

**THE ROLE OF FOLKLORE IN ENRICHING THE SPIRITUAL WORLD OF STUDENTS****Navruzova Muyassar Gaybullaevna**

Associate Professor of the Department

Bukhara state university of Primary Education,

Faculty of Sports Activity and Pedagogy,

Doctor of Philosophy in Philology, PhD

**Salohiddinova Malika**

Student of Bukhara State University

**Abstract:** This article is about the history of the development of the folk art genre goes Studying the essence of the samples of folk art in primary school textbooks. Fairy tales, proverbs, riddles presented in elementary school textbooks, genres such as parables, combined with our national values and traditions. It is mentioned about teaching the next generation

**Key words:** folklore, genre, fairy tale, proverb, riddle, parable, quick telling, education.

We inherited many things from our ancestors. These are among the wise counsels and epic wisdoms that lead a person to goodness. Narrations depicting the heroic deeds of our ancestors such as Alp Ertonga, Tomaris, Shiroq, Jalaluddin Manguberdi, Temur Malik, Amir Temur, traditions of our people with thousands of years of history, proverbs and songs that raised our national qualities to the level of art. , fairy tales, epics, children's works show that our nation is rich in creativity.

All of the oral artistic creativity of the Uzbek people, who made a great contribution to the civilization of the world nations national independence ideology, traditional, cultural, literary and spiritual values based on the analysis from the point of view of restoration, the text of the work of the best examples of folklore at the moment,

preparation for an academic publication with a foreword-research, scientific comments, glossary, photo materials and annotation as a result, a perfect collection of 100 volumes of Uzbek folklore monuments is being created. This "Uzbek Uzbek language, literature of the Academy of Sciences of the Republic of Uzbekistan of the 100-volume "Memorials of People's Creativity" and an academic publication is being prepared by scientists of the Institute of Folklore. Until now Gafur Ghulam

The first 15 volumes of this work were published by the publishing house named after Subjects related to folklore, as a rule, are taught before the teaching of classical literature as a starting point of the word art in the composition of literature lessons. In this process the attention is given to the work of readers on genres related to folklore, their genesis, the historical roots of origin, the subject area, the composition of images, the composition structure and the poetic language. It is necessary to optimize the consistency and continuity in the content and forms of the work process, and the perfect systematization of didactic exercises. Although there are fewer didactic materials about folklore that are given in the textbooks, it can be said that the content is at the level of today's requirements for innovation. Such materials are suitable from elementary and upper-class textbooks on high school and college textbooks. In particular, in philology, preschool and primary education students are specially allocated hours of folklore classes. As a result, it is necessary to accurately determine the



methods of teaching them both online and offline. There is no doubt that the materials on the oral creativity of the people in the textbook in the teaching of folklore not only encourage memorization, but also exercises for the development of skills of speech cultivation, logical thinking and practical influence on the development of scientific thinking of students. It is very important that teachers in the field of folklore prepare specially for the lessons of professional compatibility and folklore. Only then it is possible to raise the level of teaching of folklore to the level that meets the requirements of the educational standard. The development and implementation of forms and methods of teaching folklore in the education of learners with high moral qualities, effective organization of educational work in accordance with modern requirements requires the improvement of methods of teaching folklore in innovative ways in the distance learning environment. Since it is envisaged to teach folklore at all stages of continuous education such as primary, general secondary, secondary special and higher education, it is necessary to determine the methods by which students gradually develop their knowledge about it. In particular, the text of folklore dictates the widespread use of such methods as analysis, synthesis, comparison, identification, generalization and conclusion of mental activity. Each word or sentence in it attracts special attention. Even a small proverb requires an analysis in the harmony of language and thought. For example, the proverb (meaning: Like father, like son), in cooperation with readers, can be analyzed using different methods.

1. From the point of view of folklore. It is revealed that this small text is the product of the oral creativity of the people, its belonging to the genre of "proverb", the anonymity by whom it was created, the migration from the mouth to the mouth (traditions) of living.

2. From the point of view of linguistics. In this case, it is determined that the proverb is derived from oral speech, the composition of the phrase expressed by it is a syntactic phrase from such parts of speech as the determinant of the genitive case, position, possessive, verb, morphologically the proverb consists of 2 nouns, 1 adverb, 1 verb, phonetically the first 2 words consist of 3 syllables, on this basis a whole picture of the construction of words in the proverb, word combinations is formed. the sentence in which they are written with their participation.

3. From the point of view of literary studies. Since the words in the proverb have a portable meaning in addition to their own meaning, it is based on the fact that the image of "olma" appears in it, in the first case it is used in the image of parents, in the second case it is used in the image of a child. At the next stage, it is possible to organize a similar analysis of another proverb as a creative task. Such analysis plays an important role in ensuring science coherence and cohesion. Before the organization of folk lessons, it will be necessary to study the purpose, functions, printouts and components of the state educational standard in this regard, the base educational plans for each stage of education, the size of the teaching load allocated to the teaching of the oral creativity of the people in them, their distribution by classes, courses, conduct lessons on the content. In the process of designing folk lessons, the implementation of their object activities on the basis of the technology of student activation is determined by:

- mastering the material of folklore and creating knowledge about it;
- generalization of the acquired knowledge on the basis of comparison; draw conclusions on the basis of generalized knowledge;
- intended use in educational activities of assignments on small or large-scale, prose, poetic, poetic-prose, folk material of dramatic type aimed in developing of thought; – being able to apply the theoretical knowledge generated by folklore material to different situations (word, word combination required from within the text, finding the image, identifying the folk figurative expressions given in the text, finding similarities, classification);



– ability to apply the acquired knowledge, skills and skills in practice, etc.

In order to transform the student into an active subject of the distance learning process, to ensure his participation in education with interest, among other subjects, it is necessary to establish a practical direction of folklore education, to involve interactive methods in the process of teaching and learning, to bring the teaching assignments into a nonstandard test form, to recommend the artistic sources. Through this, the interactivity of the readers is developed. For example, in the process of working on puzzles from the "find a partner" method, students can use the following in teaching the nature of the genre of the riddle, its poetic features. Because the condition of the method is focused on the listener, just like the purpose and function of the riddle genre, it attracts attention by motivating him to "find". In this process learners are trained in attention, resourcefulness and language sensitivity. This method can serve to ensure the cooperation of the student and the teacher in distance education. Sometimes during such an electronic exercise, it is also possible to record the beginning part of the selected text and hand over the remaining part to the reader to continue. Then the given task is controlled electronically and the reader receives a response. It will be more effective if the task from this is based on speed. Attitude is expressed by sending stickers of different positive and negative meaning to those who have and have not eaten the condition. Folklore education requires that cognitive scientists know, think, understand what they have heard or read about existence, Society, event, historical reality, artistic tissue, imaginary and life fiction, lyrical interpretation, and be able to correctly, understandably, logically express their thoughts, views on these. For this purpose, it is considered necessary to formulate in the students the skills of being able to use units related to folklore.

In short, folk art is at the root of any complex and rare art form. A person who does not appreciate folk art is considered to have not fulfilled his great debt to his nation and people. True, Uzbek folklore is a great treasure. A person cannot learn it during his lifetime and reach the end. But the happiness of understanding even a drop of this ocean will change human thinking and thoughts.

#### REFERENCES

1. Navruzova, M. (2023). ОЦЕНКА В ШКОЛАХ РАЗНЫХ СТРАН: ОБЩЕЕ И РАЗЛИЧИЕ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
2. Navruzova, M. (2023). HUSNIXAT DARSLARIDA TA'LIMIY O'YINLARDAN SAMARALI FOYDALANISH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
3. Navruzova, M. (2023). INSON TANA A'ZOLARI ISHTIROK ETGAN MAQOLLARNING LINGVOKULTUROLOGIK TADQIQI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
4. Gaybullayevna, N. M. (2023). LINGUOPOETIC INTERPRETATION OF MEDICAL UNITS IN EXAMPLES OF UZBEK FOLKLORE. *Web of Semantic: Universal Journal on Innovative Education*, 2(6), 317-325.
5. Navruzova, M. (2023). TIBBIY BIRLIKLAR VA ULARDA TILNING GENDER IFODASI. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 50-53.
6. Navruzova, M. (2023). ON LEXICAL CHARACTERISTICS OF EUPHEMISMS AS MEDICAL LINGUISTIC UNITS. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 43(43).
7. Navruzova, M. (2023). TIBBIY BIRLIKLARNING LEKSIK QAMROVI VA ULARNING XALQ JONLI TILI BILAN BOG 'LIQLIGI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 43(43).
8. Navruzova, M. (2023). TIBBIY BIRLIKLARNING FOLKLOR ASARLARIDAGI GENDEROLOGIK TAVSIFI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 43(43).





9. Navruzova, M. (2023). "FOLKLOR TILI" TUSHUNCHASINING MAZMUN-MOHİYATI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 43(43).
10. Navruzova, M. G. (2024). EUPHEMISMS AND THEIR CONTENT. *YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS*, 3(1), 52-62.
11. Наврузова, М. (2022). ТИББИЁТ СОҲАСИДА ЎЗБЕК ТИЛИ. *Innovations in Technology and Science Education*, 1(5), 177-182.
12. Muyassar, N. (2022). TIBBIYOT OLAMIDA MULOQOT MADANIYATI. *Innovations in Technology and Science Education*, 1(5), 183-187.
13. Navruzova, M. (2023). MILLIY VA DINIY QADRIYATLAR ASOSIDA TA'LIMDA TIBBIY MULOQOT MADANIYATINI SHAKLLANTIRISH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
14. Navruzova, M. (2021). TIBBIY BIRLIKLAR ASOSIDA SHAKLLANGAN TOPONIMLAR: TIBBIY BIRLIKLAR ASOSIDA SHAKLLANGAN TOPONIMLAR. *Журнал иностранных языков и лингвистики*, 4(9).
15. Наврузова, М. Г. (2022). ЎЗБЕК ТИЛИДА ТИББИЙ БИРЛИКЛАРНИНГ ЛИНГВОМАДАНИЙ ХУСУСИЯТЛАРИ. *Scientific Impulse*, 1(5), 788-796.
16. Navruzova, M. (2023). ЎЗБЕК ТИЛИДА ТИББИЙ ЭВФЕМИЗМЛАРНИНГ ЛИНГВИСТИК ХУСУСИЯТЛАРИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
17. Navruzova, M. (2023). НАУЧНО-ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ПСИХОЛОГИЧЕСКИХ УСЛУГ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
18. Navruzova, M. (2023). Тиббий бирликлар тадқиқи. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
19. Navruzova, M. (2023). TIBBIY TERMINLAR HAQIDA AYRIM MULOHAZALAR. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
20. Navruzova, M. (2022). MAQOLLARDA-SOMATIK BIRLIKLAR. *Инновационные исследования в современном мире: теория и практика*, 1(28), 257-265.
21. Navruzova, M. (2023). ТИББИЁТ ВА ТЕРМИНОЛОГИЯ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 27(27).
22. Navruzova, M. (2023). О 'ZBEK XALQ MAQOLLARIDA TIBBIY BIRLIKLARINING QO 'LLANILISHINI KORPUS VOSITASIDA TADQIQ ETISH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
23. Gaybullaevna, N. M. (2021). LINGUCULTUROLOGICAL PROPERTIES OF MEDICAL UNITS OF UZBEK LANGUAGE. *Journal of Contemporary Issues in Business & Government*, 27(4).
24. Gaybullaevna, N. M. (2021). LINGUCULTUROLOGICAL PROPERTIES OF MEDICAL UNITS OF UZBEK. *Journal of Contemporary Issues in Business and Government Vol*, 27(4).
25. Navruzova, M. (2023). ТИББИЙ ТЕРМИНЛАРНИНГ ШАКЛЛАНИШ АСОСЛАРИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
26. Gaybullaevna, N. M. Etymology of Uzbek Medical Terms. *JournalNX*, 7(06), 169-171.
27. Gaybullaevna, N. M. (2021). Fundamentals of medical termsformation in uzbek language. *Middle European Scientific Bulletin*, 12, 488-491.
28. Navruzova, M. G. (2021). XALQONA TIBBIY BIRLIKLARDA MANO KOCHISH USULLARI. *Academic research in educational sciences*, 2(CSPI conference 1), 1487-1491.



29. Наврузова, М. Г. (2020). Креативность педагога-условие инновационности его профессиональной деятельности. *Вопросы науки и образования*, (11 (95)), 109-111.
30. Navruzova, M. (2023). Lexical-semantic features of some medical linguistic units. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 28(28).
31. Фазылова, Н. С., & Бабаева, Ш. Б. (2021). МЕТОДИКА РАБОТЫ НАД СЛОВАРЕМ НА УРОКАХ РУССКОГО ЯЗЫКА В МЛАДШИХ КЛАССАХ. *Scientific progress*, 2(6), 1052-1058..
32. Бабаева, Ш. Б. (2022). ИННОВАЦИОННЫЙ ПОДХОД К МОДЕЛИРОВАНИЮ СИНТАКСИЧЕСКИХ ПОНЯТИЙ РОДНОГО (РУССКОГО) ЯЗЫКА: <https://doi.org/10.53885/edinres.2022.9.09.009> Бабаева Шоира Баймурадовна Доцент, Бухарский государственный университет. *Образование и инновационные исследования международный научно-методический журнал*, (9), 73-77.
33. Фазылова, Н. С., & Бабаева, Ш. Б. (2021). ЭФФЕКТИВНЫЕ МЕТОДЫ ОВЛАДЕНИЯ РУССКИМ ЯЗЫКОМ МЛАДШИМИ ШКОЛЬНИКАМИ.
34. Бабаева, Ш. Б. (2022). ОСНОВНЫЕ ПРИЁМЫ ФОРМИРОВАНИЯ МЕТОДА МОДЕЛИРОВАНИЯ СИНТАКСИЧЕСКИХ ПОНЯТИЙ НА УРОКАХ РОДНОГО ЯЗЫКА: Бабаева Шоира Баймурадовна, доцент, Бухарский государственный университет. *Образование и инновационные исследования международный научно-методический журнал*, (6), 39-44.
35. Узакова, А. Б., Рохатова, З. И., & Бабаева, Ш. Б. (2021). РАЗВИТИЕ АКТИВНОЙ РУССКОЙ РЕЧИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ УЗБЕКСКИХ ШКОЛ..
36. Алимова, А. Н., & Бабаева, Ш. Б. (2021). СОЦИАЛЬНАЯ РЕАЛЬНОСТЬ СОВРЕМЕННОГО ОБУЧЕНИЯ С ИСПОЛЬЗОВАНИЕМ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ. In *НАУКА, ОБРАЗОВАНИЕ, ОБЩЕСТВО: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ* (pp. 134-136).
37. Бабаева, Ш. Б., Узакова, А. Р., Рохатова, З. Б., & Мирова, С. Р. (2020). Основные виды работ по развитию речи в узбекской школе. *Казахстан Научный журнал "Филологические науки" март*.
38. Бабаева, Ш. Б. (2022). МОДЕЛИРОВАНИЕ В ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЯХ СИНТАКСИЧЕСКИХ ПОНЯТИЙ РОДНОГО (РУССКОГО) ЯЗЫКА. *Scientific Impulse*, 1(5), 617-623.
39. 9.БАБАЕВА, Ш., & ФАЗЫЛОВА, Н. РАЗВИТИЕ РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ С ИСПОЛЬЗОВАНИЕМ РАЗЛИЧНЫХ СЛОВАРЕЙ. *EDAGOGIK ANORAT*, 68.
40. Бабаева, Ш. Б., Узакова, А. Б., Рохатова, З. И., & Мирова, С. Р. Работа со специальными текстами на уроках русского языка начальной школе» сборник материалов VIII Международной научно-практической конференции «Актуальные вопросы современной науки и образования» который состоялся 20 февраля 2021 года в г. Пенза МЦНС «Наука и просвещение» стр, 194-197.
41. Babaeva, B. S., Uzakova, A. B., Rohatova, Z. I., Alimova, A. N., & Fazilova, N. S. (2021). The development of the Speech of Primary School Students in the process of studying a work of Art in Primary School. *Middle European Scientific Bulletin*, 10(1).
42. Бабаева, Ш. Б. (2021). ЦЕЛЕНАПРАВЛЕННОЕ ИСПОЛЬЗОВАНИЕ МЕТОДА МОДЕЛИРОВАНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ. In *НАУКА*,



ОБРАЗОВАНИЕ, ОБЩЕСТВО: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 131-133).

43. Бабаева, Ш. Б., & Курбанова, Н. Р. (2016). ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ. *World science*, 4(1 (5)), 38-39.

44. Алимова, А. Н., & Бабаева, Ш. Б. (2021). Международное исследование PIRLS способствует развитию речи и навыка чтения у младших школьников. *Scientific progress*, 2(6), 1045-1051.

