

## Using Examples of Children's Folklore in Elementary School

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### ABSTRACT

In school practice, acquaintance with folklore usually occurs sporadically. The lack of a systematic study of the cultural traditions of their people is the reason that children do not have enough interest in them. The article gives examples of how folk sayings, songs, games, rituals, holidays provide excellent material for the development of students' aesthetic feelings, for expanding their horizons and raising their cultural level.

**Keywords:** elementary school, education, folklore, outlook, cultural.

The revival of any nation is impossible without turning to the origins, without comprehending and accepting the values of national culture. Today there is a substitution of many ideals, the destruction of the views of previous generations, the imposition of mass culture, alien thinking, lifestyle, and behavior to the Uzbek people. Images of beauty standards of various sizes (from a small label to a huge advertisement) surround people from all sides, are introduced into their psyche at the conscious and unconscious levels. The development of innovative processes in the educational activities of a modern domestic school places increased demands on the teacher: he needs to have a new pedagogical thinking, be ready for constant creative growth, to solve the problems of aesthetic, moral, patriotic education at school. Today these issues are of national importance. In school practice, acquaintance with folklore usually occurs episodically. The lack of a systematic study of the cultural traditions of their people is the reason that children do not have enough interest in them. Folk sayings, songs, games, ceremonies, holidays contain excellent material for developing the aesthetic feelings of students, for expanding their horizons and raising their cultural level.

The concept of "folklore" is most often understood as oral, verbal artistic creativity, which arose in the process of the formation of human speech.

Folklore is unwritten literature, oral folk art, rooted in the history of the people.

Folklore reflects the greatest values of a certain people and the general picture of the world as a whole.

Folklore is studied by historians, art critics, ethnographers, travelers, writers, teachers, etc., who noted that in the process of the development of society, various genres and forms of oral verbal creativity arose. Some genres of folklore have already lived a long life and continue to live in modern society: lullabies historical songs song lyrics heroic epic nursery rhymes, tongue twisters fairy tales riddle ditties proverbs and sayings

The problem of interest, enthusiasm is one of the main problems of all pedagogy and is very important for the successful conduct of classes in any school subject. Children become familiar with folklore in the process of various activities: perception and performance, play, musical and educational activities, creative, etc. All forms of classes for the study of folk

traditions at school should contribute to the creative development of students, develop in them the desire for independent thinking, for own initiative, the desire to do something new, your own, the best.

According to scientists, primary school age has a special fertile susceptibility. Visual-figurative thinking and imagination are intensively formed in the child, speech develops, mental life is enriched with experience, the ability to perceive the world and act according to the idea arises. The emergence of generalized knowledge about objects and phenomena is an important step in getting to know the outside world through folk works.

In recent years, along with the search for modern models of education, interest in folklore is growing; the best examples of folk pedagogy are being revived. Folklore is one of its effective and vivid means, concealing huge didactic possibilities. Acquaintance with folk works enriches the feelings and speech of children, forms an attitude towards the world around them, and plays an invaluable role in the comprehensive development.

An interesting study, which, in particular, shows the role and place of folklore in modern pedagogy of younger students. It is noted that folklore is an effective method of humanizing education from the first years of a child's life, as it contains many stages of pedagogical influence on children, taking into account their age capabilities. Summarizing the above, we note that everyone who wants to know the past, correctly understand the present and future, to know folklore is an excellent means of mass education. Its significance lies in the fact that all his works are permeated with the desire for beauty, goodness, and peace. And the teacher's task is to make children understand the need to study folk traditions and customs.

The use of examples from historical songs or legends, proverbs and riddles at one stage or another of the lesson broadens the horizons of students, educates them with patriotic feelings, arouses interest in history, literature, develops speech, making it accurate, rich and expressive.

Folklore is an indispensable element of educational activity in the classroom - it helps students to better learn new material, consolidate it, develop skills and abilities; folklore develops the initiative of students, activates cognitive activity and thereby develops thinking.

There is a special kind of oral folk poetry - this is children's folklore. All works of children's folklore according to their functional role can be divided into two groups:

works related to game actions (pestushki and nursery rhymes, draws, counting rhymes, game sentences and choruses); works that occupy children with their verbal content and are performed regardless of game actions (lullabies, incantations, silences, jokes, fables, tongue twisters or frequent phrases).

In a modern elementary school, along with the task of fully acquiring reading skills, the teacher faces the task of literary development of schoolchildren. This problem can and should be solved on any reading material. Proverbs and sayings are of the greatest value for enriching the literary language, for giving it expressiveness and accuracy. The content of many proverbs serves as material not only for the study of grammatical rules, but also is a source of education of moral qualities: love for nature, Motherland, work, they teach to be kind and sympathetic. For example, such a proverb: "Dumping a tree - a second, growing - a year" - brings up love for nature, respect for it.

Work on proverbs and sayings in the lessons of the Uzbek language and reading of younger

students occupies an important place in teaching literacy, and is an excellent source for the development of thinking and speech of students.

Riddles develop a child's observation skills, teach them to compare phenomena, draw conclusions, help to see the world in a new way, unusually poetic. Riddles are also used in Uzbek language lessons in older grades when studying spelling rules, in classes on developing a literate letter, when working with vocabulary words. These should be such riddles that contain many combinations of letters, when writing which students most often make mistakes: words with unstressed vowels, voiced and deaf consonants, dictionary words.

Tongue twisters, tongue twisters and frequent phrases contribute to the formation and development of the correct pure speech of students, help to improve such reading qualities as correctness and fluency. Working with tongue twisters, tongue twisters and frequent phrases is in the nature of mastering the content and the correct pronunciation of individual sounds or their combinations. They can be used in the study of sounds during the period of learning to read and write. Proverbs and sayings have long been performing an essential didactic function. They convincingly and simply teach people how to live and work, acquaint them with the results of long-term observations of natural phenomena, and give reasonable advice on how to act in a given situation. Clearly formulating the basic rules of labor activity and moral and aesthetic norms, the works of this genre became a textbook of life.

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