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Developing the Creative Activity of Future Teachers Through Folklore

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Abstract: The article describes the preparation of folk art in the training of future teachers, effective methods of them, and the role of folk art in the spiritual education of young people. The future elementary school teacher has lost control of any process lesson, learning, and recommendations on the effective use of advanced and communication technologies. It is a methodical method for primary school teachers to teach effectively in the future in the process of pedagogic work, with a creative approach to folkloric art in exemplary lessons and additional classes after the lesson, or using pedagogical technologies will help.

Keywords: Folklore, personnel training, national values, mentor, research methodology, historical-linguistic, genre studies method, comparative (comparative) method, creative methods.

Introduction: In the 21st century, the education system is undergoing rapid changes around the world. With innovative pedagogical methods, information technologies and various interactive methods, the educational process is becoming more effective and interesting. In such conditions, folk oral literature can play an important role in the training of potential teachers. Folk oral literature, that is, folk poetry, legends, tales, proverbs, parables and other literary forms, is of great importance in the development of creative thinking in the educational process.

In the modern education system, the importance of teachers in developing creative thinking and creativity is increasing. They play an important role not only in educating students, but also in developing their creative thinking abilities. In order to effectively implement this process, it is necessary to provide teachers with various methods and techniques. Folklore is a very important

tool in developing the creative performance of teachers. The ability of future primary school teachers to use examples of folklore in their pedagogical activities will greatly help them understand our national mentality and identity.

METHODOLOGY

methodology is a set of methods, principles and approaches for studying folk art. This methodology is considered one of the main branches of folklore studies and helps to deeply analyze, study and interpret samples of folk oral art. The main directions and methods of the methodology for studying folk oral art are presented below:

1. Historical-linguistic approach

This approach studies oral folklore in relation to historical processes, language development, and national identity. It includes:

Determining the origin of works.

Studying the connection between historical events and legends.

Research on the characteristics of the national language and dialect.

2. Genre study method

By classifying and analyzing genres of folk oral art, the content and artistic characteristics of the works are determined. For example:

Fairy tales, epics, proverbs, riddles.

Each genre has its own characteristics and functions.

3. Structural-analytical method

This method studies the structure, composition, and artistic means of folk oral works. It includes:

Compositional structure of works.

Symbolic elements and their function.

4. Ethnographic and cultural approach

It studies the connection between folklore patterns and the life, customs, and worldview of the people. This approach emphasizes the following:

Ceremonial songs and their function.

Cultural codes and traditions.

5. Psychological approach

A method of analyzing folklore samples by linking them to the psychological state of the creators and the psyche of the people. For example:

A reflection of emotions such as fear, joy, or hope.

Psychological foundations of collective creativity.

6. Comparative method

Identify common and unique aspects by comparing

folklore works with the oral works of other peoples.

7. Sociological approach

This method studies oral folklore in relation to social reality and class relations. It:

Characters that reflect the social strata of society.

The social functions of folklore are studied.

The correct application of the methodology helps to gain a deeper understanding of oral folklore, its preservation, and its transmission to future generations.

Our President Sh. Mirziyoyev emphasized that “we need to talk more with our youth, listen to their hearts, provide practical assistance in order to understand their pain and problems,” and added, “In implementing this task, we rely on our national traditions, folk oral art, and the rich cultural heritage of our ancestors that have been formed over the centuries. We will intensify work aimed at instilling in the hearts of our youth a sense of love and loyalty to the Motherland, and educating them in the spirit of a healthy lifestyle. In this regard, state policy will be firmly continued on the basis of the newly adopted law “On State Policy on Youth” [1].

The task of educating a person is an extremely complex activity, and from ancient times this activity was carried out by mature representatives of society. [2]

Speaking of folk art, its use in primary school teachers' lessons is invaluable. Folk art is a means of spiritual and moral education and upbringing of young people, human values and patriotism; friendship, harmony, hard work, love for the profession, the consequences of good and evil, good and bad words, honesty, correctness, nobility, justice, honesty and dishonesty, the importance of friendship, brotherhood, brotherhood and blood relations, and good and bad qualities such as courage and cowardice are awakened in the minds of our young people[3].

Folklore and its importance in education

Folklore is a product of language and literature that reflects the historical experience, values, beliefs and worldview of the people. It embodies not only the richness of the language, but also the culture, thinking and worldview of the people. Uzbek folklore is not only rich in its own legends, tales, songs and stories, but this work also has an incomparable place in the educational process.

Through folk oral art, teachers not only have the opportunity to increase their creative potential, but also to teach students about folk traditions, culture, and history. The use of folk oral art methods in teaching enhances the teacher's creative approach, and helps students develop their intelligence and fluency in using the language.

The role of oral folklore in the development of creative activity

1. Developing the language and thinking ability

Folk oral literature includes many literary forms: stories, proverbs, legends, epics, etc. They help to introduce new colors and ways of expression into the teacher's language and speech. Also, through such creative activities, the teacher can encourage students to think critically.

2. Developing Creative Methods

Through folk art, teachers not only teach traditional lessons, but also develop new approaches to make lessons more engaging and interactive. For example, through storytelling, role-playing, and other methods, the teacher can stimulate students' creative thinking.

3. Teaching Culture and History

Through oral folklore, teachers can expand their knowledge and understanding and provide students with deeper information about the history, values, and traditions of their people. This increases students' cultural awareness and develops a sense of pride in their history and people.

4. Developing Emotional Intelligence

Folklore often includes unique means of expressing emotions. Through such creative activities, teachers teach students to express their feelings appropriately and empathize with others.

Integrating folk art into the educational process to develop creative activity

There are several approaches to incorporating folk art into the educational process in developing the creative activities of teachers:

1. Using Folklore in Lessons

Teachers can use methods such as storytelling, studying proverbs, and introducing folktales in lessons. This not only provides students with knowledge, but also develops their own creative thinking.

2. Creating Creative Lesson Plans

Using examples of folk oral art, teachers can make their lesson plans more colorful and creative. For example, they can organize lessons in the form of an epic or legend, encourage students to dramatize, and involve them in solving specific creative problems.

3. Developing Teamwork through Folklore

Teachers can teach students to work in groups and express their ideas through teamwork. This process develops students' creative thinking, as well as the skills to communicate their ideas to others and integrate collective ideas.

It is very important for primary school teachers to

understand the importance of knowing examples of folk oral art in their future lives and to apply them in their pedagogical experience. A thorough study of examples of Uzbek folk oral art helps to develop the skills of a competent future teacher to apply various methods and techniques in the teaching process.[4]

It shapes the development of moral imagination and understanding of future primary school teachers by teaching them examples of folk oral art. [5]

The task of educating a person is an extremely complex activity, and from time immemorial this activity has been carried out by mature representatives of society.

To prevent a void in the spiritual world of our youth, it is necessary to shape their hearts and minds with a healthy lifestyle, respect for national and universal values, and the examples of folk oral tradition, which is the rich heritage of our people.[6]

Teaching primary school students about our national values, centuries-old traditions, customs, and socio-cultural origins is one of the most pressing issues of today.[7]

Folklore and its role in education

Folklore reflects national culture, history, worldview and moral values. One of its most important features is that it can not only be learned from, but also develop creative and critical thinking. Introducing teachers to folklore has a number of advantages in shaping their creative activity in the educational process:

1. Development of creative thinking

Various forms of folk oral art (fables, proverbs, sayings, legends) teach teachers to express their thoughts freely, independently and creatively. These creative materials help students generate new ideas, imagine them, and resolve their uncertainty. Teachers can use these methods in their work to form creative thinking in students.

2. Promoting national culture

Through folk oral art, future teachers learn national culture. This will be an effective tool in their professional activities to convey the values of the Uzbek people to students. For example, by using proverbs or legends in lessons, the teacher teaches not only language and literature, but also the national spirit.

3. Instilling social and moral values.

Folklore often deals with moral issues, right and wrong paths. Through this, teachers have the opportunity to convey to students human values, mutual respect and harmony in society. Teaching social issues and moral concepts through folktales increases the pedagogical competence of teachers.

Using folk art in the educational process

In order for folk oral art to directly help develop the creativity of future teachers, it should be included in lessons. The following methods can be effective:

1. Studying folkloric works in seminars.

It is necessary to study various forms of folkloric works through seminars and trainings in teacher training. Reading and analyzing fables and legends based on students' reading, understanding their content, and discussing how these works can be used in their work develops the creative approach of teachers.

2. Using folktales in literature lessons

Folktales allow teachers to use new methods in literature lessons. For example, using proverbs or parables to make the lesson interactive will attract students' attention. This, in turn, encourages students to think carefully and creatively.

3. Working with works of folk oral art

Teachers should learn how to transform works of folk oral art and bring them into new forms in modern conditions. This will allow teachers to create pedagogical methods that are based on national traditions, but are suitable for modern requirements and conditions.

CONCLUSION

Developing the creative activity of future teachers through folk oral art not only helps them learn national culture and history, but also improves their pedagogical competencies. Folk oral art helps teachers develop a creative approach, critical thinking and creative thinking in students. Thus, the rich heritage of folk oral art is of not only scientific, but also cultural and moral importance in the educational process, encouraging teachers to take a new approach to their professional activities.

Folklore plays an invaluable role in developing the creative activity of future teachers. Folklore allows you to introduce new, creative approaches to the educational process, develops students' thinking and expressive skills, and also increases their cultural, historical and emotional knowledge. Thus, folklore plays a significant role in increasing the creative potential of teachers and the comprehensive development of students.

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