



## METHODOLOGICAL ANALYSIS OF TEACHING FOLKLORE MATERIALS

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### ABSTRACT

*This article presents the methodological analysis of teaching Folklore materials including a detailed analysis of folklore, customs, traditions which play an important role on the formation of a child's personality, on relationships between people, on the usual character traits and behavior.*

**KEY WORDS:** *teaching folklore, national education, national culture, traditions, pedagogy, children*

### INTRODUCTION

Currently, with the revival and intensive development of national cultures, both in theory and in the practice of national education, many researchers turn to the study of various aspects of ethno-pedagogy which plays a great role in raising children. We know that the traditions are formed on the basis of Uzbek families including: observance of age stages in the establishment of relations between parents and children; early social activities, functions of father and mother; a differentiated approach to the education of boys and girls. Traditions of upbringing of a religious and moral character: respectful attitude towards parents, older family members; reverence for the parental home; responsibility for the fate of widows and orphans; mercy, mutual assistance, hospitality - were the basis that determined the whole future life of a person in our culture.

### MATERIALS AND METHODS

The role of culture and values in the upbringing of the younger generation is so great that the development of material and spiritual wealth must continue continuously in order to bring them to the level of perfect personalities. In this regard, the young generation must be able to develop material and spiritual wealth at the level of their ancestors, even better than them. In order to form such material and spiritual abilities in the younger generation, society must have a system of educational intuitions that operates continuously and effectively. It is impossible to raise the level of achieving positive results in the upbringing of our children to the level of the achievements of our ancestors without the intervention of folklore. The correct approach to raising a child from birth can give him a positive upbringing through knowledge. The influence of folklore on the upbringing of children leads to the

formation and development of courage, overcoming fear, helping others, caring for nature, caring for family and friends, passion for education and learning, love for exercise, home care and many other qualities.

Traditions occupy a special place in the experience of national education. The established numerous customs and traditions, rituals and holidays acquired special educational significance. The commonality of pedagogical cultures is explained by many factors: a) common historical conditions for the development of different peoples; b) the commonality of goals and interests of the peoples of all countries, their universal human spiritual and moral values; c) commonality of the foundations of folk psychology; d) common geographic conditions; e) the mutual influence of the pedagogical traditions of different peoples.

According to Ya.A. Komensky, the rules of teaching folklore are quite simple and form the basis of the universal requirements of the moral codes: respect elders; take care of children, illness, weakness, helpless; deification of bread, water, earth; respect for food, material and spiritual values, for all living things in nature; hard work; patience; modesty; kindness, mercy; hospitality, respect for others; and the ability to listen. The means, techniques and methods of teaching folklore are quite differentiated: proverbs, sayings, legends, aphorisms are among the common means of folk pedagogy. There are many proverbs and sayings among the people, all of them are aimed at improving the moral qualities of a person.

Highly appreciating the educational role of teaching folklore, G.N. Volkov emphasizes that in the pedagogical wisdom of the people there is a fairly clear differentiation of the forms of education: proverbs - mainly for social and ethical formation,



riddles - for mental education, songs - for the aesthetic, patriotic, fairy tales for both. Fairy tales can be aimed at the formation of certain character traits of the growing person. Proverbs and sayings - mainly for moral edification and aesthetic education, riddles - for the development of intelligence, ingenuity, intelligence, songs and dances for aesthetic education, fairy tales for everything. In addition, specific ages of both educated and educators are associated with a certain genre. It is clear what age and for what age they use nursery rhymes, lullabies. The old ones most often resort to proverbs. Proverbs and sayings are one of the genres of oral folk art, in artistic images recorded the experience of a lived life in all its diversity and contradictions. Children learn to express their thoughts, feelings clearly, concisely, expressively and they develop the ability to creatively use a word, the ability to figuratively describe an object, and give it a vivid characteristic through using proverbs and sayings.

## RESULTS AND DISCUSSIONS

Folk tales nurture the child in the traditions of the people, giving him an idea of life based on the spiritual and moral views of the people. The role of Uzbek folk tales in the upbringing of children, in the formation of their spiritual and moral world is invaluable. From generation to generation, the Uzbek people have carefully created not only the plot, but also the speech, the turning points of fairy tales. The language of fairy tales, saturated with aphorisms and repetitions, is very poetic, refreshing and elevating the heart of the listener. The formed moral belief serves as the basis for the development of behavioral motives that motivate children to do certain things. It is an analysis of the causes of actions that allows the teacher to get into the essence of the child's behavior, to understand the cause of his or her actions and to choose the most appropriate way of influencing. The content of moral education of preschool children is defined by the "First Step". This includes cultivating a love for the Motherland, respect people and their work, a culture of humanity, discipline and behavior, willpower and positive moral qualities of the individual. Moral education is carried out in the process of all educational work of the teacher with children. Guiding the independent activities of preschool children, organizing work, games, lessons, gives them an educational character. Thus, by watching the games, the teacher analyzes their content, paying attention to the nature of the relationships between the participants; As teacher narrates the lesson in visual activity, he/she invents a theme so that the children can complete the task and reflect on their relationship to the reality around them; guiding children's work raises its importance to those around them.

The riddle is one of the small forms of oral folk art, in which the most vivid, characteristic signs

of objects or phenomena are given in an extremely concise, figurative form. Solving riddles develops the ability to analyze, generalize, form the ability to independently draw conclusions, inferences, the ability to clearly highlight the most characteristic, expressive signs of an object or phenomenon, the ability to brightly and concisely convey images of objects, develops a "poetic view of reality" of children.

Lullabies, in the opinion of the people, are a companion of childhood. They, along with other genres, contain a powerful force that allows them to develop the speech of preschool children. Lullabies enrich children's vocabulary due to the fact that they contain a wide range of information about the world around them, first of all about those objects that are close to the experience of people and attract with their appearance.

As for the methodological analysis of teaching Folklore materials including a detailed analysis of folklore, customs, traditions which play an important role on the formation of a child's personality, on relationships between people, on the usual character traits and behavior, it is important to take into account the following principles in modern education:

- Internationalism as the basis for constructing relations, communication in the socio-pedagogical complex
- The values of the cultures of peoples and the importance of folk pedagogy as an ideological, instrumental basis for everyday and professional processes of socialization and personality formation;
- Tolerance for the views of the individual, including various religious beliefs, for the socio-cultural environment of its development;
- Taking into account the specifics of broad social movements in Uzbekistan and the world and using their capabilities, traditions, customs in the development of an original personality;

The effective implementation of these tasks largely depends on the preparedness of teachers to realize the educational potential of folk pedagogy.

In modern historical and pedagogical literature, basically, four different interpretations of the concept of "folk pedagogy" have developed: first, as a spiritual phenomenon inherent in the consciousness of the masses (empirical knowledge, information, ideals, ideas, views, perceptions, the installation of educational actions and so on); secondly, as the pedagogical practice of different peoples; thirdly, as a unity of pedagogical thought and pedagogical activity of the masses and, fourthly, as a science of popular education.

## CONCLUSION

In conclusion we can say that teaching folklore plays an important role in raising children. Dividing it into genres allows a child to enrich his



spiritual world at a certain age, develop patriotism, respect elderly people, study his traditions, and assimilate moral norms of behavior in society. Teaching folklore develops the child's oral speech, influences his spiritual development and his imagination.

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