



N.M. MO'MINOVA. THE IMPORTANCE OF TEACHING UZBEK FOLKLORE IN SCHOOL EDUCATION

N.M. Mo'minova

Andijan Branch of Kokand University,
Associate Professor, Department of Uzbek and Russian Philology,
PhD in Philological Sciences.

<https://doi.org/10.5281/zenodo.20621512>

Abstract. This article analyzes the pedagogical, didactic, and educational significance of teaching Uzbek folklore in school education. It highlights the role of folklore samples in fostering respect for national values, moral and ethical qualities, as well as communicative and civic competencies among students. The article also scientifically substantiates effective methods of teaching folklore works through modern educational technologies and examines their impact on students' social-emotional development. The research findings indicate that the purposeful use of Uzbek folklore in the educational process contributes to students' understanding of their national identity, improvement of functional literacy, and development as well-rounded individuals.

Keywords: Uzbek folklore, folklore studies, school education, national values, competency-based approach, communicative competence, civic competence, social-emotional development, moral education, ethnopedagogy, linguodidactics, innovative educational technologies, national identity, functional literacy, educational significance.

Introduction

Global trends in the development of educational systems demonstrate that educating the younger generation in the spirit of national and universal values and fostering their moral and ethical competencies constitute one of the most pressing issues of contemporary education. The acceleration of globalization processes, the rapid growth of information flows, and the intensification of intercultural integration have significantly increased the need for preserving cultural heritage, strengthening national identity, and transmitting it from one generation to another. From this perspective, the effective integration of folklore into the educational process serves as an important factor in enriching students' spiritual world, developing their national consciousness, and shaping their cultural identity.

Worldwide, research conducted in the fields of folklore studies, ethnopedagogy, and linguodidactics extensively explores the educational, aesthetic, and didactic potential of folklore. Particular attention is paid to the role of fairy tales, proverbs, riddles, legends, and epics in developing students' communicative competence, creative thinking, critical reasoning skills, and social-emotional abilities. Teaching folklore through modern pedagogical technologies contributes to increasing students' learning motivation and enhancing educational effectiveness.

In the Republic of Uzbekistan, large-scale reforms are being implemented to modernize the education system, educate young people on the basis of national values, and improve the content of native language and literature instruction. The National Curriculum identifies the development of communicative, cultural, and civic competencies as a priority objective. In achieving these goals, the use of Uzbek folklore serves as an important methodological tool, as

it embodies the historical memory, spiritual experience, and moral values of the nation and represents a unique cultural heritage.

Educational and Pedagogical Potential of Uzbek Folklore

For centuries, Uzbek folklore has reflected the life experience, worldview, and aesthetic ideals of the people. Folklore encompasses various genres, including fairy tales, proverbs, sayings, riddles, narratives, legends, epics, and folk songs. Each of these genres possesses distinctive linguistic, pragmatic, and didactic characteristics.

The study of folklore in school education contributes significantly to students' moral and ethical development. Fairy tales portray the conflict between good and evil, proverbs convey the wisdom of the people, while epics embody ideas of patriotism and heroism. As a result, students develop such qualities as justice, honesty, diligence, and humanism.

In addition to its educational function, folklore also performs an instructional function. It enriches students' vocabulary, develops their speech culture, and helps them understand the semantic potential of linguistic units. In particular, the study of proverbs and sayings enables students to gain a deeper understanding of figurative language, metaphorical expressions, and symbolic meanings.

Folklore and the Competency-Based Approach

Today, the competency-based approach is recognized as one of the fundamental methodological principles of education. This approach focuses not only on acquiring knowledge but also on applying knowledge and skills effectively in real-life situations.

The study of folklore plays a significant role in the development of communicative competence. Activities such as retelling fairy tales, interpreting the meanings of proverbs, and analyzing the actions of epic heroes contribute to the development of students' oral and written communication skills.

Furthermore, folklore materials serve as an effective means of fostering social-emotional competencies. Evaluating characters' behavior, expressing opinions about events, and discussing problem situations help students develop empathy, cooperation, and a sense of responsibility.

Folklore also plays an important role in the formation of civic competence. Through epics and historical narratives, students develop patriotism, national pride, and respect for historical memory.

Teaching Folklore Through Modern Educational Technologies

In the era of rapidly developing digital technologies, there is a growing need to improve the methodology of teaching folklore. Alongside traditional methods, the use of interactive teaching strategies, multimedia resources, and information and communication technologies enhances educational effectiveness.

For example, electronic presentations, video materials, audio recordings, and digital platforms make the study of folklore more engaging and attractive for students. Educational techniques such as clustering, brainstorming, concept mapping, debates, and project-based learning facilitate the analysis of folklore texts and promote the development of critical and creative thinking skills.

In accordance with the requirements of the National Curriculum, connecting folklore materials with real-life situations is considered an important methodological approach. This contributes significantly to improving students' functional literacy.



The Role of Folklore in Shaping National Identity

National identity reflects an individual's sense of belonging to a particular nation, culture, and history. Uzbek folklore serves as an important source for the formation of such identification processes among younger generations.

Folklore works embody the customs, traditions, values, and worldview of the people. Through studying these works, students gain a deeper understanding of national culture and learn to respect the spiritual heritage of their nation.

Particularly in the context of globalization, the preservation and development of national culture have become increasingly important. Therefore, the extensive use of folklore in school education is regarded as a significant pedagogical factor in fostering students' awareness of their national identity.

Conclusion

In conclusion, teaching Uzbek folklore in school education serves as an effective means of developing students' moral, aesthetic, communicative, and civic competencies. The national values, ethical principles, and life experiences embedded in folklore play a crucial role in the upbringing of younger generations.

In the modern educational system, teaching folklore through innovative pedagogical technologies contributes to improving educational quality, enhancing students' learning motivation, and strengthening their national identity. Therefore, the purposeful and systematic use of folklore materials in native language and literature instruction should be recognized as one of the priority tasks of contemporary education

References:

1. Абдулаева Р.Н. Идеино-тематическое и художественное своеобразие аварских пословиц, поговорок и загадок: Дисс. ... канд. филол. наук. – Махачкала, 2005. – 157 с.
2. Алавия М. Ўзбек халқ маросим қўшиқлари. – Тошкент: Фан, 1974. – 221 б.
3. Закиров М.И. Концепт вода/су в русских и татарских народных приметах: Дисс. ... канд. филол. наук. – Казань, 2009. – 261 с.
4. Мирзаев Т. Ўзбек халқ достончилигида бадий маҳорат. – Тошкент: Фан, 1969.
5. Мирзаева С.Р. Ўзбек халқ афсун-дуоларининг жанр хусусиятлари ва бадийлиги. НДА. – Тошкент, 1993.
6. Раҳмонова З.А. Адабиётшуносликда ижодий индивидуаллик муаммоси (Проф. Б. Саримсоқов илмий мероси мисолида): Филология фанлари бўйича фалсафа доктори дисс. – Тошкент, 2023. – Б. 113–116.
7. Салеева Д.А. Этнические, возрастные и гендерные концепты в русских, английских и татарских пословицах: Дисс. ... канд. филол. наук. – М., 2004. – 226 с.
8. Саримсоқов Б. Адабий турлар ҳақида мулоҳазалар // Ўзбек тили ва адабиёти. – 1993. – № 5-6. – Б. 3-13.
9. Arabboyeva M. Ona tili darslari orqali o'quvchilarning ijtimoiy emotsional – fuqarolik kompetensiyalarini rivojlantirish. Zamona viy ta'lim / sovremennoe obrazovanie 2022, 12-son. 43-47-betlar.

13. Arabboyeva M. O'quvchilarda ijtimoiy-emotsional-fuqarolik kompetensiyalarini rivojlantirishning psixologik-pedagogik xususiyatlari. Zamonaviy ta'lim. – Toshkent, 2024-yil 5-son, – B. 47-52.

14. Arabboyeva M. Pedagogical-psychological and methodological features of developing social-emotional-civic competence in mother language lessons. International bulletin of applied science and technology. – Germany, 2025. Vol.3. No.5, 2025. 14-baza, ResearchBib. <https://journalseeker.researchbib.com/view/issn/2750-3402>).

