



# The opportunities of educating morality for children through samples of folklore

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## ABSTRACT

This article explains in detail that the early moral development in childhood is shaped by the examples of folklore in the preschool age, and that this period is a solid foundation for a child's bright future.

## Keywords:

curiosity, need, activity, folklore, tradition, imagination, early brain development, positive spirit, identification, XXI century child, voice intonation, communication skills.

Preschool education requires psychological, pedagogical and physical training that we do not know. In this process, the parent is directly responsible for the child's personal and social preparation. Not only in kindergarten, but also in the family, the child's interest in things and events is formed not only in kindergarten, but also in the family. At the age of preparation, the interaction with the child, taking into account his interests, desires and needs, allows the child to develop life skills [1.18].

According to Japanese scientists, it is necessary to provide the child with the necessary knowledge and information until the age of three. They believe that early brain development is important. Although the child does not understand the information provided, they say that it quickly absorbs the information into the brain, laying the groundwork for the development of his future abilities and skills. They recommend organizing activities according to the child's interests. Masaru Ibuka, a Japanese scholar, wrote in Late After Three: "If you want your child to be good at math, get him interested in numbers, not math. If you

want your child to be well-read and well-educated, focus on the letters, not the reading, and find ways and means. Get involved with your child." Scientists estimate that 80% of nerve cells are formed by the age of three. Considering the following points, it can be concluded that a positive attitude and interest should be formed when a child goes to school [2.88].

We need to make good use of folklore, especially in the upbringing of preschool children. Folklore is a national spiritual heritage, which is passed from mouth to mouth and expresses the spirit of the nation without losing its value. Folklore is a form of self-expression that is open and understandable to all, without exception. This is especially useful in the preschool years [3.56].

Introduce children to folklore:

- the formation of a positive mood;
- the world around you, other people, self-awareness;
- to cultivate feelings of kindness, compassion, patriotism, honesty, conscience;
- The origin of culture, moral education;

- Creativity promotes the development of creative abilities.

One of the most important tasks facing our society today is that the child is brought up spiritually and morally. It is impossible to do this without studying the cultural and historical experience of nations over the centuries. Folklore includes many genres: mother goddess, fairy tales, proverbs and stories, legends, epics and other invaluable examples. Through folklore, the child understands not only the native language, but also its beauty and conciseness, joins the culture of his people, gets the first ideas about it. It also develops the child's thinking and imagination, enriches it, cultivates emotions (for the homeland, parents, life), gives beautiful images of literary language.

Preschool is a very important period in the formation of a child's personality. Our people's experiences in raising children have been expressed in various gods, proverbs, sayings, riddles, fairy tales, and many children's games. This will increase the child's communication and self-expression. A child with good speech will find it easier to understand himself in any activity. Our fairy tales can be a great help in shaping speech. Our parents need to pay attention to this. Because our fairy tales are simple and understandable for a child. A preschooler can easily tell fairy tales.

Should a child born in the 21st century return to the "old tradition of the past"? We should all respect the national spiritual heritage that we have inherited over the centuries. In fact, humanity has been saved by spirituality, morality. We all feel that the development of spirituality and morality begins in childhood. At the same time, the use of national heritage should give us strength [3.140].

It is safe to say that the love of literature and books is also aroused by the folklore. The use of children's folklore is also important in preschool, especially in educational activities, as it reflects the educational heritage, life and activities of our ancestors in games, songs, fairy tales and toys. And it helps them to master the concepts of behavior and relationships, language, art and music culture, as well as ethics in practice.

The importance of folklore is that it allows adults to easily communicate with a child. VA Sukhomlinsky considered rhymes, songs and fairy tales of kindergartens as an indispensable means of awakening a person who is cognitively active, independent and able to express himself. He advised the child to use the figurative language of folk poetry to express care, gentleness, confidence, and to him [5.63]. Preschool perception of fairy tales becomes a child's own activity, allowing him to freely dream and imagine, to encounter complex events and feelings of the adult world. The mechanism of identification in a young child is strongly developed, that is, the process of emotional intimacy with another person, a character, as well as the development of his norms, values, patterns. It allows the child to learn morals and values, to distinguish between good and evil.

To some extent, fairy tales meet the three natural psychological and pedagogical needs of preschool children:

1. The need for autonomy. In every fairy tale, the protagonist is all the way during which it acts independently, only to itself, to its own power

makes choices based on, makes decisions;

2. The need for competence. The protagonist is able to overcome unexpected obstacles, and in most cases, despite temporary setbacks, he wins and achieves victory.

3. The need for activity. The protagonist is always active, always on the move:

he goes somewhere, meets someone, finds something, struggles with someone, runs away from someone. At first, the protagonist's actions are slow, and his activity is stimulated by other heroes of the fairy tale.

The following can be achieved by educating preschool children with folklore:

- Motivation in dealing with other people, such as kindness, attention, compassion, grief;

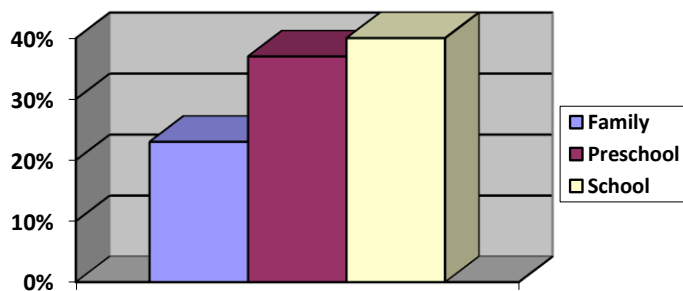
- the ability to understand another person, to understand his peculiarities, interests, needs, to notice his mood, emotional state;

- Adequate situations, actions related to the choice of communication methods.

As the scope of communication expands, children feel the influence of various social

factors that to some extent activate their emotional world. As a child learns to cope with situational emotions, he learns to control his emotions.

A survey of folklore was conducted and a survey of families was conducted. According to the survey, 60% of parents do not know which book their children are reading or their child's need for books, and almost do not give their children a book as a gift. 56% of families do not have positive habits, such as adults telling stories to their children, or giving fairy tale books as gifts. To further analyze the issue, we also conducted a survey of children in this family. The results of the survey revealed that the children were given examples of folklore: proverbs, parables, fairy tales, legends, stories, epics in more educational institutions than in the family: kindergarten, studied in schools.



**1-diagram**

Observations show that when a child receives repetitive sounds, short and rhythmic expressions uttered by adults force him to react to the work of art. In some cases, the intonation of the voice calms it down, and in others, it enlivens it. You can have a conversation in a language he understands. Folklore is of special importance for preschool children. In fact, in the process of adapting to a new situation, he misses his home, his mother, and is unable to communicate with other people, adults. Well-chosen, well-articulated examples of folklore in kindergarten sometimes help to communicate with the child, to evoke positive emotions in him, to establish a positive relationship with educators, to feel a sense of intimacy. Primary moral flights are shaped by examples of folklore. We must not forget that the vocabulary of young children is not great, the real world is perceived in a unique way. Therefore, the activities of

kindergartens should be adapted to the level of development of children. And children need to understand the intonation spoken by the educator. Folklore, on the other hand, is simple, understandable, and motivates children to act. Children's folklore games should also be used in games with children, because play is the main activity of children. Games make the process of raising children in kindergarten fun and enjoyable. In the game, children enjoy a good mood, enthusiasm, communication with peers, which strengthens their ability to enjoy life in the future, leading to health and spiritual development. Kids love to play these games because they want to express themselves.

You need to give your child a chance to win. Through play, we help the child develop organizational skills, communication and independence.

In conclusion, the use of the spiritual heritage of folklore in preschool age helps the child to understand himself and become accustomed to ethical norms during use in life. And this will allow our great educational heritage to be preserved.

We recommend that in the moral upbringing of children in preschool education, we use the enormous educational potential of examples of folklore.

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