

PEDAGOGICAL SIGNIFICANCE OF ORAL FOLK ART GENRES IN THE UPBRINGING OF PRESCHOOL CHILDREN**Umurova Ma'rifat Yoshiyevna**

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This article examines the pedagogical significance of folklore genres in the upbringing of preschool children. The study analyzes the educational potential of fairy tales, songs, proverbs, riddles, and tongue twisters in developing children's moral values, aesthetic perception, speech abilities, and cognitive skills. The findings demonstrate that the effective integration of oral folk traditions into preschool education plays a crucial role in fostering national identity, patriotism, and independent thinking among young learners.

Keywords

oral folk art, folklore genres, preschool education, national upbringing, fairy tale, proverb, children's folklore.

Introduction

The ancient history, culture, and spiritual heritage of every nation and people are primarily embodied in its oral tradition—folklore—manifested through fairy tales, legends, epics, and heroic narratives. Folk oral literature, formed and refined over centuries, reflects the life experience, worldview, aspirations, moral principles, and ethical values of the people. As such, it serves as an essential source for understanding national identity, preserving cultural memory, and sustaining traditional values across generations.

Folklore represents a rich synthesis of a nation's social life, labor practices, customs, rituals, beliefs, and aesthetic perceptions. Through its vivid imagery and symbolic narratives, folk literature conveys collective wisdom and cultural norms, making it a powerful pedagogical tool for educating younger generations in the spirit of national identity. In particular, folklore plays a crucial role in shaping children's moral consciousness, emotional sensitivity, and cultural awareness, thereby contributing to their holistic development.

For this reason, the preservation, promotion, and effective transmission of Uzbek national folklore, as well as the cultivation of respect and appreciation for oral folk creativity in the hearts of the younger generation, constitute one of the most important educational tasks of today. In the context of globalization, where cultural homogenization and the erosion of national identity pose increasing challenges, folklore serves as a vital means of safeguarding cultural uniqueness. Folk works help children acquire linguistic richness in their mother tongue, develop national modes of thinking, and strengthen their spiritual and moral resilience.

Creating favorable conditions for raising children in the spirit of national values places significant responsibility on preschool education institutions, which form the foundational stage of the continuous education system. Preschool age is a decisive period in the formation of a child's personality, during which basic moral norms, behavioral patterns, aesthetic taste, and social relationships begin to take shape. The educational content and pedagogical approaches employed at this stage have a lasting impact on children's future learning processes and their ability to adapt successfully to social life.

In Uzbekistan, the state curriculum “Ilk Qadam” (First Step) emphasizes the comprehensive preparation of children for school by organizing educational activities across five key developmental domains. Alongside cognitive, physical, social-emotional, and creative development, the program prioritizes the integration of national values, customs, and traditions into the educational process. Within this framework, the purposeful use of folk oral literature genres fosters children’s creative thinking, supports the development of independent decision-making skills, and encourages the formation of positive behavioral traits.

At the beginning of the twentieth century, progressive Jadid intellectuals regarded language, literature, and education as decisive factors in national development. In their pedagogical views, folklore was interpreted as one of the primary sources for educating an enlightened, conscious, and patriotic generation. These ideas remain highly relevant today, underscoring the need for a scientifically grounded and pedagogically sound approach to incorporating folklore into preschool education.

From this perspective, preschool education institutions are tasked not only with ensuring children’s intellectual growth and physical and psychological well-being, but also with organizing education based on national and cultural values. Developing children’s thinking abilities, nurturing their capacity to express ideas freely and independently, and instilling respect for cultural heritage are integral components of this mission. The systematic, purposeful, and consistent use of folk oral literature genres within the educational process plays a key role in achieving these objectives and serves as a solid theoretical foundation for the analyses and conclusions presented in the subsequent sections of this article.

Literature Review

The study of folk oral literature constitutes one of the significant scholarly directions in Uzbek folkloristics and pedagogical sciences. Since the early twentieth century, systematic efforts have been undertaken to collect, classify, and analyze folklore materials as an essential component of national cultural heritage. Prominent scholars such as G’ozi Olim Yunusov, Hodi Zarifov, Mansur Afzalov, Komil Imomov, M. Saidov, and B. Sarimsoqov made substantial contributions to the documentation and scientific interpretation of Uzbek folk oral traditions. Their research laid the methodological foundations for folklore studies by identifying genre features, thematic structures, and artistic characteristics of oral folk creativity.

From a pedagogical perspective, the educational and moral value of folk oral literature has been emphasized by Jadid enlightenment thinkers as well as by contemporary pedagogical scholars of the independence period. In their works, folklore is viewed not merely as a cultural phenomenon but also as a powerful educational resource that influences children’s moral development, worldview formation, and linguistic growth. These studies highlight the role of folk tales, proverbs, riddles, songs, and epics in nurturing ethical values, strengthening national consciousness, and developing children’s speech, imagination, and creative thinking.

Modern pedagogical research further confirms that folk oral literature serves as an effective means of integrating national values into the educational process, particularly at the preschool level. Scholars emphasize that exposure to folklore enhances children’s emotional sensitivity, social behavior, and communicative competence, while also supporting the formation of positive character traits. Thus, the existing body of literature provides a strong theoretical basis for examining the pedagogical potential of folklore in early childhood education.

Research Methodology

To achieve the objectives of the present study, a combination of qualitative research methods was employed:

1. Historical-analytical method — used to examine the formation, development, and evolution of folk oral literature as a cultural and educational phenomenon;
2. Comparative method — applied to identify and analyze the educational and pedagogical potential of various folklore genres;
3. Pedagogical observation — conducted to assess the effectiveness of using folk oral literature samples in the preschool education process;
4. Generalization method — utilized to synthesize the obtained findings and formulate scientifically grounded conclusions.

The integration of these methods ensured a comprehensive and systematic analysis of the research problem, allowing for an in-depth evaluation of both the theoretical foundations and practical applications of folk oral literature in preschool education.

Discussion and Results

State programs aimed at developing the preschool education sector define preschool education as the primary stage of the continuous education system. At this level, the comprehensive development of children—including their moral, ethical, social, and civic upbringing—is identified as a key educational priority. Empirical observations conducted within preschool educational institutions indicate that learning activities systematically integrating genres of folk oral literature result in noticeable positive changes in children's social engagement, speech activity, and moral behavior.

For instance, in preparatory groups, learning sessions organized around folk tales encourage children to independently interpret the sequence of events, evaluate characters' actions, and express personal judgments. This process contributes to the development of logical thinking, the understanding of cause-and-effect relationships, and the formation of independent reasoning skills. Observations by educators reveal that comparing positive and negative characters within folk narratives reinforces children's moral concepts such as justice, honesty, and compassion.

Activities incorporating songs—particularly lullabies and children's folk songs—demonstrate a stabilizing effect on children's emotional states while increasing their motivation and interest in learning. Practical experience shows that lessons based on the integration of music and verbal expression activate children more rapidly, facilitate their adaptation to collective activities, and contribute to the formation of a positive psychological environment during educational sessions.

Discussions organized around proverbs and aphoristic expressions significantly enhance children's understanding of moral concepts. When proverbs related to themes such as labor, friendship, or respect for elders are analyzed, children tend to draw examples from their own life experiences. This not only enriches their vocabulary and expressive abilities but also fosters the conscious internalization of ethical values.

Learning activities based on riddles and tongue twisters have proven effective in developing children's cognitive agility, observational skills, and speech mechanisms. During riddle-solving tasks, children's thinking activity intensifies as they learn to identify essential

characteristics of objects and phenomena. Regular use of tongue twisters, in turn, supports the development of accurate pronunciation, fluent speech, and expressive articulation.

Observational data further indicate that the effectiveness of folklore-based educational activities increases when they are combined with modern pedagogical technologies. For example, enriching folk tales through role-playing, dramatization, or multimedia tools enhances children's creative engagement and ensures long-term retention of the learned material. Such integrative approaches promote active participation and deepen children's emotional and cognitive involvement in the learning process.

Overall, empirical observations and pedagogical practices confirm that the purposeful, systematic, and methodologically sound use of folk oral literature genres has a positive impact on the moral, ethical, linguistic, and intellectual development of preschool children. These findings provide practical evidence of the high pedagogical value of folklore in preschool education and establish a solid foundation for the generalizations and conclusions presented in the final section of this study.

Conclusion

The findings of this study indicate that the systematic and purposeful use of folk oral literature genres in the upbringing of preschool-aged children holds significant pedagogical value. Empirical evidence demonstrates that educational activities organized around folk tales, songs, proverbs, riddles, and tongue twisters have a substantial positive impact on children's social engagement, logical thinking, speech development, and the formation of moral values.

In particular, discussions centered on folk tale characters enhance children's understanding of cause-and-effect relationships and reinforce ethical concepts such as justice, kindness, and compassion. Learning activities conducted through songs and role-playing games contribute to the development of emotional stability and increase children's collective participation and cooperation skills. Likewise, analyzing proverbs and wise sayings supports the growth of moral reasoning and social competence, while the use of riddles and tongue twisters enriches children's vocabulary, improves articulation, and accelerates cognitive responsiveness.

Based on these observations, it can be concluded that educational sessions structured around folk oral literature serve as an effective means of nurturing children in the spirit of national values, fostering their creative potential, and preparing them for subsequent stages of formal education. This methodological approach promotes not only moral and ethical development but also strengthens linguistic and intellectual competencies essential for lifelong learning.

Consequently, integrating folk oral literature genres into the preschool education process creates favorable conditions for children's personal and social development, facilitates deeper internalization of national cultural values, and establishes a strong foundation for quality education within the continuous education system. Furthermore, practical observations confirm that the pedagogical significance of folk oral literature is not merely theoretical but is clearly evident in real educational practice.

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