

**THE IMPORTANCE OF USING NATIONAL FAIRY TALES IN FORMING MORAL
VALUES IN PRESCHOOL CHILDREN**

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Annotation: This article scientifically highlights the pedagogical role of national fairy tales in the formation of moral values in preschool children, the methodological and technological foundations of the use of fairy tales, as well as their impact on the development of a child's personality. Through fairy tales, the mechanisms of children's formation of qualities such as kindness, honesty, hard work, compassion, friendship and justice are analyzed. A step-by-step technology for using fairy tales will also be developed.

Keywords: national fairy tales, moral education, preschool education, fairy-tale technology, values, imaginative thinking, pedagogical influence.

INTRODUCTION The preschool education system serves as an important foundation for the comprehensive development of children's personalities. In particular, the older preschool age is a responsible stage in a child's life when moral views are formed, understanding the difference between good and bad behavior increases, and attitudes and social perceptions are formed. Therefore, instilling moral values in children during this period, teaching them the correct norms of behavior, and explaining the moral principles that apply in society are one of the main tasks of the educational process. The effectiveness of this process directly depends on the correct selection of educational tools, the methodological skills of the teacher, and the application of an approach appropriate to the psychology of the child.

MAIN PART Folk oral creativity, in particular national fairy tales, has been one of the most effective and centuries-tested educational tools for the formation of moral perceptions in children. Fairy tales are unique works that embody the cultural heritage of the people, their spiritual values, their views on goodness, their attitude to labor, and such qualities as justice and honesty. In fairy tales, ideas such as the triumph of good over evil, the reward of hard work, and the punishment of injustice are quickly and simply perceived by the child's mind. Because fairy tales are based not on logical analysis, but on figurative perception, which fully corresponds to the psychology of preschool children. Through figurative thinking, remembering the plot, and expressing an emotional reaction to the characters, the child assimilates the moral content of the fairy tale into his worldview. Today, it is important to organize the process of using fairy tales in the preschool education system on the basis of a scientifically based, methodologically well-developed and technological approach. Because simply reading or telling a fairy tale is not enough. The main goal is to help children apply the moral conclusion of a fairy tale to their practical activities, to form strong social skills in them, and to develop the ability to self-manage their behavior. Therefore, the technology of using fairy tales in modern preschool education should be

organized on the basis of step-by-step, consistent and clear methodological instructions. The educator should implement the process from choosing a fairy tale to analyzing its content, organizing a conversation about the characters, role-playing games, staging, creative tasks and reinforcement exercises as an integral system. Another important aspect of using national fairy tales is that they form in children a sense of national identity, respect for the heritage of our ancestors, and a sense of loyalty to the Motherland and the values of the people. The qualities of fairy tale heroes connect the child to their national roots and help them naturally master moral criteria. Especially in such famous fairy tales as Zumrad va Qimmat, Ur toqmoq, Boy ila kambagal, educational ideas are presented in such a simple and impressive form that they are quickly absorbed into the minds of preschool children. Therefore, improving the technology of using national fairy tales, their consistent introduction into the educational process, and their combination with modern methods are one of the urgent issues of the preschool education system. It is undeniable that using fairy tales to form children's moral consciousness, prepare them for socialization, and instill ideas of virtue will yield effective results. This article deeply analyzes the pedagogical potential of fairy tales, the methodological foundations of their use in the educational process, and their role in the formation of moral values in preschool children.

CONCLUSION National fairy tales are a powerful educational tool for preschool children, through which the child is instilled with the ideas of virtue in a simple and figurative way. Fairy tales directly affect the child's personal development, socialization, speech, thinking, and most importantly, the formation of moral values.

When the technology of using fairy tales is organized step by step — including the processes of preparation, perception, understanding, practical activity, and reinforcement — children deeply absorb the content of the fairy tale and can apply it to everyday life. Therefore, educators should use national fairy tales not only as works of art, but also as targeted educational technology.

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