

---

## THE ROLE OF FOLKLORE IN TEACHING LOGICAL THINKING

**Toshtemirova Kamola Absattarovna,**

Teachers of English, English Faculty 2, The Department of Integrated English Course ,  
Samarkand State Institute of Foreign Languages

**Pardaeva Aziza Raxmatilloevna**

Teachers of English, English Faculty 2, The Department of Integrated English Course ,  
Samarkand State Institute of Foreign Languages

### **Abstract:**

From this paper we will see how through oral folk art, a person not only masters his native language, but also, mastering its beauty, conciseness, gets acquainted with the culture of his people, gets the first ideas about it.

**Key words:** folklore, logical thinking, folklore studies, fairy tales, proverbs, epics, sayings, riddles.

Folklore is a fertile and irreplaceable source of moral education of people, as it reflects all real life with evil and good, happiness and grief. It opens and explains to the child the life of society and nature, the world of human feelings and relationships. Promotes the development of thinking and imagination of the child, enriches his emotions, gives excellent examples of literary language. In order to achieve the maximum educational effect with the help of oral folk art, it is important not only that it be represented by a variety of genres, but also to be included as much as possible in all the life processes of the child. It is very important that the child learns the essence of moral concepts and human values from childhood. In the process of development, the child is formed as a person, acquires his characteristic character traits, features that affect human behavior in life, the child has his own worldview. The spiritual culture of the people finds its vivid manifestation in oral folk art. Folklore has immortalized itself not only in epics, fairy tales, but also in Proverbs, sayings, riddles. As for the problem of using the educational potential of folklore in General education institutions, it has long attracted the attention of not only philosophers, but also teachers. After all, folk pedagogy has its roots in the depths of centuries, since for centuries folklore has been the source of wisdom of the people, understanding and defining modern norms of ethics and aesthetics of everyday life, norms and rules of behavior, customs, traditions, beliefs. It turns out that folklore is a collective creativity of the people, reflecting the history, cultural, economic and economic way of life of the people, since various genres of oral creativity contain universal ideas and values. In our opinion, folklore is one of the most valuable educational materials in primary schools. Without folklore, we cannot imagine the content of primary education, especially in terms of introducing subjects of Federal

and regional competence. After all, oral folk art reflects the mores, customs, folk wisdom, the desire of the people to raise and raise children smart, well-mannered, hardworking. Ultimately, folklore material will contribute to the formation of national identity of students. Folklore is a traditional art focused on storing mythopoeia information, as it includes works that convey the main important ideas of the people about the main values of life: work, family, and homeland. Our children are brought up on these works even now. In our opinion, the new programs, educational and pedagogical complexes for primary schools should use the native and local history teaching principle. They should consistently focus on the use of folklore material, especially in terms of attracting Kalmyk folklore, which will help in General to carry out educational and educational tasks to activate the cognitive abilities and logical thinking of students, their aesthetic and language development.

One of the main types of oral poetry is fairy tales, which Express the aesthetic ideals and mentality of a particular people. Fairy tales originated in time immemorial, and usually it is sure to triumph the truth and good. For children, a fairy tale has a special charm, as they are close to them in psychology and age, since the imaginary, fantastic world turns out to be a reflection of the real world. The story teaches him that evil must be punished in any case. Small children were told fairy tales, most of which the hero succeeds due to his hard work and intelligence. By their facial expressions, movements, changes in timbre, and strength of voice, they brought to the child's consciousness the moral truths inherent in the fairy tale. Perception, comprehension and understanding of the meaning of the fairy tale contributed to the development of abstract thinking, the ability to generalize, highlight the main thing. Dramatized narration increased the aesthetic value of fairy-tale folklore, developed artistry and the desire to imitate in children. Logical thinking is a sequential chain of thought processes that allows you to trace the relationship between the objects under consideration. This intellectual ability is necessary for a person to analyze and apply the findings in practice. The significance of folk folklore is very great during the adaptation period. A well-chosen, expressively told nursery rhyme helps to establish contact, evoke positive emotions.

And the nicknames invite children to play games. Using lullabies during sleep creates the comfort of being in kindergarten, the desire to hear, remember and use them during games with use in everyday life. Reading with imitation of movement, playing causes a happy mood in children, develops friendliness, mutual understanding. For closer contact with parents at the beginning of the year, you can make folders in which expressions of folk wisdom are recorded (proverbs, sayings, rhymes, tongue twisters, lullabies) so that parents can repeat, memorize. Enrich the child's sensory experience, his real ideas about the world and nature. Expands the horizons of children through the study of various types of small folklore. It is also effective to use small forms of folk

folklore when teaching children in independent activities at leisure, in classes, competitions, entertainment, theatricalization, ritual holidays. This increases interest in oral folk art. The preservation and development of national culture and its roots is an important task that requires careful attention to historical and cultural monuments and traditional folk art. The revival of folklore, folk customs, rituals and holidays, traditional arts and crafts and fine arts is an urgent problem of our time. Folklore, its genres, means, and methods most fully fill in the whole picture of folk life, give a vivid picture of the life of the people, their morals, and spirituality. Folklore reveals the soul of the people, its advantages and features. From the point of view of science, folklore is a phenomenon that deserves special study and careful evaluation. Folklore is the main means of folk pedagogy. Folk pedagogy is an educational subject and activity of adults for the education of the younger generation, the totality and relationship of ideas and ideas, views and opinions and beliefs, as well as skills and techniques of the people on the development of education and training of the younger generation, reflected in folk art. This is the mentality of the nation in relation to the younger generation, and educational traditions in the family and society, and the connection and continuity of generations. Folklore is an invaluable national treasure. This is a huge layer of spiritual culture, which was formed by the collective efforts of many generations over many centuries. At the present stage of national revival, it is necessary to return to what was achieved by our ancestors.

Thus, folklore is the main source of knowledge about the principles of education that have developed in the culture of different peoples, its moral, religious and mythical foundations. The figurative and symbolic nature of artistic creativity, its impact on the emotional and sensory sphere of the individual makes it the most adequate means of unobtrusive and at the same time effective educational impact.

### **List of references:**

1. Riddles, Proverbs, tongue twisters / comp. G. N. Naumenko. - M.: Astrel: AST, 2007.
2. Propp, V. Ya. Folklore. Literature. History / V. ya. Propp. - M.: Labyrinth, 2002.
3. Jirmunskiy V. M. Folklore of the West and East. Comparative historical essays publisher: "editorial URSS" 2006, 464 p.
4. Kostina A.V. Youth culture and folklore / / electronic magazine "Knowledge. Understanding. Skill». -- 2009. -- No. 4-cultural Studies.
5. Mixailova, L. I. folk art culture: determinants, trends, patterns of sociodynamics. - M.: University book, 2006. - 264 p.