

FAIRY TALE AS A MEANS OF DEVELOPING SOCIOCULTURAL VALUES IN CHILDREN OF SENIOR PRESCHOOL AGE

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Abstract

Fairy tales, with their vivid imagery and fascinating plots, help children learn basic sociocultural values such as friendship, honesty, kindness, justice and respect for others. Through interaction with the characters and their experiences, children learn practical ways to solve social conflicts and understand the emotions of others.

Keywords: Fairy tale, sociocultural values, children of older preschool age, moral, education social skills, cultural development, education, emotional development, imagination, identity, moral guidelines, dramatization, creative thinking, characters of fairy tales, parental interaction.

Introduction

One of the key tasks of preschool education, according to the state standard, is to familiarize children with socio-cultural norms and traditions inherent in the family, society and the state[9]. The formation of children's initial ideas about the cultural traditions of both their own people and other nations is an important task that is of significant importance for their sociocultural development. Scientific research devoted to the issues of sociocultural development of preschool children was presented by such scientists as D.B. Elkonin, L.S. Vygotsky, N.Y. Bolshunova, M.D. Makhaneva, I.F. Klimenko and S.V. Kakhnovich.

Based on the concepts of S.V. Kakhnovich, S.A. Kozlova and M.D. Makhaneva, the concept of "sociocultural values" can be defined as a set of values specific to a certain society, which contribute to the differentiation of cultures and the identification of their identity. These values should include respect for historical heritage, family traditions, social interactions and communicative skills such as the ability to establish contacts and understand others.

Researchers working in the field of sociocultural development of preschoolers, such as N.Y. Bolshunova, O.L. Knyazeva and S.A. Kozlova, emphasize that the success of this process is largely determined by children's ability to compare their lives with certain cultural patterns. Such samples include the system of human attitudes, styles of communication, as well as rituals, holidays, reading and dramatization of fairy tales, proverbs and sayings. Engaging children in various user forms, such as thematic projects and exhibitions, creates active communicative events that contribute to the deep introduction of the cultural values of their people, building children's understanding of cultural diversity and universal values. It is important to integrate these elements into the preschool education system, as this creates the basis for further socio-cultural development of children and their successful social interaction [1, c. 153; 5, c. 130; 6, c. 162].



According to O.L. Knyazeva, preschool children are not able to assimilate the elements of culture accumulated by mankind in a ready-made form, through predetermined norms and rules. Thus, the process of mastering culture as a system of values should be carried out within the framework of specially organized pedagogical activities[5, c. 130].

Folklore, including fairy tales, sweets, songs and sayings, traditionally occupies a central place in the transmission of socio-cultural values. A.R. Bunyatova states that folklore, folk festivals, omens and games reflect the nature of people's perception of nature and contribute to the formation of children's understanding of the mechanisms of intergenerational exchange of experience. This includes realizing the significance of careful attitude to nature and harmonious coexistence with it.

In addition, folklore traditions help children to develop emotional intelligence, contributing to their ability to empathize with and understand the cultural specificities of different peoples. Research shows that involving children in folklore practices helps to strengthen their sense of belonging to a sociocultural community and to form their identity. It is important to take into account that active participation in folklore events not only enriches a child's cultural experience, but also serves as a basis for the development of social skills and communicative competence. [3, c. 85-88].

In accordance with the opinion of V.G. Nechaeva and T.A. Markova, the perception of the content of a fairy tale, including its moral and value aspects, is an important condition for the formation of a harmonious personality. This perception serves as a tool for influencing the child's emotional sphere, which is inextricably linked with his/her imagination[8, c. 162].

Two key lines of imagination development can be distinguished in older preschool children. The first line is connected with the mastering of sign-symbolic activity and plays an important role in the formation of arbitrary attention, memory and thinking. The second line focuses on exploratory cognitive activity, which contributes to a deeper understanding of the world around them.

In the process of cognition, imagination helps a child to realize the meaning of human activity and the motives behind the actions of others, as well as his/her own actions, by mentally playing out various scenarios. This is especially relevant in the older preschool age, when children form an emotional attitude to the world around them, which is important for their moral development. As N.I. Nepomnyaschaya notes, the mental development of children between the ages of three and six is characterized by the formation of figurative thinking, which allows the child to compare objects and concepts even beyond their direct perception. The child begins to create models of the reality with which he or she interacts and to describe them through fairy tale stories. In this context, the fairy tale becomes a powerful tool for interpreting reality, allowing children to explore emotional and social aspects of life, as well as to develop creative thinking and the ability to express themselves[7, c. 160].

According to A.M. Vinogradova, fiction, and especially fairy tales, provides children with a unique form of representation of reality - the world of human emotions, which is revealed in the context of fairy tale settings[4, c. 95].

A fairy tale is a cultural phenomenon that accommodates various aspects of life, including positive and negative aspects, moral and immoral elements, etc. While an adult is capable of



making independent decisions and evaluating actions in accordance with his/her value system, a child cannot make such a choice due to an insufficiently formed value system. This indicates the need for a meaningful and selective approach to the choice of fairy tales for reading in work with children.

S.A. Kozlova, along with other researchers, argues that the artistic images of fairy tales have a long-lasting memorable effect and encourage reflection, leading to the realization of various aspects of life. It is the images of fairy tales that contribute to the formation of an imaginative level of perception of values. The visual image serves as a support for the perception of events, and such supports can be both well-illustrated children's books and theatrical performances with puppets. Theatricalization provides an opportunity to unobtrusively convey many ideas and concepts that may otherwise be difficult for children to grasp[6, c. 162].

Empathy for the trials faced by the hero (or heroine) is of particular importance for older children. The desire for heroism and romanticism of feats is manifested in them quite early. Already in the play of children of five or six years of age can be observed plots built on the conflict between the characters. Empathy for the hero of a fairy tale or cartoon is similar to the role that the child assumes in the game. The character of the hero is fundamentally important. In fairy tales, character traits that reflect the national character, such as courage, hard work and wit, are vividly expressed and emphasized through artistic devices such as hyperbolization.

According to philosopher L.N. Shabatura, the fairy tale awakens and captivates dreams, providing the child with the first sense of heroism - a sense of challenge, danger, effort and victory. It trains children to contemplate human destiny, to realize the complexity of the world and to distinguish truth from falsehood. In the fairy tale, the people retain their vision, their suffering, humor and wisdom[10, c. 24].

N.Y. Bolshunova formulates an important pedagogical conclusion: national education will be incomplete without reference to national fairy tales. A child who is not familiar with the dreams and images presented in the fairy tales of his/her nation risks distancing himself/herself from his/her cultural identity. The author emphasizes that the use of fairy tales along with other means of national education helps to counteract the process of national depersonalization of children[2, c. 86].

For the most effective use of fairy tales in the process of formation of ideas about socio-cultural values, it is necessary to take into account its genre features. The optimism inherent in fairy tales, which demonstrates the victory of good over evil, enhances their educational impact.

One of the characteristic features of fairy tales is the fascination of the plot, imagery and elements of entertainment. The complex structure of events in fairy tales makes the plot more exciting and allows to keep children's attention. Thus, fairy tales are one of the optimal means of education, taking into account the age and psychological characteristics of children, including their unstable attention.

In most cases, fairy tales do not contain direct instructions for children, but their content always contains some lesson that children perceive. Negative characters are usually not attractive in their actions. By presenting children with an active and persistent struggle against evil, oppression and injustice, the fairy tale teaches them to strive to achieve the intended goal, despite obstacles and temporary setbacks, and to believe in the final victory of justice. In this



context, it contributes to the upbringing of people who are strong, resilient and able to overcome difficulties.

A distinctive feature of this fairy tale is a happy ending, which gives the child a sense of psychological security, contributes to the formation of a sense of justice and the value of positive personal qualities such as courage, honesty and kindness.

Work with a fairy tale can take various forms: reading, retelling, discussing the behavior of characters, theatricalization and creating illustrations.

The analysis of psychological and pedagogical research allows us to suggest that the use of fairy tales as a means of forming ideas about socio-cultural values of the Russian people in children of senior preschool age will be most effective if the following pedagogical conditions are observed:

1. selection of fairy tales taking into account children's age characteristics and socio-cultural content;
2. Focusing on the consideration and analysis of socio-cultural values of the Russian people in the process of working with fairy tales;
3. Using a variety of methods and techniques that help to reveal the sociocultural content of the fairy tale (analyzing the behavior of characters, comparing characters, identifying the main idea of the work).

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