

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHLI (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 09 Volume: 113

Published: 13.09.2022 <http://T-Science.org>

Issue

Article



Rita Zaxidovna Matmuratova

Nukus State Pedagogical Institute

Teacher of the department of distance education  
of social and humanitarian sciences

## THE ESSENCE OF THE THEATER OF YOUNG AUDIENCES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN'S INTEREST IN KARAKALPAK DRAMA

**Abstract:** The importance of interactive methods for achieving effective result in teaching children's drama to young children in preschool organizations is great. In our article, we tried to study the issue of skill formation in young children about the comedy «Togiz tonqildaq, bir shinkildek» using the cluster method.

**Key words:** young spectator theater, puppet theater, children's drama, comedy, dramatization, actor.

**Language:** English

**Citation:** Matmuratova, R. (2022). The essence of the theater of young audiences in the development of preschool children's interest in Karakalpak drama. *ISJ Theoretical & Applied Science*, 09 (113), 54-56.

**Soi:** <http://s-o-i.org/1.1/TAS-09-113-9> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.09.113.9>

**Scopus ASCC:** 1200.

### Introduction

Undoubtedly, all the beautiful literary and artistic works have an educational value in the education and upbringing of young children. Therefore, in the physical and spiritual development of young children, each child has a role to play. Riddles make it difficult for children to learn to say letters, but puzzles ensure the development of intelligence. If children develop the ability to memorize and remember proverbs, sayings, and phrases, then teaching fairy tales has a direct impact on the expansion of their worldview, the formation of their ability to think and think. Children's drama plays an important role among these problems. The reason why we mention this area to you is that its dramaturgy has its own power of influence. Any dramatic work of art is staged and presented to the audience with live action. There is a significant gap between the process of reading a work of art in a book or on social networks, or watching it on television, and watching live action on the stage of a classroom. Each movement and sound of young children is quickly accepted in their minds and skills are formed. Children's going to the classroom and watching the actions being performed arouses their various emotional feelings (joy, sadness, pity, laughter, etc.), and through that dramatic work of art, good and bad,

decency and rudeness, wit and the basis for understanding the meaning of a number of aesthetic feelings, such as stupidity, truth and falsehood. Taking into account the important aspects of dramaturgy, we believe that it is necessary to pay a lot of attention to teaching and teaching children's dramaturgy to the pupils of preschool educational institutions.

Before the younger children are taken to the Theater of Young Spectators, the children are given a brief introduction to the play being staged. For example, if we want to take children to K. Rakhmanov's comedy "Togiz tonqildaq, bir shinkildek" [1], the coach should give the children general concepts based on the main plot of this work. This comedy by K. Rakhmanov was written based on the plot of a Karakalpak folk tale called "Togiz tonqildak, bir shinkildek". The individual characteristics of the author are visible in the comedy. For example, teaching people to be good and hardworking, that evil does not go unpunished, and the consequences of those who look at the light side of life can be seen. The ending of the comedy with a good ending, with the reconciliation of the nine elves and the one vassal, is different from the plot of the fairy tale. Including episodes such as the nine children, and the death of their mothers in the meantime, were not included in the comedy. Along

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
ПИИИ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

with telling children about the story of the work and characters, it is necessary to introduce children to the concepts of good and evil, trickery, deception, and slander in comedy. When you go to the theater, you will be informed about the etiquette of sitting in the theater. After the children have finished watching the drama, in the next lesson they will be asked about their understanding of the work of art. It is appropriate for the educator to use the Cluster method to identify these concepts.

The concept of cluster was first introduced into scientific practice in the 19th century by the German economist Johann Heinrich von Tuenen and his student W. Launhard and A. Weber. Then, B. Lundvall and B. Jonson proposed the concept of "blocks of development" related to the cluster theory and determined that industry and production unions, the process of continuous training of the entire country's population, are the source of national economic development [2]. Cluster is an English word meaning "head, one cluster". It divides the text into units and places the main concept that connects them in the main center. This method helps young children to study a single topic in depth, and teaches them to

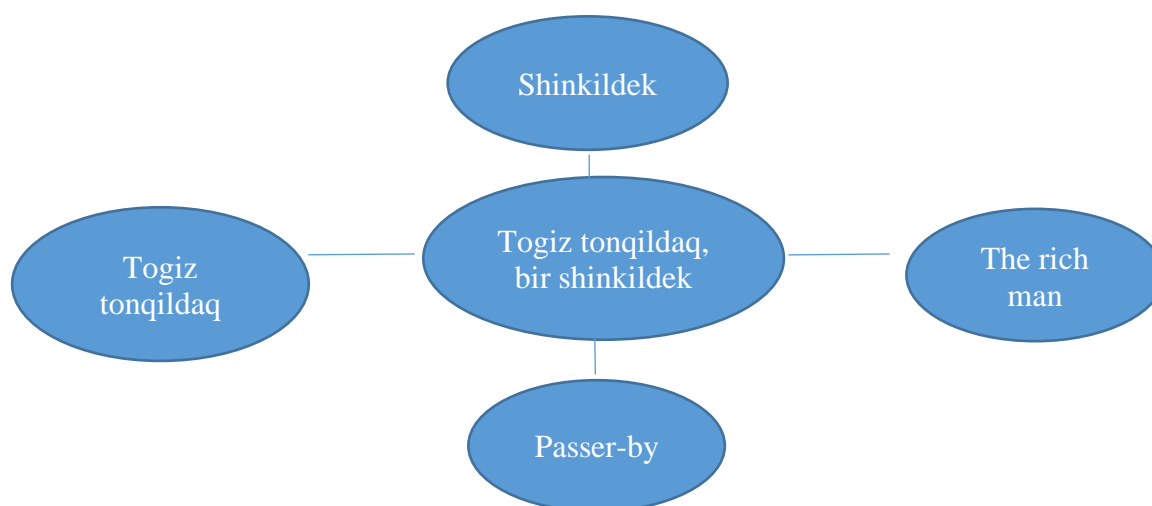
freely and clearly divide a specific idea related to the topic into networks connected to each other with a sequence. In this case, it can serve to accelerate and expand the thinking of young children before the in-depth study of the comedy "Togiz tonqildaq, bir shinkildek". Including, it teaches young children to develop, consolidate, generalize and show their thoughts on that topic in the form of a drawing.

In the cluster method, a fairy-tale-drama-related dream is written in the middle. Words related to that concept are written on the grids.

**The purpose of the method:** to develop the skills of working together on a given task in young children. To develop learning skills, to develop the skills of gathering information, to help strengthen the knowledge of young children in a free and sequential manner.

**Instruments:** For each group, you can get stickers of different shapes, batman paper or two pages of paper. Markers or ordinary pens can be used.

**Process:** children are divided into groups. Groups will receive the necessary tools (a poster or two pages of paper). Tasks are given to the groups: The groups draw the picture highlighted in the picture.



Pic.1.

The desired word is written in the middle of the picture, and the information related to this word is written in the circle.

Application of this method in pre-school education organizations helps young children to think freely and clearly about a specific topic.

## References:

1. (2018). *Resolution of president of the Republic of Uzbekistan dated September 30, 2018 "On measures to improve the management of the*

*preschool education system"*. Retrieved from <https://lex.uz/doc/-3923110>

**Impact Factor:**

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHII (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

2. Urazimova, T., Xojametova, P., & Romanova, S. (2020). "History of painting". -Tashkent." Tafakkur avlodi".
3. (2018). "Educational methodological complex on the modern approach module in preschool education" Tashkent. Retrieved from <https://giu.uz/wp-content/uploads/4.1-1.pdf>
4. (n.d.). "Teaching drawing in Preschool educational organizations". Retrieved from <https://fayllar.org/maktab>
5. Sadikova, Sh., & Mardonov, Sh. (2020). "Preschool pedagogy". Toshkent: "Tafakkur avlodi".
6. Rakhmanov, K. (2019). "Togiz tonqilda, bir shinkildek". Comedy. Archive of the theatre of Young Spectators. (p.46).
7. Marshall, A. (1993). *Principles of economic science*. Moscow: Progress.
8. Usmanov, B. Sh., & Radjabov, O. (2017). *Izuchenie opyta razvitiya i upravlenie innovatsiyami v klastakh*. Tashkent: Science and technology.
9. Matmuratova, R.Z. (2021). K probleme hudozhestvennoj roli remarki v karakalpakskoj komedii. *Theoretical & Applied Science*, Philadelphia (USA), 2021, №2 (91). P. 142-146. DOI:10.15863/TAS (Impact Factor: ISRA - 4, 971. №22; SJIF - 5,667. №23).
10. Matmuratova, R.Z. (2021). The artistic function of the remarque genre in karakalpak comedy: DOI: 10.17762/pae.v58i2.2258. 2021. №2. February. *European Journal of Psychology and Education. Molecular & Clinical Medicine*, 7(6), 2395-2402. Vol 58, ISSN: 1553-6939. pp. 1183-1187.
11. Kut`min, S.P. (2003). *Kratkij slovar` teatral`nyh terminov*. (p.46). Tumen: Izd-vo Tumenskogo gosudarstvennogo instituta iskusstv i kul`tury.