

**MAKTABGACHA TA'LIMDA ERTAKLARDAN FOYDALANISHNING AMALIY AHAMIYATI****ПРАКТИЧЕСКОЕ ЗНАЧЕНИЕ ИСПОЛЬЗОВАНИЯ СКАЗОК В ДОШКОЛЬНОМ ОБРАЗОВАНИИ****PRACTICAL SIGNIFICANCE OF USING FAIRY TALES IN PRESCHOOL EDUCATION**

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**Annotatsiya.** Respublikamiz oliy ta'lim tizimini modernizatsiya qilish jarayonida maktabgacha ta'lim pedagoglarining kasbiy va qadriyatli kompetentligini rivojlantirishda ertaklarning pedagogik ahamiyati muhim sanaladi. Xalq pedagogikasining ajralmas qismi bo'lgan ertaklarning bolalar shaxsini har tomonlama rivojlantirishdagi o'rni, xususan, nutq, tafakkur, axloqiy fazilatlar va estetik didni shakllantirishdagi imkoniyatlari beqiyosdir. Ertaklar maktabgacha yoshdagi bolalarni ma'naviy-axloqiy jihatdan kamol toptirish, emotsional barqarorligini ta'minlash va ijtimoiy moslashuvini kuchaytirishda samarali pedagogik vosita hisoblanadi.

**Kalit so'zlar:** maktabgacha ta'lim, ertak, xalq pedagogikasi, qadriyatli kompetentlik, ertak terapiyasi, nutq rivoji, axloqiy tarbiya, innovatsion yondashuv, pedagogik mahorat.

**Аннотация.** В процессе модернизации системы высшего образования Республики особое значение приобретает развитие профессиональной и ценностной компетентности педагогов дошкольного образования на основе использования сказок как эффективного педагогического средства. Сказки, являясь неотъемлемой частью народной педагогики, играют важную роль во всестороннем развитии личности ребёнка, в частности в формировании речи, мышления, нравственных качеств и эстетического вкуса. Сказки выступают действенным педагогическим инструментом в духовно-нравственном воспитании детей дошкольного возраста, обеспечении их эмоциональной устойчивости и успешной социальной адаптации.

**Ключевые слова:** дошкольное образование, сказка, народная педагогика, ценностная компетентность, сказкотерапия, развитие речи, нравственное воспитание, инновационный подход, педагогическое мастерство.

**Abstract.** In the process of modernizing the higher education system of the Republic, the development of professional and value-based competence of preschool educators through the pedagogical use of fairy tales is of particular importance. Fairy tales, as an integral part of folk pedagogy, play a significant role in the comprehensive development of a child's personality, particularly in the formation of speech, thinking skills, moral qualities, and aesthetic taste. Fairy tales serve as an effective pedagogical tool in the spiritual and moral development of preschool children, ensuring their emotional stability and strengthening their social adaptation.

**Keywords:** preschool education, fairy tale, folk pedagogy, value-based competence, fairy tale therapy, speech development, moral education, innovative approach, pedagogical mastery.

**Introduction.** In recent years, our republic has been modernizing the content of the higher education system and adapting the processes of training qualified personnel to international standards, improving the methodological base of the educational process in higher educational institutions based on advanced foreign experience, and creating normative foundations for the creation of educational resources. “Training highly qualified creative and systematic thinking personnel, capable of independent decision-making based on international standards, using modern innovative tools widely used internationally in the educational process”, “bringing the knowledge and skills of pedagogical personnel to the international level” were identified as priority tasks. As a result, the pedagogical potential of specialists in the field has increased by improving the development of valuable competencies of preschool educators. Fairy tales occupy a special place in the upbringing of children of preschool age. Fairy tales are one of the important parts of folk pedagogy and have been tested and improved for centuries as an effective means of educating children. Modern pedagogy also emphasizes the incomparable educational importance of fairy tales in the comprehensive development of a child. It has been observed that a child who has grown up listening to fairy tales from a young age has a much richer vocabulary, worldview, thinking and aspirations than other peers.

Fairy tales not only serve to meaningfully spend children's free time, but also have a strong impact on the formation of their moral image, the upbringing of aesthetic taste and the development of speech. Therefore, fairy tales are widely used as a means of education in preschool education and are being studied in depth theoretically and practically.

It is not for nothing that the saying “Fairy tales are guides to goodness” is found in folk pedagogy. Through fairy tales, generations have come to understand the importance of such qualities as goodness, justice, and kindness. Historical experience and scientific research recognize that fairy tales are an important tool in shaping a child's personality.

Historically, fairy tales were mainly told to children orally by parents and grandparents. In traditional family upbringing, by telling a fairy tale before a child goes to sleep, the child was given life lessons and instilled moral standards. The modern enlightener Abdulla Avloni also emphasized the need to use folk tales and examples of folk oral art in teaching young children. In his works, Avloni tried to instill in children such qualities as patriotism and hard work through fairy tales and poems. Therefore, fairy tales have historically been an important part of education. In modern approaches, the use of fairy tales is not limited to oral telling alone, but is also being promoted with a tendency to enrich it with new pedagogical technologies. In recent years, the concept of fairy tale therapy has been widely used. Fairy tale therapy is a psychocorrectional method aimed at regulating the emotional state of children through fairy tale plots and characters, alleviating their feelings such as fear and will. According to psychologists, fairy tale metaphors can convey to the child the hidden meaning of solving various problems; thus, fairy tale therapy serves to develop the spiritual and moral sphere of the child's life.

In the preschool education system, increased attention has been paid to the use of fairy tales at the state level. The “First Step” state curriculum sets the task of introducing children to fairy tales, starting from the younger group, and fairy tales suitable for each age group are recommended. Currently, preschool educational organizations are promoting the introduction of fairy tales of the peoples of the world to children, along with folk tales.

Fairy tales have not lost their value as a means of education for centuries, but on the contrary, they are gaining urgent educational importance even in modern conditions. Fairy tales have the power to radically change the worldview of each person, and this power is passed down from generation to generation. Therefore, no modern technology can replace fairy tales - a fairy tale is a very elegant and natural form of upbringing, and experts argue that taking it away from a child and giving it a gadget instead is tantamount to depriving childhood of its meaning.

**Literature analysis and methodology.** Working with fairy tales in preschool educational organizations requires a specific set of methods and tools. In order to convey the content of fairy tales to children and achieve the intended didactic goals through them, the educator has a number of pedagogical tasks. Such tasks as conveying each fairy tale to children as a work of art, revealing its content and essence, arousing an emotional attitude in children towards the heroes of the fairy tale, and teaching children to express their attitude to these heroes require complex pedagogical skills. To fulfill these tasks, the educator himself must deeply feel the fairy tale, be able to analyze its content, and be ready to tell it expressively. Below we will dwell on effective methods and forms of working with fairy tales:

**Oral fairy tale telling:** The educator tells the fairy tale to children expressively from memory or from a book. The expressiveness of speech, that is, intonation, facial expressions, and movements, effectively conveys the content of the fairy tale to children. In small groups, the educator prepares children psychologically for listening to a fairy tale by announcing, "Today I will tell you a fairy tale." When telling a story orally, the educator's voice gives each character a unique tone and enlivens the dialogues, which makes children interested in the fairy tale and increases their attention.

**Reading from a book:** Reading a fairy tale aloud using illustrated children's fairy tale books is also widely used. This method increases children's interest in the book and forms literacy skills through listening to the text. As a rule, short and simple fairy tales are chosen for young children. During the reading process, the educator shows children colorful pictures in the book and visually perceives the image of the fairy tale characters. As a result, the child better understands the content of the fairy tale by connecting text, sound and image. Reading aloud from a book is one of the pedagogical methods widely used to form language and literacy skills in preschool children. Research shows that when a caregiver or parent reads a story aloud, children make significant progress in expanding their vocabulary and understanding complex language structures. Regular reading provides a solid foundation for children's later learning: children who are read to develop reading skills at a higher level than those who are not.

Using picture books, that is, reading a story with colorful illustrations, helps children better understand the content. Picture books serve as a supportive signal for children in terms of meaning: pictures explain complex concepts in a convenient way and encourage children to better imagine events. Their attention is attracted by cheerful and vivid images, which increases their interest in the book. In particular, one study found that from the perspective of children, illustrations in fairy tales are a tool that "arouses interest in the book" and "helps in understanding the content of the text." In this case, reading based on the harmony of text, sound, and image leads to the creation of a more complete and understandable image in the child's mind.

For early childhood children, listening to the text is very important for their overall development. Reading by an educator increases the child's imagination and speech skills. Therefore, short, simple, and topic-friendly fairy tales are selected for children in small groups. During the reading process, the educator should read each page of the book slowly, expressively, and playfully, involving the children in the story. Also, the dialogue and question-and-answer method are important: after reading, it is advisable to ask children questions about the topics in the story and reinforce the content of the fairy tale by listening to their opinions.

Paying attention to the pictures during reading is also pedagogically appropriate. The educator should show the characters of the fairy tale in pictures, describe and explain their appearance, and stimulate visual perception. In this way, children better understand the story by connecting the information in the pictures with the text they heard in the book. In addition, the educator should allow children to participate in the fairy tale by briefly retelling the read section or inviting them to continue the story.

**Discussion and Conclusion.** The words of the fairy tale consist of simple vocabulary familiar to children, the duration should be short, and the speech structure should be simple. This serves to keep the attention of young children.

As we read each page, we show colorful pictures on it and talk about the images. This picture makes it easier to imagine the text and strengthens understanding.

During reading, it is important for the educator to change the tone of the voice, animate the scenes, and play questions and answers to connect children to the story. For example, questions such as "Why was the hero happy?" or "What could happen next?" focus the child's attention and help them learn the text in depth.

After the fairy tale, talking with children, asking them to base the details of the story on what you have read, and explaining new words, strengthens literacy skills.

As a result of using the above approaches, the child forms a complete and understandable picture of the fairy tale based not only on hearing, but also on the parts observed and discussed with the eye. This multimodal reading connects words, sounds and images in the child's thinking. From the perspective of dual coding theory and children's cognitive development, the combination of words and images significantly improves the memorization and understanding of information. Reading a fairy tale with audio, enriched with colorful pictures, expands the child's imagination and helps him to understand the content of the fairy tale in depth. After the fairy tale is told, the educator asks the children simple questions about the content of the fairy tale. Children's thinking is stimulated by questions such as "Which character in the fairy tale did good? Which character did bad?", "Which character did you like and why?" In small groups, simple questions are first asked to determine their understanding of the content of the fairy tale, and correct answers are encouraged [10]. In large groups, the questions become a little more complicated, and methods such as asking children about their attitude to the characters and encouraging them to tell the lesson they learned from the fairy tale are used. Conversation and question-and-answer develop children's speech activity and the ability to express their own opinions.

After the teacher has finished telling a fairy tale, the question-and-answer and conversation method with children plays an important role in developing children's listening comprehension, memory retention, and reasoning skills. In fact, research shows that open-ended questions asked by adults after a fairy tale support children's language skills and critical thinking. For example, questions that encourage children to evaluate the text of the fairy tale, analyze the actions of the characters, and draw conclusions from the events activate children's mental activity. Therefore, the question-and-answer and conversation method enhances children's speech activity, strengthens their expression skills, and expands their imagination.

**Conclusion.** The methodology for working with fairy tales should be organized in a diverse and child-friendly way. If the teacher carefully considers the fairy tale, from the selection to the method of its delivery, and directs it towards a didactic goal, it can be used as a tool not only in speech development classes, but also in a number of other types of classes. In a drawing class, children can draw their favorite fairy tale characters, and in a music class, they can sing songs dedicated to fairy tale characters. Such integration expands the scope of the fairy tale and demonstrates the highest effectiveness of the fairy tale as an educational and educational tool in forming in children the ability to apply what they read and listen to in various activities.

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