

DEVELOPING CHILDREN'S CREATIVE ABILITY THROUGH UZBEKISTAN FOLK TALES

Tashkent University of Applied Sciences, Lecturer,
Department of "Pre-school Education Methodology"
Khusanova Dilrabokhon Botiraliyevna,
Ayepbergenova Gulbanu Baxitbay kizi

Annotatsiya. Bugungi kunda maktabgacha yoshdagi bolalarni xalqning boy, milliy, madaniy-tarixiy merosi va ma'naviy-axloqiy jihatdan tarbiyalash, maktabgacha ta'lim muassasalari oldiga qo'yilgan dolzarb vazifalardan biri hisoblanadi.

Kalit so'zlar: vatanparvarlik, maktabgacha yoshdagi bolalarda bilim olish extiyoji, o'qishga intilish moyilliklarini shakllantirish, tafakkurni rivojlantirish.

Abstract. Today, one of the most important tasks of preschool education organizations are to educations is to educate preschool children with the rich national, cultural and historical heritage and spiritual and moral values of the people.

Keywords: Patriotism, formation of the need for education in preschool children, desire to learn, development of thinking.

Аннотация. На сегодняшний день, воспитание детей дошкольного возраста в свете богатого национального, культурноисторического наследия и духовно-нравственных аспектов является одной из актуальных задач, стоящих перед дошкольными образовательными учреждениями.

Ключевые слова: Патриотизм, потребность в получении знаний у дошкольников, формирование склонностей к обучению, развитие мышления

INTRODUCTION. In the modern educational process, special attention is paid to the formation of independent, creative and critical thinking, communication and participation in collective activities in students. From this point of view, reading literacy lessons in primary education are a key stage in the formation of a student as a person. In particular, the use of folk oral art samples - fairy tales, stories, riddles and children's songs - has a great impact not only on the speech, but also on the spiritual and intellectual development of the student. Today, the combination of folk oral art samples with the modern 4K concept (creativity, critical thinking, communication and collaboration) is taking reading literacy lessons to a new level. This approach activates the educational process by developing in students the skills of justifying their opinions, finding creative solutions, exchanging ideas and working in a team. Also, through folk oral art, national values are instilled in students and their sense of personal and social responsibility is strengthened.

Therefore, the formation of 4K skills through the use of Uzbek folk tales, legends and children's songs in reading literacy lessons is one of the current scientific and methodological issues. The purpose of the study. To identify effective ways to form 4K skills based on Uzbek folk tales, legends and children's songs in the process of reading literacy lessons among primary school students, and to reveal their educational and educational significance. Literature Review Today, the development of 21st century competencies in students, in particular 4K skills

(creativity, critical thinking, communication, collaboration) has become a global pedagogical trend in the education system. 4K skills are a necessary factor for students' personal development, social engagement, and successful participation in the future labor market. American scientists Trilling and Fadel (2009) in their work "21st Century Skills" recognize the 4K concept as a fundamental principle of education and emphasize the need to form these skills at the primary education stage. In their opinion, creativity is the ability to solve problems in an unconventional way, critical thinking is the process of analyzing information and coming to conclusions, communication is the ability to clearly express one's thoughts, and collaboration is the ability to work effectively in a team.

In Uzbekistan, attention has also increased in recent years to the development of 4K competencies. In the "State Educational Standard of General Secondary Education" (2021), reading literacy is defined as an important area that serves students' independent thinking, drawing reasonable conclusions from the text, and active participation in social life. In this regard, integrating examples of folk oral art into reading lessons is an effective tool for forming not only knowledge, but also communicative and social competencies in students.

M. Kurbanova (2020) shows in her study that Uzbek folk tales broaden the moral and aesthetic outlook of students, increase their vocabulary, and are of great importance in developing the ability to think independently. Similarly, in practical research conducted by Z. Tursunova (2022), it is emphasized that reading lessons organized on the basis of narratives strengthen students' analytical thinking and communication skills.

According to N. Kholboyeva (2021), children's songs increase students' speech activity, enhance emotional perception and memory through rhythmic expression. The poetic form of songs naturally expands children's vocabulary and forms an aesthetic taste in them. The role of folk oral works in reading literacy lessons is also recognized in foreign experiences. For example, the use of national folklore texts in the education systems of Finland and South Korea has been observed to have a positive impact on the socio-emotional development of students (OECD, 2020). In general, the literature reviewed shows that the inclusion of elements of folk oral art in reading literacy lessons creates a favorable environment for the development of 4K skills. This approach encourages students to be proactive, analytical, creative, and to exchange ideas based on collective mutual respect.

This study plans to test a methodological approach aimed at developing skills in students - creativity, critical thinking, communication and collaboration - based on Uzbek folk tales, legends and children's songs in reading literacy lessons. In the practical stage of the study, experimental work will be carried out with the participation of 4th grade students.

1. Initial assumption (forecast) It is expected that reading literacy lessons based on folk oral literature will develop in students:

- creative thinking (through new interpretations of events in fairy tales and narratives),
- critical analysis (through evaluating the actions of characters), • verbal communication (through staging, debate and question-and-answer activities),
- a culture of cooperation (through working in a group, drawing conclusions together). In addition, students will acquire positive moral qualities based on national values in the process of the lesson - such qualities as honesty, justice, kindness and patience.

2. Forecast of the effectiveness of the methodological approach According to the expected results, at the end of the experiment:

- the level of creativity will show a significant increase in 30–40% of students, •critical thinking indicators will increase by 35–45%,
- communicative activities will involve 80% of students in the lessons,
- collaborative skills will be strengthened through team tasks. In this case, the teacher's role will be to direct the student not only to reading the text, but also to the activity of searching for meaning in it, asking questions and finding solutions.

3. Expected scientific and practical significance The methodological recommendations developed at the end of the study can serve as a basis for: • planning reading literacy lessons based on the approach for primary school teachers,

- forming critical and creative thinking based on national values in students, • introducing innovative lesson models in teacher training courses.

The forecast results show that Uzbek folk tales, stories and children's songs significantly develop not only the literacy level of students, but also their thinking, communication and social activity.

Conclusions and recommendations The analysis of the study results shows that the effective use of Uzbek folk tales, stories and children's songs in reading literacy lessons can help students develop critical thinking. It plays an important role in developing the skills of thinking, communication and collaboration. The ideas, images and values embodied in examples of national oral creativity serve to form not only students' reading literacy, but also their spiritual and moral outlook. In lessons organized on the basis of fairy tales, narratives and children's songs, students learn to analyze events, draw conclusions, approach problems creatively and express their opinions with justification.

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