



SPECIFIC CHARACTERISTICS OF EDUCATION OF PRESCHOOL CHILDREN THROUGH FOLK ORAL CREATION

Sadikova Nurjamol Urinbaevna

Nukus State Pedagogical Institute named after Ajiniyaz

Assistant Teacher of the Department of Pre-School

Education and Special Education.

snurjamal@inbox.ru

Annotation:

The development of children's patriotism, the need for education in preschoolers, their propensity for studying, regular preparation for the educational process, the development of children's thinking, the development of their capacity for independent and free expression of their opinions, and the wellbeing of their physical and mental health. To ensure that, in the implementation of such tasks, the educator's use of examples of folk art in his training will help the educational process to be more effective. In this article, there are thoughts and comments about the specific features of educating preschool children through folklore.

Keywords: preschool education, folklore, education, fairy tales, fairy tale characters, spirituality, education, good qualities, methods.

Folk art, or folklore art, is one of our culture's longest enduring ideals. This art represents the humanistic ideals of our people as a system of artistic traditions and helps to instill in the minds of the next generation the national and spiritual qualities of optimism for the future, goodness, kindness, humanity, and patriotism. Children can gain a deeper grasp of our people's rich national heritage and satisfy their spiritual needs by engaging in folklore art, which is a valuable resource. In the minds of children, the traditional types and genres of folk art are of great importance in the restoration and development of our national values. The system of genres of Uzbek folk oral art based on the art of words is epic, fairy tale, short story, narrative, narrative, legend, myth, praise, anecdote, ritual folklore, children's folklore, oral drama, proverb. consists of chants, spells, incantations, applause and cursing. Such artistic heritage is considered a product of the poetic thinking of our ancestors.



We shouldn't overlook traditional education or the use of new technologies when implementing modern education. When we educate youngsters in the national spirit, when we teach them about our national traditions, when we educate them spiritually and morally, it is impossible to avoid using examples of folk art. The Uzbek people have a long history of being diligent workers who place a high value on bringing up their children. They choose to focus more on using folk art in the classroom to influence young people.

It is worth noting that in the education of children of preschool age, fairy tales from the genres of folk art come in handy. This is because fairy tales appeal and affect children of all ages equally. Fairy tales have great educational and educational value for preschool children. Folk art is the oldest art of humanity, and its genres are distinguished by their impressiveness, folkliness, and interest. Oral creativity of each nation reflects the character, customs, traditions, aspirations and nature of that nation. Advanced pedagogical ideas about education and training are advanced in folk folklore.

Uzbek educators can employ pedagogical knowledge that is typical of all the elements that go into the development of an all-around mature, highly moral individual, including intellectual, moral, work, physical, and sophistication education. In all of the folklore genres mentioned above, it is expressed. It is crucial to employ a variety of techniques when educating preschoolers about morals in the context of a preschool education organization. The reason is that these methods are a type of activity aimed at acquiring moral ideas and knowledge of children.

Children are taught social standards, moral guidelines, and other aspects of morality through all of the ways indicated above. Children develop moral concepts and ideas. It is difficult to inadvertently mock, ridicule, or disregard youngsters while attempting to teach them moral education standards. Use of all techniques in this situation should be comprehensive and consistent. The use of the method of explanation and example in the formation of children's moral qualities in preschool educational organizations gives great results. Explanation is usually used when explaining new moral concepts, norms, and moral rules to children.

Explanation to preschool children is based on the living word and example of adults. For example, putting a hand on the chest and saying "good morning" to older people. Educator can use conversation on moral topics in all groups of children of preschool age. The content of the fairy tale or story chosen for the



conversation should be bright, understandable and sufficiently affect my child's emotions. By showing examples from fairy tales on moral topics, children learn moral norms and rules, and forms of positive behavior. In pre-school educational organizations, expanding the moral experiences of children, identifying the moral causes of behavior requires the educator's wisdom.

Children learn to voice their ideas by deconstructing the acts of the fairy tale characters. They make an effort to play out each fairy tale character's deed consciously and in accordance with accepted moral standards and guidelines. Children's aesthetic sense is awakened by reading novels, viewing works of art and applied art, watching cartoons, listening to music, and singing, as well as by instilling moral values. Different approaches are employed in the preschool education sector.

It is known that through the study of the examples of folk art, qualities such as patience, dedication, endurance, bravery, and bravery are interpreted in the teachers. Although the descriptions of qualities such as "national values"- "sacrifice", "patience", "perseverance" in scientific and methodological literature appear to be different in form, at the heart of them is a single idea, that is, all of these are moral virtues. and shows that they constitute positive human emotions. Qualities glorified in folklore: dedication, perseverance, patience and other moral categories occupy an important place in human education. Summarizing the descriptions in the literature, we describe these qualities as follows.

The moral concept of "self-sacrifice" is derived from the Persian word. The word "sacrifice" refers to giving, sacrificing, and surrendering one's life in order to save the lives of others. Today, "sacrifice" in its broadest definition encompasses sentiments like working tirelessly for the good of the people, bearing others' burdens, and, if necessary, giving one's life to save the nation and one's own country. One could think of "altruism" in Russian as a synonym. But in our view, devotion has a broader, more profound meaning.

Patience-satisfaction is considered as a moral category. Derived from the Arabic language, "patience" means to be satisfied, that is, to endure the existing reality. A moral category recognized as an example of bravery and courage. In every time and in every place, bravery, fortitude, and youthful courage were considered as a beautiful quality characteristic of a person. Every writer who shines and shines as a bright star on the pages of world literature has certainly sung about this topic and has been trying to define it.



In the works of great geniuses like Alisher Navoi, Mirzo Ulug'bek, Koshifi, it is shown that it is necessary to educate children about the secrets of youth from a young age. It is important to educate children such qualities as honesty, self-sacrifice, patience, fortitude by learning examples of folklore. Children are very fond of listening to fairy tales and fairy tales, finding riddles, nursery rhymes, rhymes, tongue twisters.

The folktales reflect the life of the people, the qualities of the main character: bravery, hard work, and ingenuity. Young people not only listen to fairy tales, but also create them, play and participate in theater performances. No holiday, any entertainment, and often an activity in our garden is complete without the participation of fairy-tale characters.

A preschool child's spiritual and moral underpinnings, as well as his feelings, emotions, reasoning, and social adaptation mechanisms, or the process of developing self-awareness in the outside world, begin to take shape. Given that children's perceptions of the world are so intense and vivid, this period of their lives is the most conducive to having an emotional and psychological impact on them.

They can linger in the mind for a very long time, even forever. The foundation for later, more sophisticated social emotions is laid by these early childhood emotions. Characteristics that subtly link a young person to his people and his country start to emerge at this age. These kinds of instructional opportunities are common in local toys, games, music, and songs. How much a youngster may learn by studying the environment of his home country as well as the activities, way of life, and traditions of the people who live there. Attention is paid to the desire to develop the child in an ethnic-cultural environment, to introduce him to beauty and goodness, to see the uniqueness of his native culture and nature, to participate in their preservation and reproduction.

In conclusion children are very fond of listening to fairy tales and fairy tales, finding riddles, nursery rhymes, rhymes, tongue twisters. The folktales reflect the life of the people, the qualities of the main character: bravery, hard work, and ingenuity. Young people not only listen to fairy tales, but also create them, play and participate in theater performances. No holiday, any entertainment, and often an activity in our garden is complete without the participation of fairy-tale characters.

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