

## PEDAGOGICAL FOUNDATIONS OF MORAL EDUCATION OF PRIMARY STUDENTS BASED ON FOLK ORAL CREATIVITY

Karimova Nafisa Saydullaevna

Chirchik State Pedagogical University Faculty of Preschool and  
Primary Education Teacher of the Department of Theory and  
Practice of Preschool and Primary Education

E-mail: [nafisakarimova1112@gmail.com](mailto:nafisakarimova1112@gmail.com)

Tel: (97) 012-11-85

### Abstract

The article highlights the theoretical and practical aspects of using examples of folk oral literature in the moral education of primary school students. It analyzes the role of fairy tales, proverbs, riddles, and other folklore genres in developing qualities such as kindness, honesty, and diligence in children. The article also discusses the educational potential of folk literature, the age and psychological characteristics of students, and provides methodological recommendations for using folklore materials in classroom activities.

**Keywords:** Folk oral literature, primary education, moral upbringing, pedagogical methods, folklore, child psychology, educational process.

### Introduction

**XALQ OG‘ZAKI IJODI ASOSIDA BOSHLANG‘ICH SINF O‘QUVCHILARINI  
AXLOQIY TARBIYALASHNING PEDAGOGIK ASOSLARI**

Karimova Nafisa Saydullaevna

Chirchiq davlat pedagogika universiteti Maktabgacha va boshlang‘ich ta‘lim  
fakulteti Maktabgacha va boshlang‘ich ta‘lim nazariyasi va amaliyoti  
kafedrasi o‘qituvchisi

E-mail: [nafisakarimova1112@gmail.com](mailto:nafisakarimova1112@gmail.com)

Tel: (97) 012-11-85



## ANNOTATSIYA

Maqolada boshlang'ich sinf o'quvchilarini axloqiy tarbiyalashda xalq og'zaki ijodi namunalaridan foydalanishning nazariy va amaliy jihatlari yoritiladi. Ertak, maqol, topishmoq va boshqa folklor janrlarining bolalarda ezgulik, halollik, mehnatsevarlik kabi fazilatlarni shakllantirishdagi o'rni tahlil etiladi. Shuningdek, xalq ijodining tarbiyaviy imkoniyatlari, o'quvchilarning yosh va psixologik xususiyatlari hamda dars jarayonida folklor materiallaridan foydalanish bo'yicha metodik tavsiyalar beriladi.

**Kalit so'zlar:** Xalq og'zaki ijodi, ertaklar, maqollar, topishmoqlar, axloqiy tarbiya, boshlang'ich ta'lim, ma'naviy tarbiya, pedagogik texnologiyalar, o'quvchi shaxsini rivojlantirish, tarbiyaviy metodlar.

## АННОТАЦИЯ

В статье рассматриваются теоретические и практические аспекты использования образцов народного устного творчества в нравственном воспитании младших школьников. Анализируется роль сказок, пословиц, загадок и других жанров фольклора в формировании у детей таких качеств, как доброта, честность, трудолюбие. Также рассматриваются воспитательные возможности народного творчества, возрастные и психологические особенности учащихся, а также даются методические рекомендации по использованию фольклорных материалов в учебном процессе.

**Ключевые слова:** народное устное творчество, начальное образование, нравственное воспитание, педагогические методы, фольклор, психология детей, учебный процесс.

## Introduction

The comprehensive development of primary school students is one of the most important tasks of today's education system. In particular, the process of moral education plays a special role in the formation of the student's personality. It is



during this period that children who have just started school are formed, such as their worldview, social relationships, culture of behavior, respect for adults and respect for younger people. Therefore, it is important to educate students based on effective, meaningful, and vital sources.

One of the most effective means of such education is folk oral literature. Because folk literature consists of genres that are suitable for the psyche of children, simple, interesting, rich in content, and have educational power. Fairy tales, epics, proverbs, sayings, riddles, and songs not only expand the vocabulary of children, but also play an important role in developing their qualities such as distinguishing good from evil, understanding the rules of etiquette, and striving for goodness.

The educational value of folk oral literature

Folk oral literature is a priceless spiritual treasure that reflects the wisdom, experience and lifestyle of our ancestors. It embodies the views of the people on education, moral values, and aspirations. In particular, fairy tales and proverbs are extremely effective in teaching the younger generation such qualities as kindness, honesty, hard work, friendship, and patriotism.

The main goals of moral education for primary school students are:

- teaching the rules of etiquette;
- teaching the difference between good and bad behavior;
- showing respect for adults and attention to friends;
- forming qualities such as hard work, honesty, and justice;
- strengthening loyalty to national values.

Folk oral literature allows us to realize all these goals in a natural, effective and interesting way for children.

The role of fairy tales in moral education

Fairy tales are the most favorite genre for primary school students. In fairy tale texts, ideas such as the triumph of good over evil, the achievement of happiness by the hard worker, and the punishment of the liar form the moral worldview of children.

For example, in fairy tales such as “The Emerald and the Precious”, “The Wolf and the Goat”, “The Tortoise and the Hare”, such qualities as honesty, hard work,



patience, and resourcefulness are highly expressed. Listening to these fairy tales, children consciously adopt good behavior and learn to avoid bad ones.

The effect of fairy tales is that they:

- enrich children's imagination;
- develop the ability to evaluate events;
- show moral concepts in real-life examples;
- encourage the child to think through the fate of the heroes.

Therefore, reading fairy tales in primary school, role-playing, and staging them gives a great educational effect.

The effect of proverbs and sayings

Proverbs are a concise and concise expression of folk wisdom. Each of them embodies deep life experience. By teaching proverbs to students, you can instill moral standards in them through short but meaningful thoughts.

For example:

“Do good, if you do not return, it will follow you.”

“The truth is harder than a stone.”

“A friend does not cause trouble, and an enemy does not throw stones.”

Such proverbs quickly and effectively convey to children the essence of such qualities as honesty, decency, kindness, friendship, and faith.

Proverbs teach children to think and draw conclusions. For example, the proverb “A mouse's cheese grows in a trap” tells children that they need to act with caution and consideration.

The importance of riddles and songs

Riddles, along with developing thinking in children, form qualities such as observation, resourcefulness, and mental activity in them. These qualities also play an important role in children's moral decision-making.

Songs, along with artistic and aesthetic education, strengthen feelings such as love, friendship, and patriotism. National children's songs express ideas such as life issues, rules of etiquette, and love for nature.

Organizing the lesson process based on folk oral art

The teacher's creativity and pedagogical skills play an important role in using folk art. The following methods are effective in the lesson process:



Expressive reading and discussion of fairy tales

- Which character's behavior did you like?
- What conclusion can be drawn from the punishment of evil?

**Role-playing and staging-** This method increases children's speech, communication, and interest in the lesson.

Strengthening moral themes using proverbs and riddles.

- For example: selecting the necessary proverbs on the topic of "Honesty".

Compiling an independent short story

- The student writes a short story with a moral content based on a fairy tale motif.

Interactive methods - "Brainstorming", "Exchange of ideas", "Evaluation basket", etc.

Through these methods, folk art enriches the content not only of reading lessons, but also of educational hours, extracurricular activities.

Moral effects and results of using folk oral art

Folk art has a positive effect on the following qualities in primary school students:

a sense of honesty and justice is formed;

respect for others, kindness and compassion are strengthened;

the ability to think independently and draw conclusions develops;

respect for national values increases;

the ability to understand the consequences of bad behavior begins to emerge.

Most importantly, folk oral literature instills moral norms in children in a natural and interesting way without coercion.

## **Conclusion:**

The use of folk oral literature in the moral education of primary school students is one of the most effective and effective methods. The spiritual heritage of the people, formed over the centuries, forms such human qualities as decency, honesty, diligence, respect and honor in students. Fairy tales, proverbs, riddles, songs have a positive effect not only on the moral education of students, but also on the development of their speech, thinking, imagination, and national consciousness.

Thus, the rational use of folk oral literature makes the primary educational process more meaningful, effective and effective. When teachers creatively use this rich heritage in their lessons, children's moral education will be deep, strong, and consistent.

## REFERENCES:

1. Abdulla Avloniy. Turkiy Guliston yoxud axloq. – Toshkent: “Ma’naviyat”, 1992. – 160 b.
2. Qodirov A., Raxmonov N. Pedagogika nazariyasi va amaliyoti. – Toshkent: “O‘qituvchi”, 2019. – 320 b.
3. Hoshimov K., Karimova V. Boshlang‘ich ta’lim metodikasi. – Toshkent: “Fan va texnologiya”, 2020. – 280 b.
4. G‘oziev E. Bolalar psixologiyasi. – Toshkent: “O‘zbekiston”, 2018. – 240 b.
5. Rasulov R. O‘zbek xalq og‘zaki ijodi. –Toshkent:“Universitet”, 2016.–210 b.
6. To‘raqulov B. Xalq og‘zaki ijodi va tarbiya. – Toshkent: “Fan”, 2017.–190 b.
7. Xoliqulov N., Qosimova M. Jismoniy va ma’naviy tarbiya nazariyasi. – Toshkent: “O‘qituvchi”, 2015. – 256 b.
8. Hasanboyeva O., Nishonova Z. Pedagogika. – Toshkent: “O‘zbekiston”, 2021. – 350 b.
9. O‘zbekiston Respublikasining Ta’lim to‘g‘risida”gi Qonuni. – 2020-yil 23-sentabr.
10. “Kadrlar tayyorlash milliy dasturi”. – Toshkent: 1997.
11. O‘zbekiston Respublikasi Maktabgacha va umumiy ta’lim vazirligining metodik tavsiyalari – Boshlang‘ich ta’limda axloqiy tarbiya bo‘yicha. Toshkent, 2022.
12. Ziyodova F. “Xalq og‘zaki ijodining tarbiyaviy ahamiyati” // Ma’rifat gazetasi. – 2021. – №12.