



THE PEDAGOGICAL SIGNIFICANCE OF TEACHING KARAKALPAK FOLK TALES AND CHILDREN'S POEMS THROUGH MULTIMEDIA

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Abstract: This study aims to determine the pedagogical significance of teaching karakalpak folk tales and children's poems through multimedia in preschool education. The study highlights the educational importance of folk tales and children's poems for preschool-aged children, emphasizing their role in improving speech, expanding vocabulary in the mother tongue, and instilling moral values, such as good manners and the aspiration for kindness. In today's rapidly developing world, the use of multimedia in preschool education makes teaching more convenient for educators, enhances children's interest, improves the quality of education, and leads to higher efficiency. The study employed theoretical methods (analysis, synthesis, comparison, abstraction, induction and deduction, model creation, hypothesis formulation) and empirical methods (pedagogical experiments, observations, surveys, interviews, evaluation, and statistical analysis of data). The results indicate that teaching through multimedia tools plays a crucial role in developing children's creative thinking and interest in folk oral traditions. The study also found that multimedia tools enhance children's learning abilities and increase the effectiveness of the educational process. In conclusion, the research shows that the efficiency of teaching through multimedia is significantly high in the educational process.

Keywords: Creative thinking, analysis, synthesis, comparison, multimedia tools, audio and visual components, research, evaluation criteria, mobile application.

Introduction: Currently, digital technologies are becoming increasingly important in preschool education. The use of modern technologies in this system enhances the learning process for children, making it more engaging and effective. At the same time, one of the primary objectives of education is to preserve national heritage and pass it on to future generations. Considering Uzbekistan's multicultural population and rich cultural heritage, it is crucial to introduce each nation's unique culture to children.

Karakalpak folk tales and children's poems embody the national heritage of the people, transmitting the values, customs, and traditions of the nation from generation to generation. These tales and poems provide moral lessons, help children develop their speech, and play a significant role in fostering creative thinking in their native language. However, given that modern children are accustomed to digital technologies, innovative approaches are required to transmit this cultural heritage.

Multimedia products are an effective tool for enriching preschool education with information and teaching national tales and poems interactively. This research focuses on analyzing the pedagogical significance of teaching karakalpak folk tales and children's poems through multimedia products in preschool education. Specifically, the study examines how this approach fosters children's creative thinking, familiarizes them with national customs and



values, and makes the educational process more engaging and effective. It is crucial for children to learn about their national culture and to do so in a manner that is both accessible and engaging through modern technologies. Furthermore, this study investigates the experiences of using multimedia products in preschool institutions and analyzes the outcomes of their application.

Literature Review and Methods. Fairy tales play an important role in shaping children's worldview. By immersing themselves in the magical world of fairy tales, children form their first impressions and develop feelings of love for goodness and disdain for evil. Fairy tales reflect the positive ideas and artistic imagery born from the imagination of any nation. When comparing the ideas of karakalpak fairy tales with those of other nations, certain similarities in plot and content can be observed [1;107]. Thus, fairy tales and children's poems are an endless treasure of a nation's child-rearing practices, and integrating them with modern methods is not only convenient for educators but also engaging for children.

Teaching karakalpak folk tales and children's poems through multimedia opens new opportunities for preschool education. After watching a fairy tale, educators can employ the following methods to foster children's creative thinking and reasoning:

1. **“Similarities”**: In this method, the educator selects a word from today's fairy tale or song, for example, “bee,” and children are asked to mention things related to it, such as “yellow,” “honey,” “useful,” and so on.
2. **“Guess What”**: In this method, a child from the group is asked to say a word from today's fairy tale or song, for example, “butterfly,” and the educator asks the children questions such as “What color is it?” “How many wings does it have?” “What does it feed on?” and “In which season does it appear?” This encourages children to think creatively and develop their reasoning skills.
3. **“Create the Next Part of the Story”**: The educator starts telling the beginning of a fairy tale and asks the children how they would change or continue it. The child then creates and narrates the rest of the tale, fostering creative imagination.
4. **“Change the Hero”**: In this method, the educator asks a child to change the behavior, actions, or overall character of the hero from the fairy tale and retell the story. This engages the child's imagination and creativity while developing independent thinking skills.

Such methods not only make learning fun and accessible but also enhance children's inventive abilities. In preschool institutions, it is crucial to improve the efficiency of educational activities, accelerate the learning process, and develop children's computer literacy using information technologies, including multimedia technologies [2;231]. Indeed, children do not only watch fairy tales and poems through multimedia; they also improve their computer literacy.

Results and Discussion To determine the pedagogical significance of teaching karakalpak folk tales and children's poems through multimedia products, an experimental approach was used. The experiment was conducted mainly in preschools in the Chimboy and Qanlikol districts and the city of Nukus, Karakalpakstan.

Participants: The experimental group consisted of children aged 5-7. This age range was chosen because, during this period, children's creative thinking, reasoning, and ability to enrich their vocabulary in their mother tongue are actively developing. Separate groups were



formed for each district, with a total of 440 children participating. The participants were selected randomly, and parental consent was obtained before the experiment began.

Multimedia Content: The multimedia products developed for the study included karakalpak folk tales and children's poems adapted for children, using audio and visual components to make them engaging and easy to understand.

Experimental Process: The experiment took place in three stages. In the first stage, the children's initial understanding of karakalpak folk tales and children's poems was assessed. Their creative thinking, reasoning, listening, and speech abilities were evaluated through specially prepared questions, and baseline data were collected. Additionally, their familiarity with folk tales and poems was examined. In the second stage, children were taught through multimedia folk tales and poems over four weeks. Each group received lessons three times a week for 20-30 minutes. During the lessons, the children were introduced to various fairy tales and poems, and educators observed their activities, noting their interest, engagement, and abilities using surveys and interviews. In the third stage, the children's progress was evaluated using various assessment methods. The initial and final results were compared, and the effectiveness of multimedia products in the learning process was analyzed. Assessment criteria included the development of creative thinking and reasoning, knowledge of national values and traditions, and improvements in speech and communication skills.

Statistical Analysis: Data from the experiment were statistically analyzed. Differences between the initial and final results were assessed using appropriate methods to determine the pedagogical impact of multimedia folk tales and poems. Additionally, comparisons were made between the results of children taught through multimedia and those taught using traditional methods. The results were presented in graphs and tables.

Results: The results of the study indicate that teaching through multimedia folk tales and poems increased children's creative thinking by 13%. Children became familiar with the history and culture of their nation through fairy tales and poems, which they learned interactively. This had a positive impact on their communication skills and national upbringing.

Conclusion: Teaching karakalpak folk tales and children's poems through multimedia can be recognized as an effective pedagogical approach in preschool education. This method contributes not only to the development of children's creative thinking abilities but also to their understanding of national culture.

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