

**METHODOLOGY OF USING UZBEKISTAN FOLK TALES IN ORGANIZING THE
EDUCATION OF PRESCHOOL CHILDREN**

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Annotation: this article examines methodological approaches to using Uzbek folk tales in organizing preschool children's education and upbringing. The role of tales in the child's speech, moral, social, and emotional development is analyzed. The paper provides recommendations on selecting age-appropriate tales, dramatization techniques, integrating interactive methods, and creating a supportive developmental environment. The study contributes to enhancing educational practices in preschool institutions.

Keywords: pedagogue, fairy tale, preschool education, upbringing, methodology, speech development, moral education, methodology, staging, future generation, integration, development.

INTRODUCTION

Preschool education is the most important stage in raising the future generation of society. During this period, children rapidly develop their minds and emotions, form language and speech skills, and acquire social and moral values. Therefore, educators need to use various methodological tools, taking into account the developmental characteristics of children. Uzbek folk tales have long been known as an effective tool in educating preschool children, as they are not only interesting, but also have educational and spiritual significance.

Folktales develop children's fantasy and imagination, strengthen speech skills, and form socio-emotional skills. Through fairy tales, children learn to analyze events, understand cause-and-effect relationships, and express their opinions. Therefore, it is important for educators to consider their educational value, spiritual content, and the age characteristics of children when choosing fairy tales.

The methodological aspects of using fairy tales are also of great importance. In the pedagogical process, fairy tales can be dramatized, enriched with interactive games, and used with multimedia materials to attract children's attention and encourage their active participation. These methods serve to develop children's speech, form logical thinking skills, and increase their ability to socialize. In this way, fairy tales are used as a strategic tool in the education of preschool children.

MAIN PART

In the education of preschool children, Uzbek folk tales are considered an integral part of the pedagogical process. Fairy tales develop children's imagination and fantasy, strengthen speech skills, and also serve as an important tool in the formation of social and moral values. For example, fairy tales such as "The King and Imaginary Heroes" convey to children such qualities

as honesty, friendship and justice, enrich their emotional world and develop empathy skills. At the same time, when choosing fairy tales, educators should take into account the age characteristics of children, their level of interest and individual development trends, because a fairy tale suitable for each child is important in attracting his attention and increasing the effectiveness of education.

Dramatizing fairy tales is one of the most effective ways to develop speech and communication skills in preschool education. Encouraging children to role-play, stage, and act out characters increases their ability to use speech expressively and logically. At the same time, the dramatization process serves to strengthen children's communication, cooperation, and creative thinking skills. Educators should create opportunities for children to develop their emotions, express themselves, and communicate with each other during the process of staging fairy tales.

In the development of children's speech, it is important to enrich fairy tales with interactive methods. For example, reinforcing fairy tale events through multimedia materials, pictures and songs attracts children's attention, encourages them to actively participate and develops independent thinking skills. At the same time, talking with children after listening to fairy tales, analyzing events and discussing the actions of the characters, develops the ability to think logically and understand cause-and-effect relationships.

Fairy tales can help children develop social skills. For example, children compare the actions of fairy tale characters with their own, determine which actions are right or wrong, and look for ways to solve problems. This method develops children's sense of responsibility, teamwork, and social communication skills. In this way, fairy tales serve as a systematic and effective tool for children's social, moral, and emotional development.

Fairy tales are also important in developing children's logical thinking. The process of sequencing events, identifying cause-and-effect relationships, and analyzing the actions of characters develops critical thinking in children. At the same time, children develop different strategies for solving problems in stories and learn to make independent decisions.

Fairy tales are also an effective tool for shaping children's moral values. For example, fairy tales about the sacrifice, honesty, and loyalty of heroes teach children moral norms. In this way, fairy tales serve to develop children's personal qualities, forming in them the ability to distinguish between right and wrong behavior. Educators can reinforce moral values by involving children in discussions and role-playing games in this process.

In developing children's creative abilities, it is important to conduct various practical activities using fairy tales. For example, children reenact fairy tale events by creating drawings or models, which develops their imagination and creative thinking. At the same time, dramatization and interactive activities increase children's ability to express themselves, strengthen group work skills, and develop mutual respect.

Fairy tales enrich children's emotional world. Feeling events, feeling love and sympathy for the characters, forms empathy skills. At the same time, children learn to express their feelings, which increases their psychological stability and develops their adaptability in the social environment.

Fairy tales are also an important tool in teaching children about their national culture. Through fairy tales, children learn about the traditions, values, and historical heritage of the Uzbek people.

In this way, fairy tales develop children's cultural thinking and encourage them to understand and appreciate their national identity.

Pedagogical practice shows that using fairy tales, it is possible to systematically develop speech, thinking, social and moral skills in children. Therefore, fairy tales should be widely used in preschool educational institutions not only as a didactic, but also as an educational and spiritual tool.

When using fairy tales in the pedagogical process, it is necessary to periodically update them, adapt them to children's interests, and enrich them with interactive methods. This serves to develop children's knowledge and skills, and to familiarize them with national culture and values.

Fairy tales can be used to develop children's individual and group skills. Educators integrate them into various forms of activity: through dramatization, drawing, model making, and interactive games, children have the opportunity to express themselves and consolidate knowledge. In this way, fairy tales are used as a strategic tool in the education of preschool children from a scientific and practical point of view.

CONCLUSION

The use of Uzbek folk tales in the education of preschool children significantly increases the effectiveness of the pedagogical process. Fairy tales are an important tool for the formation of fantasy and imagination, speech skills, social and moral values in children. At the same time, educators can make the educational process interesting and active by dramatizing fairy tales, enriching them with interactive games and multimedia tools.

Methodological studies show that the use of fairy tales develops children's skills in independent thinking, analysis of events, and understanding of cause-and-effect relationships. Thus, children have the opportunity to communicate, cooperate, and learn social rules. In the pedagogical process, it is important to constantly update fairy tales and adapt them to children's interests, which will make their development more effective.

Uzbek folk tales can teach children about national culture, history, traditions and values. The systematic and strategic use of fairy tales in the pedagogical process not only develops children's knowledge and skills, but also serves to introduce them to national and spiritual values. Therefore, fairy tales should be used as an indispensable scientific and practical tool in the education of preschool children.

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