

# RUSSIAN FOLK TALES AS A WAY OF FAMILIARISING SCHOOLCHILDREN WITH RUSSIAN CULTURE

G. B. Eskaraeva

Lecturer of the Department of Russian Language and  
Methodology of its Teaching, JSPU

## Abstract

This paper examines the role of Russian folk tales as an effective means of familiarising junior schoolchildren with the culture and traditions of the Russian people. The peculiarities of folk tales that help to convey historical and cultural values, plot structures and characters representing national archetypes are analysed. Special attention is paid to the methods of teachers' work with Russian folk tales in literature lessons and extracurricular activities, as well as to the ways in which fairy tales contribute to the formation of children's interest in their culture and the development of their aesthetic perception. The study emphasises the importance of integrating folklore into the educational process in order to foster patriotism, respect for historical heritage and develop moral qualities in children.

**Keywords:** Russian folk tale, junior schoolchildren, Russian culture, education, folklore, cultural traditions, teaching methods, aesthetic perception, patriotism, moral education.

## Introduction

The search for ways to improve the quality and effectiveness of purposeful upbringing and education is one of the key tasks of modern society in this field and is increasingly becoming a subject of research interest. In the process of developing new means and methods of organising the educational process, special attention is paid to their multifunctionality, as well as to whether they promote self-expression and self-realisation of children, whether they are interesting for students and whether they meet the requirements of the modern educational system.

Folk culture acts as one of the means of educating the younger generation. It provides an opportunity to involve children in folk traditions that contribute to the formation of spirituality, as well as universal and moral and ethical values. This aspect of culture can fulfil several functions, including developmental, diagnostic, corrective and educational[1].

In the 21st century, society has witnessed the weakening of the spiritual and moral foundations of children's upbringing under the influence of new views and ideas that hinder their full development. In this situation, it is children who are the most vulnerable, as their connection with the family, nature and the roots of their native culture has gradually begun to fade. This necessitated a rethinking of values, which became an urgent task for pedagogy and required



appropriate practical measures. It becomes important to orient children naturally to the basics of culture and to involve them in the process of mastering the folk heritage[5].

According to the Russian educator K.D. Ushinsky, the educational potential of folklore has considerable power, as it contributes to the formation of moral perceptions and the inner world of the child.

At present, questions concerning the state of upbringing and education are on the Vordergrund of relevance. Children's knowledge of Russian folklore is insufficient, but the degree of its positive influence on children's development is significant. The need to master the culture of one's Motherland and its integral elements seems to be extremely important.

Folklore is a collective artistic creation of the people, which for many centuries has accumulated life experience and wisdom, embodying high moral and ethical norms, transmitted from generation to generation. Folklore itself has a pronounced pedagogical orientation and accompanies the child from the earliest stages of his or her life[1]. In folklore, a significant number of works were created directly for children, it contains folk wisdom and reflects concern for the future of the state. Folklore abounds with vivid poetic images that promote the emergence of positive emotions, the formation of cheerfulness and the delineation of the concepts of good and evil and other similar aspects.

There is a specific genre known as children's folklore, which includes works created with children's interests and needs in mind. Educators constantly emphasise the high pedagogical significance of this field for the emerging generation. These works penetrate into the children's psyche, take into account the peculiarities of perception and avoid direct instructive character. Thanks to folk poetry, children master the basic connections and regularities of life. Folklore contains the most important and interesting aspects that are meaningful for every person[3]. For example, concepts such as labour, man's relationship with nature, and social interactions and relationships in society and the like.

Children like how folk art portrays nature, with its beauty and grandeur, as well as the image of man with his intelligence and strength. Folklore also contributes to the formation of an adequate aesthetic attitude to the surrounding nature and reality, to labour, and teaches to appreciate beauty in small things.

The role of folk works in children's education lies in their age-appropriateness, expressiveness of images and emotional intensity. It should also be noted that folklore provides significant opportunities for the mental, moral and aesthetic development of the younger generation[2].

One of the branches of folk art is the fairy tale, which is closely connected with human memory. Simple and uncomplicated plots, such as the stories of the fox and the wolf, the frog princess, the heron and the crane, attract attention with their relevance to social problems and the wisdom of the characters' actions. Folk colloquial speech plays a key role in fairy tales with its flexibility, reflecting deep meaning and showing extraordinary diversity.

From the moment a child is born, he or she is exposed to the world of fairy tales, including folk tales. Younger pupils get acquainted with these works through textbooks and books on literary reading, while older pupils encounter them in literature lessons and partly in the Russian language course. From these works children learn that happiness is impossible without labour and reliance on moral principles. Fairy tales condemn such phenomena as robbery, theft and



deceit. Fairy tales teach children important life concepts, helping them to navigate different situations and understand how to behave in society. Through fairy tales, children begin to realise what evil is and how to fight it, as well as how to make the world around them brighter and kinder.

Folk tales have all the characteristic features of folklore. Traditions and customs shape both the content and structure of the work, determining the key poetic techniques and the specificity of the fairy tale style, which has developed over the centuries. All this has a significant impact on the creative process of the folk master storyteller. Oral tales recorded from storytellers are the result of the creative activity of many generations, not just individual authors.

The social, artistic and pedagogical value of folk tales is undeniable and universally recognised. Created over the centuries in inseparable connection with the everyday life and life of the people, fairy tale fiction has originality and uniqueness. These qualities are explained by the peculiarities of the people who created these works, as well as the conditions of their origin and the role that the fairy tale plays in the life of the community [4].

Russian folk tales for children represent the most favourite and widespread genre of folklore, which plays a significant role in the process of education. This genre contributes to enriching the spiritual world of the child in the appropriate period of his development, as well as the formation of patriotism, respect for the historical heritage of his people and the study of traditions. In addition, fairy tales help to assimilate moral and ethical norms of behaviour in society and contribute to the development of pupils' speech skills and thinking.

It is not surprising that the fairy tale is integrated into the primary school curriculum. In this case, a significant role belongs to the teacher himself. When a fairy tale becomes part of a lesson, it always arouses interest and creates an atmosphere of unusualness. The situation becomes especially important when a teacher with intelligence, talent, passion and vivid imagination comes to the child with a fairy tale. If the teacher aims to develop a thoughtful reader with a well-developed imagination, imaginative memory and a sense of the poetic word, he or she should help the child come closer to understanding the subtext of the fairy tale and its moral content. This includes developing an awareness of the importance of kindness, attention and the ability to listen and hear not only oneself but also others.

Activities in this area should be carried out systematically so that students learn to perceive the world through the prism of folk wisdom and have a deep understanding and respect for the traditions and customs of their people.

## References

1. Gusev D.A. Pedagogical potential of folk art in the context of historical analysis of the development of educational institutions in rural areas // *Humanities and Education*. - 2015. - № 1 (21). - C. 44-47.
2. Zhestkova E.A., Tsutskova E.V. Extracurricular work on literary reading as a means of developing reading interests of junior schoolchildren // *Modern problems of science and education*. - 2014. - № 6. - C. 1330.



3. Zhestkova E.A., Kazakova V.V.. Teaching younger schoolchildren to write a review of the read artwork // Mezhdunar. zhurn. zhurn. of applied and fundamental researches. - 2015. - № 8-2 - C. 355-358.

4. Zhestkova E.A., Klycheva A.S. Spiritual and moral development of junior schoolchildren at the lessons of literary reading.

schoolchildren at the lessons of literary reading by means of Russian folk tales // Mezhdunar. zhurn. of applied and fundamental researches. - 2015. - № 1-1 - C. 126-130.

5. Zhestkova E.A., Kazakova V.V. Technology of web-quest at the lessons of literary reading in primary school // Mezhdunar. zhurn. zhurn. of applied and fundamental research. - 2015. - № 9-4 - C. 723-725.

6. Luchina T.I. Moral education of modern schoolchildren // IV Silvestrov Ped. read.

