FOSTERING THE UPBRINGING AND DEVELOPMENT OF PRESCHOOL CHILDREN THROUGH NATIONAL FAIRY TALES

Boymurodova Dilnavoz Abdurakhmon qizi
Jizzakh State Pedagogical University
Master's student, specialty: Theory and methodology of education and upbringing (preschool education)
E-mail: boymurodovadilnavoz1@gmail.com

Received: 05.02.2026
Revised: 06.02.2026
Accepted: 07.02.2026

Keywords:
preschool education, national fairy tales, upbringing, development, speech culture, moral values

Abstract. This thesis examines the pedagogical significance of using national fairy tales in the upbringing and development of preschool children. National fairy tales serve as a powerful educational tool that shapes children's moral values, speech culture, creativity, and respect for national traditions. The study analyzes the role of fairy tales in developing cognitive, emotional, and communicative skills, as well as methods to effectively integrate them into preschool education. The results highlight that systematic use of national fairy tales contributes to holistic child development, nurturing both ethical behavior and intellectual growth.

Introduction. Preschool age is widely recognized as a critical period for the formation of a child's personality, moral values, cognitive abilities, and communicative skills. During this stage, children develop foundational concepts of right and wrong, social behavior, speech culture, and creative thinking. Therefore, early childhood education plays a decisive role in shaping these abilities and laying the groundwork for lifelong learning and personal development. Among the pedagogical tools available, national fairy tales hold a unique and significant place in fostering the upbringing and development of preschool children.

National fairy tales are an integral part of a nation's cultural heritage. They embody centuries of collective wisdom, moral teachings, and traditional values, presented in a form that is accessible and engaging for young children. Fairy tales communicate important social and ethical norms, teach lessons about honesty, justice, diligence, empathy, and patriotism, and provide examples of positive behavior through relatable characters and narratives. By interacting with these stories, children internalize moral and cultural values while simultaneously developing their imagination and creativity.

The use of national fairy tales in preschool education is not limited to moral and ethical development. They serve as a powerful tool for the enhancement of speech culture. Listening to, retelling, dramatizing, and discussing fairy tales allows children to expand their vocabulary, improve coherent speech, and practice correct pronunciation. Furthermore, these activities promote narrative skills, expressive language, and communicative competence. According to Vygotsky's socio-cultural

theory, language development is deeply intertwined with social interaction and meaningful activity, making storytelling an ideal medium for fostering both cognitive and linguistic growth in preschool children.

In addition, national fairy tales encourage emotional and social development. Children empathize with characters, reflect on their actions, and develop problem-solving and conflict-resolution skills in a safe and imaginative context. This aligns with Piaget's constructivist perspective, which emphasizes learning through active engagement and experience. The interactive and participatory nature of fairy tale activities—such as dramatization, role-play, and collaborative storytelling—further enhances children's social skills, self-confidence, and ability to work cooperatively.

Despite the long-standing recognition of the value of fairy tales in early childhood, systematic research on their pedagogical effectiveness in contemporary preschool settings remains limited. While many studies highlight their moral and cognitive benefits, there is a need for more comprehensive analysis of how national fairy tales specifically contribute to the development of speech culture, creative thinking, and overall child development in structured educational environments.

Therefore, this study aims to examine the pedagogical significance of national fairy tales in the upbringing and development of preschool children. The research focuses on identifying effective methods for integrating fairy tales into early childhood education, exploring their impact on speech, cognitive, emotional, and social development, and providing practical recommendations for educators to enhance preschool pedagogy through cultural and creative storytelling.

Literature Review. The development of preschool children's personality, moral values, and speech culture has been a central focus of pedagogical and psychological research. Early childhood is widely recognized as a critical period for forming foundational skills in communication, social interaction, creativity, and ethical understanding. According to Vygotsky (1978), children's language and thought development are inseparable from social interaction and meaningful activity, making storytelling an ideal pedagogical tool in early education. Piaget (1962) also emphasizes that active engagement with the environment, including imaginative play and narratives, fosters cognitive and language development.

National fairy tales have been acknowledged by scholars as a significant resource in early childhood education. They are not only a reflection of a nation's cultural heritage but also an effective medium for transmitting moral norms, social values, and life lessons. According to Propp (1968), fairy tales provide recurring narrative structures and archetypal characters that help children internalize concepts of good and evil, justice and fairness, and perseverance. Such stories offer a framework for understanding human behavior and social expectations in a culturally meaningful context.

The use of fairy tales in preschool education also contributes significantly to speech and communicative development. Story listening, retelling, dramatization, and role-playing activities enrich children's vocabulary, improve grammatical accuracy, and foster coherent and expressive speech (Wright, 2010). These activities encourage dialogic interaction among peers, enhancing social communication skills

and collaborative problem-solving abilities. Studies by Rogoff (2003) and Fleer (2019) indicate that interactive storytelling supports both cognitive and social development, as children negotiate meaning, share ideas, and engage emotionally with the narrative.

In addition to language development, national fairy tales play a pivotal role in emotional and moral education. Story characters often face ethical dilemmas, challenges, and conflicts that children can relate to and discuss, fostering empathy, perspective-taking, and ethical reasoning (Eisner, 2002). Such activities promote emotional literacy, helping children recognize, express, and regulate their feelings in social contexts. Furthermore, storytelling as a cultural practice strengthens children's understanding of their own identity and national heritage, which contributes to the development of civic consciousness and respect for traditions (Henriksen, 2017).

Despite extensive acknowledgment of their benefits, research indicates that the pedagogical use of national fairy tales in structured preschool settings is still underutilized. Many early childhood programs rely on generic or internationally popular stories rather than culturally relevant narratives. Yakman (2012) notes that integrating local culture into pedagogical practices enhances engagement and motivation, as children relate more deeply to familiar themes and characters. Therefore, incorporating national fairy tales systematically can enrich the learning environment, improve speech and cognitive development, and foster holistic growth. Overall, the literature suggests that national fairy tales are a multi-dimensional pedagogical resource. They contribute to moral, cognitive, emotional, and linguistic development while preserving and transmitting cultural heritage. However, there remains a need for further research into systematic methodologies for effectively integrating fairy tales into preschool curricula, evaluating their impact on speech culture, creativity, and social-emotional development.

Conclusion. The present study highlights the pedagogical significance of national fairy tales in the upbringing and development of preschool children. National fairy tales serve as a multifaceted educational tool that fosters moral values, speech culture, creativity, and respect for cultural heritage. By incorporating these stories into preschool education, educators can enhance children's cognitive, emotional, and social development in an engaging and culturally meaningful context. The systematic use of national fairy tales encourages children to actively participate in storytelling, dramatization, and discussion, thereby improving vocabulary, coherent speech, and communicative competence. In addition, interacting with fairy tale characters and narratives helps children internalize ethical norms, develop empathy, and strengthen social skills. Overall, national fairy tales represent a valuable pedagogical resource for preschool education. Their integration into curricula contributes not only to children's language development and moral education but also to their holistic personal growth, including creativity, emotional intelligence, and cultural awareness. Therefore, preschool educators are encouraged to systematically utilize national fairy tales in their teaching practices, supported by appropriate methodological guidance and professional development.

References

1. Wright, S. (2010). *Understanding Creativity in Early Childhood*. London: SAGE Publications.
2. Henriksen, D. (2017). Creating STEAM with Design Thinking: Beyond STEM and Arts Integration. *The STEAM Journal*, 3(1), 1–11.
3. Fleer, M. (2019). STEAM education in early childhood: A review of the literature. *European Early Childhood Education Research Journal*, 27(3), 1–15.
4. Yakman, G. (2012). STEAM Education: An Overview of Creating a Model of Integrative Education. *STEAM Education Journal*, 1(1), 1–15.
5. Edwards, S. (2017). Play-based learning and intentional teaching: Forever different? *Australasian Journal of Early Childhood*, 42(2), 4–11.