

# THE EDUCATIONAL AND SPIRITUAL- ENLIGHTENING SIGNIFICANCE OF FOLK TALES IN FOLK PEDAGOGY: AS AN EDUCATIONAL FACTOR AGAINST SPIRITUAL ALIENATION

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## Abstract

This article analyzes the role of folk tales, as an integral component of folk pedagogy, in the moral, spiritual, intellectual, and aesthetic development of the younger generation. Particular attention is paid to the educational potential of folk tales as an effective pedagogical factor in counteracting the growing process of spiritual alienation under the conditions of globalization, mass culture, and digital information overload. The study is based on analytical, historical, comparative, sociopedagogical, and psychological research methods. The findings demonstrate that folk tales play a significant role in strengthening spiritual immunity and preserving national identity, especially within preschool and primary education systems.

**Keywords:** folk pedagogy, folk tales, education, national values, spiritual alienation, spiritual immunity, oral folklore, cultural heritage.

## Introduction

Folk pedagogy represents a comprehensive system of educational experience, moral principles, and spiritual values that have been formed over centuries within a

particular nation. It reflects the people's worldview, lifestyle, historical memory, and cultural traditions, playing a vital role in the upbringing of younger generations.

One of the most ancient and effective tools of folk pedagogy is folk tales. Folk tales are not merely samples of oral literary creativity but also serve as a powerful means of moral and spiritual education. Through symbolic images and engaging narratives, folk tales convey life experience, ethical norms, and educational ideals in a form that is easily perceived by children.

In the context of globalization, the dominance of mass culture, and the rapid spread of digital technologies, the process of spiritual alienation among young people has intensified. This phenomenon manifests itself in the weakening of national identity, moral indifference, and detachment from cultural roots. Under such conditions, folk tales emerge as a reliable pedagogical resource that reconnects young individuals with their national heritage, moral values, and spiritual foundations.

### **Research Methods**

The study employs a range of scientific methods to examine the educational and spiritual-enlightening potential of folk tales.

Firstly, the analytical method was used to explore the moral, ethical, and spiritual content embedded in folk tales. This approach enabled a detailed examination of the value system reflected in traditional narratives.

Secondly, the comparative method allowed for a comparison between the values represented in Uzbek folk tales and the moral orientations of contemporary youth. This helped to assess the relevance and adaptability of folk tales in modern educational contexts.

Thirdly, the historical approach was applied to analyze the formation and development of folk tales and their role within the traditional system of folk pedagogy.

In addition, sociopedagogical observation was conducted to study the practical application and effectiveness of folk tales in modern educational institutions, particularly in preschool and primary education.

Finally, a psychological approach was employed to evaluate the influence of folk tales on children's emotional development, cognitive processes, and social behavior.

### **Educational Significance of Folk Tales**

Folk tales play a crucial role in shaping the moral character of the younger generation. They introduce children to fundamental ethical concepts such as good and evil, justice and injustice, diligence and laziness, honesty and deceit.

For example, the tale "*Zumrad and Qimmat*" emphasizes the virtues of honesty, humility, and kindness, while condemning greed and cruelty. Similarly, "*The Rich Man and the Poor Man*" highlights the importance of compassion, fairness, and human dignity. Through such narratives, children learn to evaluate actions and consequences, fostering moral reasoning and ethical awareness.

The educational power of folk tales lies in their symbolic and imaginative nature. Children tend to identify with positive characters and internalize their virtues, which contributes to the formation of socially desirable behavior and moral responsibility.

### **Spiritual and Enlightening Value of Folk Tales**

Folk tales serve as an essential medium for preserving and transmitting national culture, language, and traditions from one generation to another. They reflect the collective wisdom, worldview, and spiritual ideals of the people.

Through folk tales, children become acquainted with their cultural heritage and develop respect for national values and traditions. Additionally, folk tales stimulate imagination, creativity, and aesthetic perception, contributing to both intellectual and emotional development.

Thus, folk tales function not only as a means of moral education but also as a source of spiritual enrichment and cultural continuity.

### **Spiritual Alienation and the Protective Role of Folk Tales**

Spiritual alienation is one of the most pressing challenges of contemporary society. It manifests in the weakening of moral values, loss of cultural identity, social indifference, and excessive individualism, particularly among young people.

According to the philosopher Erich Fromm, alienation arises when individuals become detached from their true nature and social roots. From this perspective, folk tales act as a natural educational mechanism that restores the connection between individuals and their spiritual and cultural foundations.

By engaging with folk tales, children and young people reconnect with the ethical ideals and moral frameworks of their community, which helps prevent spiritual emptiness and value disorientation.

### **The Use of Folk Tales in Modern Education**

The integration of folk tales into preschool and primary education has proven to be highly effective in fostering children's moral, emotional, and linguistic development. Educational activities such as storytelling, role-playing, dramatization, and multimedia presentations based on folk tales enhance students' engagement and learning outcomes.

Modern pedagogical approaches that combine traditional folk narratives with innovative teaching methods contribute to the development of spiritual immunity and strengthen national identity among the younger generation.

## Conclusion

Folk tales represent one of the most significant and effective components of folk pedagogy. They play a vital role in nurturing morally mature, spiritually rich, and socially responsible individuals.

In the context of globalization and cultural homogenization, folk tales serve as a powerful educational tool against spiritual alienation by preserving national identity and moral values. Integrating folk tales into modern educational systems through contemporary pedagogical methods can significantly enhance the spiritual and ethical development of young people.

Therefore, the study and practical application of folk tales should be regarded not only as a tribute to cultural heritage but also as a strategic pedagogical approach to fostering a healthy moral and spiritual environment in society.

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