

THE IMPORTANCE OF TALES AS CULTURAL AND EDUCATIONAL MEANS

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Annotation

This article focuses on national tales as educational means. As it is known, materials related to culture and folklore can be effective educational materials that can encourage and motivate learners to get into culture more deeply. This work analyzes why tales can be essential means for young language learners. Vocabulary source, culture-based material, enhancement of the power of imagination are some main features related to tales' usages in class.

Key words

shape national identity, social values, legendary figures, culture's heritage, educational value, fictional characters, encourage critical thinking, folktales, enhance language skills, boost imagination and creativity, transmit cultural wisdom.

Annotatsiya

Ushbu maqolada milliy ertaklar ta'limiy vosita sifatida o'rganiladi. Ma'lumki, madaniyat va xalq og'zaki ijodiga oid materiallar o'quvchilarni madaniyatga chuqurroq kirib borishga undaydigan va ularni ilhomlantiradigan samarali o'quv materiallari bo'lishi mumkin. Ushbu ishda ertaklar nega yosh til o'rganuvchilar uchun muhim ta'limiy vosita bo'lishi mumkinligi tahlil qilinadi. So'z boyligi, madaniyatga asoslangan material, tasavvur kuchini oshirish kabi xususiyatlar ertaklarning darsda qo'llanilishi bilan bog'liq asosiy vazifalardir.

Kalit so'zlar

milliy o'zlikni anglash, ijtimoiy qadriyatlar, afsonaviy qahramonlar, madaniyat meros, ta'limiy ahamiyat, badiiy qahramonlar, tanqidiy fikrlashga undamoq, xalq ertaklari, til malakasini oshirish, tasavvur va ijodkorlikni oshirish, madaniy donolikni yetkazish.

Аннотация

В данной статье основное внимание уделяется национальным сказкам как воспитательному средству. Как известно, материалы, связанные с культурой и фольклором, могут быть эффективными образовательными материалами, которые могут побудить и мотивировать учащихся более глубоко погрузиться в культуру. В этой работе анализируется, почему сказки могут быть важным средством для молодых людей, изучающих язык. Источник словарного запаса, материал, основанный на культуре, развитие силы воображения — вот некоторые основные особенности, связанные с использованием сказок в классе.

Ключевые слова

формировать национальную идентичность, социальные ценности, легендарные личности, культурное наследие, образовательная ценность, вымышленные персонажи, поощрять критическое мышление, народные сказки, улучшать языковые навыки, стимулировать воображение и творческий потенциал, передавать культурную мудрость.

English national tales are important because they preserve culture, provide moral and educational lessons, and shape national identity. These stories, passed down through generations, use themes of courage, justice, and perseverance to teach children about life, while also reflecting historical events, social values, and the relationship between humans and the natural world. English national tales include classic fairy tales like Jack and the Beanstalk and The Three Little Pigs, as well as legendary figures such as Robin Hood. Other examples are Tom Tit Tot, The Three Sillies, and Jack the Giant Killer, many of which were collected and popularized in books like Joseph Jacobs's "English Fairy Tales".

Tales help us to preserve culture and national identity: share history and values: English national tales act as a living record of the past, connecting people to their history, local legends, and a shared sense of identity that has been shaped by Celtic, Anglo-Saxon, and Norman influences. Reflect experiences: many tales are rooted in specific aspects of English life, like its topography, architecture, and real historical events, providing a unique cultural lens. Promote imagination and creativity: stories like those from tales of the Punjab show the intention to both entertain and provide a window into a culture's heritage, influencing literature and art to this day. Tales can provide moral and educational value: teach life lessons: tales often present scenarios where courage, honesty, and determination lead to success, while also showing the consequences of bad decisions, as seen in stories like Jack and the Beanstalk. Foster ethical development: they help children

understand concepts of good and evil, loyalty, and justice, often framed within a folk-wisdom context that is easy for them to grasp. Develop emotional intelligence: by facing adversity through fictional characters, children can develop resilience and emotional intelligence, learning to confront fears in a safe, fantastical setting. Enhance literacy: exposure to these stories can improve vocabulary, teach story structure, and foster a love of reading. Build community and connection: strengthen bonds: as stories are shared, they create a shared cultural heritage that strengthens the bonds between individuals and communities. Encourage critical thinking: the stories provide a context for children to think critically about character motivations, their own emotions, and decision-making processes. Offer a global perspective: choosing tales from various cultures helps children appreciate different customs and value systems, fostering a broader understanding of the world.

Fairy tales belong to a larger body of literature known as folktales. It is necessary to understand the importance of folktales in order to define "fairy tales." Arbuthnot described folktales as stories of anonymous origin that were handed down orally from generation to generation and contain various elements of a tribe or group of people such as superstitions, rituals and religious elements. Briggs and Wayne offer a similar definition. Folktales may be defined as stories of anonymous origin which form a part of the oral tradition of a tribe or people. Fairy stories are usually included within the larger category of folktales even though the authorship of modern fairy stories is known. Adults may classify the stories as folktales but children call them fairy tales because of the magic, enchantment and wonder therein, social anthropologists believe that folktales have acted to cement the belief systems and acceptable codes of behavior for a group of people [1;45p.].

Children's literature helps a young child make sense of what it is to be human and helps them understand the world around them. The fairy tale genre provides ways for children to receive important messages. Although there are some themes in fairy tales that are unrealistic, the overall effect is positive and offers fundamental elements for children's development. Based on the Jungian interpretation, fairy tales teach children how to deal with basic human conflicts, desires, and relationships in a healthy way; acquiring these skills can ultimately impact a child's health, quality of life, or even influence its values and beliefs in the future. The Jungian interpretation, developed by psychotherapist Carl Jung, is a symbolic approach that creates a dialectical relationship between consciousness and the unconscious. Those who use the Jungian interpretation do not perceive therapy as a typical clienttherapist relationship wherein the client is treated, but rather perceive themselves as guides to help another person delve into the

unconscious. Jungian therapy, also called analytical psychotherapy, treats essentially all unconscious sources such as dreams, fantasies, daydreams, even paintings and drawings [2; 88p.].

Fairy tales are a valuable educational tool that promotes moral and ethical development by teaching universal values like kindness and courage. They also enhance language skills, imagination, and emotional resilience by providing children with relatable scenarios to understand complex themes. Through stories, children can learn about the difference between good and evil and process real-life fears in a safe, fantastical context. As educational means they can enhance the following features. Moral and ethical development: teach right from wrong: fairy tales often feature clear moral lessons about good and evil, making it easier for children to grasp positive values and the importance of making good choices. Promote good qualities: they inspire positive traits like kindness, honesty, and perseverance while discouraging negative behaviors like greed. Encourage critical thinking: through discussions about characters and events, children can learn to reflect on their own behavior and attitudes in a critical, yet safe, way. Cognitive and emotional growth: boost imagination and creativity: fairy tales are a vital part of a child's life, helping to develop their imagination and creative potential. Build emotional resilience: by showing characters who overcome adversity, fairy tales help children connect stories to their own lives, process real-life fears, and build emotional resilience. Enhance language skills: they serve as an effective tool for developing speech and communication skills in a young learner. Cultural and social learning: transmit cultural wisdom: fairy tales carry centuries-old folk wisdom and, in a foreign language context, help instill cultural diversity and universal human values. Provide social context: they help children gain a better understanding of social life and develop social and cultural competence [4].

One of the central reasons that fairy tales are important is that they aid in child development. Fairy tales are often shaped to test children's initiative. Not only is reading the story essential, but having the child act out the story is also just as important for developing a child's consciousness and for his or her moral development. L.I. El'koninova was interested in children's mental development and the types of behavior they displayed when acting out a fairy tale. The experimental results from this study drew the conclusion that a vivid enactment of an integral story plot becomes possible when a child not only intuitively understands that what happens in make-believe stories is in fact make-believe, but also believes in the reality of the story [3; 56p.]. It was found that younger children (ages 3-4) cannot play out the part of a story completely because for them it is too real; nor are 6-7-year-olds able to do this because for them the story is too make-

believe. Therefore, an integral and vivid enactment of a story occurs at about the age of five, because at this age children are best able to establish a balance between their experience of the reality of the story and their experience of the make-believe quality of what takes place in the story and the performance when it is acted out. In make-believe performances the child acquires the experience of being a subject (becoming something or someone else), which comes to him or her as an internal picture of an initiative-taking action.

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