



PEDAGOGICAL POSSIBILITIES OF MORAL EDUCATION OF CHILDREN THROUGH FAIRY TALE THERAPY IN PRESCHOOL EDUCATION

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Abstract

This article examined information on creating pedagogical opportunities in moral education for preschool children through the means of fairy tale therapy, gaining interest in children's fiction and teaching them such concepts as analyzing fiction. In the process of preschool education, the necessary recommendations were given for the use of fairy tale therapy and its use in training.

Keywords: Preschool education, fairy tale therapy, moral education, fiction, analysis, training process, artistic-aesthetic education, integrative approach, methodology, folk tales, speculative, fiction.

Introduction

Since the pedagogue of the preschool educational organization begins to compose spiritual and moral qualities in children, he must first understand its content and essence and follow it in educational and educational work carried out with children. Preschool education is important as an early link in this process. Thus - human spirituality is formed and developed for the rest of its life, from the moment it realizes itself as a person." It should be noted that the foundations of the integration process are based on folk pedagogy and scientific pedagogy of the distant past. For example, Abdullah Avloni, in his chapter on "Turkiy guliston yoxud axloq", "truth", considers honesty and truthfulness to be one of the highest qualities of a person, and writes about it: "truth is said to be right at work, truth in words. It should be noted that the foundations of the integration process are based on folk pedagogy and scientific pedagogy of the distant past. For example, Abdullah Avloni, in his chapter on "Turkiy guliston yoxud axloq", "truth",



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considers honesty and truthfulness to be one of the highest qualities of a person, and writes about it: “truth is said to be right at work, truth in words. The human boastful goes forth in peace and the flower garden in righteousness. The root of mankind die mother of the best qualities such as compassion, truthfulness, righteousness is truthfulness” He appreciates the admiration and chastity of human decency. Truth says that at work, he understands the observance of etiquette in the word, considers it an important sign of humanity. We can see an integrative approach in these views of Avloni. That is, it is mentioned in the work of a person that he must follow the truthfulness in both words He appreciates the admiration and chastity of human decency. Ibn Sina's argument in the chapter of “the laws of Tib”, entitled “on discipline”, that education in the upbringing of children should be conducted in an inextricably linked case, suggests an integrative approach. While researching an integrative approach to artistic and aesthetic education-an area that, in addition to spiritual and moral education, is associated with it in content and essence, L.W.While researching an integrative approach to artistic and aesthetic education-an area that, in addition to spiritual and moral education, is associated with it in content and essence, L.G.Savenkova encourages the need to develop a program that is the only one for educators and educators who carry out educational and educational work with children. In the development of such a program, a number of developers separately indicate the types of activities. Also, she emphasizes that they are different in terms of importance for different age groups. Based on this methodology, the following can be singled out as integrative foundations of spiritual and moral education, namely: to create the conditions necessary for children to be able to understand the spiritual and moral content in the content of events observed in the environment, as well as to have an elementary personal picture of them; the social environment in which the child issued on this methodology, the following can be singled out as integrative foundations of spiritual and moral education, namely: to create the conditions necessary for children to be able to understand the spiritual and moral content in the content of events observed in the environment, as well as to have an elementary personal picture of them; the social environment in which the child is) to ensure that the world of objects, events and processes in it is appropriate for the age of the child, for the window of intellectual formation.



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For example, by reciting the Uzbek folk tale "Emerald and expensive" in the training for introducing fiction, children are encouraged to deeper understand the essence of the events that are reflected in the fairy tale, to draw independent conclusions thinking about the causes and consequences of conflicts between the characters involved in it. Along with the formation of spiritual and moral qualities in educators such as Whiteness, hard work, respect for adults, truthfulness, it will be possible to develop their interest in language learning by integrating this activity with music and painting sessions, the ability to feel music, tone, the qualities of sophistication and orastality, the development of skills and qualifications related to the understanding of at the end of the training, by encouraging children to answer the questions posed by the educator based on the content of the fairy tale, it is achieved to develop fluent speech, presentiveness and creative thinking in them. The organization of integrated training in the formation of spiritual and spiritual qualities in preschool children on the basis of modern didactics, harmonization of education with upbringing, gives the expected result from the study "Reading books is a master, skillful, intelligent, thoughtful teacher who finds his way into the heart of the child. ... ". The famous teacher V.A. Suxomliniskiy books is a master, skillful, intelligent, thoughtful teacher who finds his way into the heart of the child. ... ". The famous teacher V.A. Sukhomlinsky words of emphasize that the book is of great importance in the emotional, moral, aesthetic and mental education of children . Childhood is a time when all impressions are especially vivid and meaningful. The book, read during these years, makes such a strong impression that it remains in memory for life. Education with artistic words leads to a huge change in the emotional sphere of the child, which contributes to his lively attitude to various events in life, restores his subjective world education with artistic words leads to a huge change in the emotional sphere of the child, which contributes to his lively attitude to various events in life, restores his subjective world. B.M.Teplov, the artistic word covers various aspects of the human psyche: develops imagination, emotion, will, his consciousness and self-awareness, forms his worldview. When reading books, a child sees in front of himself a certain picture, a specific situation, an image, experiences the events described, and the stronger his experiences, the richer his feelings and ideas about reality then reading books, a child sees in front of himself



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a certain picture, a specific situation, an image, experiences the events described, and the stronger his experiences, the richer his feelings and ideas about reality. The book develops a dream, creative imagination, emotional and cognitive activity, an active attitude to life, love of art, images appear that reflect life into the world, enrich it with knowledge, expand the life experience of children and bring it beyond its limits. personal observation, the idea of the world, the native national language, its beauty, expressiveness, diversity. The book teaches to become a citizen, giving the first lessons of patriotism in an figurative, emotional form, develops aesthetic perception, aesthetic ideas and feelings, cultivates aesthetic taste, which is expressed in the assessment of children's literature and phenomena of reality that exist for the child. Since childhood, the child listens to adult reading as much as he wants, easily remembers short poems and fairy tales, lives with the heroes of the book, sympathizes with some, and judges others childish. Under the influence of books, guides, various artistic didactic games, activities with adults, children's artistic and speech activities, that is, the perception of works of art, their performance, as well as activities related to their initial forms, appear. By the age of 5-6, children will have the skill of listening carefully, carefully to literary works, the ability to motivate themselves to express their attitude towards content, characters. A child develops a poetic ear, that is, the ability to perceive figurative and expressive means in fairy tales, stories, poems, the ability to explain his needs for a particular genre. By the age of 5-6, children will have the skill of listening carefully, carefully to literary works, the ability to motivate themselves to express their attitude towards content, characters. A child develops a poetic ear, that is, the ability to perceive figurative and expressive means in fairy tales, stories, poems, the ability to explain his needs for a particular genre. For a specific type of artistic speech activity, there are stable preferences for the genre of literary works, some like to listen to poems and read them by heart, others - fairy tales. Artistic and creative abilities develop: children themselves think riddles, compose fairy tales, poems. To realize the educational potential of the book, it is necessary to create certain conditions. In the family, first of all, there should be an emotional atmosphere of interest in the child's activities, a desire to read to him, talk about what he has read, develop the ability to perceive stories, fairy tales and poems as words. Artistic and creative abilities



develop: children themselves think riddles, compose fairy tales, poems. To realize the educational potential of the book, it is necessary to create certain conditions. In the family, first of all, there should be an emotional atmosphere of interest in the child's activities, a desire to read to him, talk about what he has read, develop the ability to perceive stories, fairy tales and poems as words. The moral development of children is carried out especially successfully if they realize the idea of a work of art and are able to stimulate the actions of heroes. Therefore, when talking with children about the books they read, it is important that preschool children tell as fully as possible about the main character and his qualities.

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