in order to make stories effective. 1) The correct stories, that is, straightforward stories with elements, characters, and issues, must be found by storytellers. 2) Storytellers ought to engage in conversation with their audience, as this will create an engaging fairytale exchange. A fairy tale is only as good as its audience; without them, it is meaningless. 3) Bring characters and emotions to life. When fairy tales are told with the characters' emotions front and center, they become more engaging. 4) Using brief openings for fairy tales, like "In ancient times" or "reportedly said," Then pause for a little to give the audience room to imagine, and then proceed with phrases, words, or gestures that ultimately astonish and pique their curiosity. 5) A flawless conclusion to the fairy tale: avoid providing any more details after you've finished. Permit the audience to use their imaginations and visualize what they hear. 6) Begin a fairy tale in a serene manner; remove anything superfluous to properly communicate the story. Storytellers should come across as confident and give their all when telling fairy tales.

It is evident from the foregoing explanation that education serves as a means of fostering in students a creative human development in terms of cognition, behavior, and attitude.

According to Munandar (2012), it is critical for students to develop their creativity because it will enable them to: 1) maximize their own potential; 2) recognize multiple solutions to problems they encounter; 3) elevate the significance of their own sense of fulfillment; and 4) enhance the quality of their lives.

The chance to teach valuable lessons is one of the main benefits of including fairy tales into formal schooling. Numerous fairy tales impart explicit moral lessons that aid in children's understanding of right and wrong. For instance, the fable "The Crow and the Fox" by Aesop teaches the value of honesty, while "The Tortoise and the Hare" by Jean de La Fontaine highlights

the necessity of perseverance. These lessons can serve as the cornerstone for morality and proper behavior.

We will explain why we think this, and why we are convinced:

Personal Engagement: The child is at the heart of a personalized fairy tale. Their lives, hobbies, and personalities shape the characters and events that around them. The youngster is drawn in and the story takes on greater significance when there is this degree of personal involvement.

Tailored Education: Tailored fairy tales can be created to impart particular lessons or ideas that the youngster needs to understand. For instance, if a youngster refuses to eat veggies, the narrative can explain why veggies are wonderful and stress how crucial they are to a child's development of strength and health.

Emotional Intelligence: Tailored fairy tales can speak to the child's unique problems and feelings. This might be especially beneficial in assisting kids in comprehending and managing.

Problem-Solving Skills Development: Personalized adventures often require the child to solve problems or face challenges within the story. This stimulates the development of problem-solving skills and the ability to think critically.

Boosting Self-Esteem: Seeing oneself as the hero or heroine of a story can boost a child's self-esteem and confidence, encouraging them to overcome real-life challenges.

REFERENCES

1. Cognition, Creativity, and Satisfaction among Ninth Grade Students in an Introduction to World Agricultural Science and Technology Course. Disertasi pada Texas Tech University.
2. Career Center Maine Department of Labor. (2001). Today's Work Competence in Maine.
3. Kak, B. (2011). Mahir Mendongeng. Yogyakarta: Pro-U Media.
4. Mahardika. (2005). Jurnal Pendidikan Dasar Universitas Negeri Surabaya, 6(2).
5. Malaka, S. (2011). 99 Tips Cerdas dan Efektif Berpikir Positif dan Berjiwa Besar. Yogyakarta: Araska.
6. Mann, E. L. (2005). Mathematical Creativity and School Mathematics: Indicators of
7. Mathematical Creativity in Middle School Students. The Disertasi University of Connecticut.
8. Retrieved <http://www.gifted.uconn.edu/siegle/Dissertations/Eric%20Mann>
9. Musfiroh, T. (2005). Bercerita Untuk Anak Usia Dini. Jakarta: Departemen Pendidikan
10. Nasional Dirjen Dikti. Depdikbud. 1991. Kamus Besar Bahasa Indonesia. Jakarta: Balai