



Folklore For Elementary School children's

**Ubaydullayev Ilxomjon
Sayfullaevich**

Andijan State Pedagogical Institute, Associate Professor

ABSTRACT

Folklore, a traditional form of artistic expression, has been an integral part of human culture for centuries. It is a reflection of a community's history, values, and traditions, passed down from generation to generation through various forms of visual and performing arts. In recent years, there has been a growing recognition of the importance of introducing folklore to elementary schoolchildren. This article argues that incorporating folklore into elementary school curricula can have a profound impact on children's cultural enrichment, creative development, and overall academic performance.

Keywords:

children folklore, traditions, education quality, significance, creativity, well-qualified teachers

Introduction: Folklore is discussed because artist have created their art for a variety of reasons throughout history. Artist generally have had no formal training, so they have broken some of the traditional rules of art. Their art, consequently, can inspire the latent artist in everyone. All of the artists represented in this thesis are Americans. Their art reflects not only their culture and environment, but also reveals much about themselves. Their art should appeal much to children because children can identify with the handmade qualities inherent in much folklore. They might well realize that the label has nothing to do with this particular kind of art, though these ideas should be jokes. The definition of artists who do not fit the old school or academic tradition does not mean they have not been learned. However, the artist has learned through trial and error or repetition and belief. Folklore is extremely personal art. It is usually anonymous art. Artist should be more properly considered, "self-taught." There is a directness in the art of the self-taught because these people have taught themselves. Their art is uninhibited. Their work then in turn should help an individual to define his talents.

As a student teacher of art, it sometimes amazes me that on one hand many teacher colleagues are afraid of teaching art, and on the other hand, high school students are afraid to draw and color. Perhaps this reluctance to share in the activities of an art class lies in our attitudes toward art. We perceive it as the creation of a masterpiece which, by definition, is undulated. We forget that the actual word, "art," and the verb form, "to art," both come from the Latin word, "ars," which means "to fit" or "to make." Art is a form of communication just like language.

Definition and Characteristics

Folklore is the product of an emotional as well as functional need, and it often embodies the innermost feelings of the people who create it. The artist is usually uninfluenced by the need to be original, or to create in a certain style popular at the moment. An artist creates in his own traditional style that has been passed down to him from the past, either orally or by artistic example. The visual forms, though often simple and with minimal variations, communicate the same universal ideas, feelings, or human representations that the art of a highly skilled

artist does. The principal part of a definition of folklore is its sincere, unselfconscious, and spontaneous character and the innocent spirit of approach toward creating a work of art. Useful and practical, folklore is the honest, permanent, and realistic interpretation of a culture's feelings. Folklore "belongs" to a particular group. The people of the group create for their own purposes, and they continue to create regardless of the fact that the changing life patterns of our contemporary society surround them. Folklore does not pretend to be what it is not. Folklore is always honest and sincere, even when the artist is aware of the beauty or the humor in his work. Folklore "happens" as a natural function of the lifestyle and feelings of those who cherish this art for what it is.

Expressive and functional. Functional folklore is used in everyday life. It is made by people to serve a particular purpose and kept simple and practical. The functions of these special works of art differ so widely that we cannot make a list of them, but some of the best-known ones are for religious ceremonies (masks, robes), domestic use (dishes, textiles), for embellishing domestic or other everyday objects (carvings, painting, quilt-making). The influence a functional work of art can have on the mood of the user is usually unintentional. Characteristics of folklore have usually developed in relation to the practical needs of a given society. Simple and practical construction techniques, use of only a few colors, repetition of the same simple design, and the close association of form with function are some of the characteristics that have been noted time and time again when the term "folklore" is discussed or written about. These same characteristics seem to express a logical and straightforward approach to the functions of the work in relation to the practical needs and attitudes of the society responsible for its creation.

Historical Significance

Indeed, folklore has a long history. Many cultural anthropologists contend that it began at the very dawn of human history. Pre-literate man needed a means of communication and personal expression. Even at this early stage,

some people showed greater skill or feeling in their works, making them more pleasing or useful. These people in folk cultures, as these primitive communities are now commonly called, spent most of their day working with their hands. Art was used to create functional things like bowls, clothing, furniture, and weapons, as well as items for personal adornment, ceremony, and ritual. The emotional satisfaction of creating something new was another incentive for using artistic skills. Furthermore, these prehistoric individuals and tribes decorated their shelters and other goods to enhance their lives and sometimes to communicate ideas to others. Folk historians note that the more complex a society becomes, the greater the need for the objects of its art to be expressive and significant. Thus, the sheer quantity of artistic output has steadily increased as man changed from a hunter-gatherer to an artisan, then to a factory worker, and finally to a consumer in a mass-market society.

The concept of folklore is a broad one, encompassing any genre of art – painting, embroidery, woodcarving, pottery, and the like – created by simple people who learn their skills from previous generations, not from organized formal training. Despite widespread preference and use of folklore well into the twentieth century, many children today do not have a clear idea about its significance. For young children, the meaning of such "ancestral art" can certainly be confusing if the teacher has not prepared them for this examination. Here's how ten-year-olds were introduced to folklore.

First and foremost, folklore provides an excellent opportunity for elementary schoolchildren to connect with their cultural heritage. By learning about traditional art forms, such as woodcarvings, textiles, or pottery, children can develop a deeper understanding and appreciation of their community's history and values. This, in turn, can foster a sense of identity and belonging, which is essential for children's emotional and social development. For instance, a study conducted by the National Endowment for the Arts found that children who participated in folklore programs showed a significant increase in their sense of cultural pride and self-esteem. Furthermore, folklore

can serve as a window into the world's diverse cultural traditions, promoting cross-cultural understanding and tolerance.

In addition to its cultural significance, folklore can also play a vital role in children's creative development. Engaging in folklore activities, such as painting, weaving, or sculpting, can help children develop their fine motor skills, hand-eye coordination, and spatial awareness. Moreover, folklore encourages children to think creatively, experiment with different materials and techniques, and express themselves in a unique and meaningful way. Research has shown that children who participate in arts programs, including folklore, tend to perform better in math, reading, and language arts, and are more likely to develop critical thinking and problem-solving skills.

Another significant benefit of incorporating folklore into elementary school curricula is its potential to enhance children's academic performance. Folklore can be used to teach various subjects, such as history, geography, and language arts, in a more engaging and interactive way. For example, a lesson on traditional African textiles can be used to teach children about the continent's geography, history, and cultural diversity. Similarly, a project on Native American pottery can be used to teach children about the region's indigenous peoples, their traditions, and their contributions to American history. By integrating folklore into academic subjects, teachers can make learning more enjoyable and effective, leading to improved academic outcomes.

Furthermore, folklore can provide a unique opportunity for children to develop their social skills and work collaboratively with their peers. Many folklore activities, such as group murals or collaborative sculptures, require children to work together, share ideas, and build on each other's strengths. This can help children develop essential social skills, such as communication, teamwork, and conflict resolution. Moreover, folklore can provide a platform for children to share their work and receive feedback from their peers, promoting self-confidence and self-expression.

Conclusion.

In conclusion, incorporating folklore into elementary school curricula can have a profound impact on children's cultural enrichment, creative development, and overall academic performance. By introducing children to traditional art forms, teachers can help them develop a deeper understanding and appreciation of their cultural heritage, promote cross-cultural understanding and tolerance, and foster creative development and self-expression. Moreover, folklore can be used to teach various subjects in a more engaging and interactive way, leading to improved academic outcomes. As such, it is essential that educators and policymakers recognize the importance of folklore in elementary school education and provide children with opportunities to engage with this rich and diverse cultural tradition.

References:

1. Anikin, V.P. Russian folk proverbs, sayings, riddles and children's folklore [Text] / V.P. Anikin // M.: Higher school. - 1987.- 254p.
2. Arzamastseva I. N., Nikolaeva S. A. Children's Literature: Textbook for ped students. Universities. - M.: Academy, 2005. - 576 p.
3. Egorova, T. Yu. Children's literature of English-speaking countries [Text] / T. Yu. Egorova // Vologda: Ed. Center VIRO. - 2005.-268p.
4. Khisamova A.Kh. Children's folklore. Program and guidelines for teachers. (From work experience). - Kazan, 1995. - 105p.
5. Grider, Sylvia Ann. The Study of Children's Folklore. Western Folklore 39.3, Children's Folklore (1980): 159-69.
6. Mendoza, Vicente T. *Lirica Infantil De Mexico*. Letras Mexicanas. 2a ed. Mexico: Fondo de Cultura Economica, 1980
7. Opie, Iona Archibald, and Peter Opie. *The Lore and Language of Schoolchildren*. Trans. Peter Opie. Oxford Paperbacks. New York: Oxford University Press, 1987.