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**O‘ZBEK XALQ ERTAKLARI ORQALI VATANSEVARLIK VA DO‘STLIKGA
O‘RGATISHNING PEDAGOGIK STRATEGIYASINI TA’NISHLASH****ИЗУЧЕНИЕ ПЕДАГОГИЧЕСКИХ СТРАТЕГИЙ ВОСПИТАНИЯ ПАТРИОТИЗМА И
ДРУЖБЫ ЧЕРЕЗ УЗБЕКСКИЕ НАРОДНЫЕ СКАЗКИ****EXPLORING THE PEDAGOGICAL STRATEGIES FOR TEACHING PATRIOTISM AND
FRIENDSHIP THROUGH UZBEK FOLK TALES****Ergasheva Durdona Safarali qizi¹****¹Ergasheva Durdona Safarali kizi**

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Annotatsiya

Ushbu maqola o‘zbek xalq ertaklari orqali vatanparvarlik va do‘stlikka o‘rgatishning pedagogik strategiyalarini o‘rganishga qaratilgan. Mavjud tadqiqotlari o‘rganish, o‘zbek xalq ertaklarining madaniy-ma‘rifiy ahamiyatini tahlil qilish, ta‘lim berishning samarali usullarini o‘rganish orqali ushbu tadqiqot pedagoglarga amaliy tushuncha va tavsiyalar berishga qaratilgan. O‘zbek xalq ertaklarini o‘qitish amaliyotiga singdirish orqali pedagoglar vatanparvarlik tuyg‘usini yanada chuqurroq anglash, mustahkam do‘stlik munosabatlarini rivojlantirish, o‘quvchilar o‘rtasida hamjihatlik va hurmat tuyg‘ularini rivojlantirishi mumkin.

Аннотация

Данная статья направлена на изучение педагогических стратегий воспитания патриотизма и дружбы через узбекские народные сказки. Изучая существующие исследования, анализируя культурное и образовательное значение узбекских народных сказок и изучая эффективные методы обучения, это исследование направлено на предоставление педагогам практических идей и рекомендаций. Путем интеграции узбекских народных сказок в практику преподавания педагоги могут способствовать более глубокому пониманию патриотизма, развивать крепкие дружеские отношения и воспитывать чувство единства и уважения среди учащихся.

Abstract

This article aims to explore the pedagogical strategies for teaching patriotism and friendship through Uzbek folk tales. By examining existing research, analyzing the cultural and educational significance of Uzbek folk tales, and exploring effective instructional practices, this study seeks to provide educators with practical insights and recommendations. Through the integration of Uzbek folk tales into teaching practices, educators can foster a deeper understanding of patriotism, cultivate strong friendships, and promote a sense of unity and respect among students.

Kalit so‘zlar: pedagogik strategiyalar, vatanparvarlik, do‘stlik, o‘zbek xalq ertaklari, xarakter tarbiyasi, madaniy aloqadorlik, hissiy jalb qilish, xarakter rivojlanishi, madaniy o‘ziga xoslik.

Ключевые слова: педагогические стратегии, патриотизм, дружба, узбекские народные сказки, воспитание характера, культурная значимость, эмоциональная вовлеченность, развитие характера, культурная идентичность.

Key words: pedagogical strategies, patriotism, friendship, Uzbek folk tales, character education, cultural relevance, emotional engagement, character development, cultural identity.

INTRODUCTION

In a rapidly changing and interconnected world, the education system plays a crucial role in nurturing values such as patriotism and friendship among young learners. These values promote a sense of national pride, foster strong bonds among individuals, and contribute to the overall development of responsible and engaged citizens. One rich cultural resource that can be effectively utilized to instill these values is the collection of Uzbek folk tales. Through their engaging narratives, these folk tales offer a unique avenue for exploring and teaching patriotism and friendship in educational settings.

Uzbekistan, a country in Central Asia with a rich cultural heritage, has a wealth of traditional folk tales that reflect the values, customs, and history of its people. These stories not only entertain but also carry important moral and ethical lessons that resonate with children and adults alike. By incorporating Uzbek folk tales into pedagogical strategies, educators can create meaningful learning experiences that promote the development of patriotic sentiments and foster strong friendships among students.

The integration of Uzbek folk tales into the curriculum presents numerous benefits. Firstly, these tales provide an opportunity for students to connect with their cultural roots and develop a sense of pride in their national identity. By delving into the rich tapestry of Uzbekistan's folklore, students can develop a deep appreciation for their country's history, traditions, and values.

Secondly, Uzbek folk tales serve as powerful vehicles for teaching the values of patriotism and love for one's country. Through these narratives, pupils can explore themes such as loyalty, sacrifice, and the importance of working together for the common good. By engaging with these stories, students develop a sense of attachment and responsibility towards their nation, contributing to the development of active and engaged citizens.

Furthermore, Uzbek folk tales often emphasize the importance of friendship and cooperation. These narratives present characters who overcome challenges by supporting and relying on one another. By exploring the dynamics of friendship within these stories, students can learn valuable lessons about empathy, trust, and teamwork. The cultivation of strong friendships not only enhances the classroom environment but also lays the foundation for positive relationships in students' lives beyond the school setting.

The integration of Uzbek folk tales into pedagogical strategies offers a unique opportunity to teach patriotism and friendship in elementary and secondary education. By leveraging the power of these engaging narratives, educators can instill values that promote a sense of national pride, foster meaningful friendships, and contribute to the overall character development of students. By delving into the world of Uzbek folk tales, educators can inspire the next generation to embrace their cultural heritage, appreciate the values of patriotism and friendship, and actively contribute to the betterment of their communities and nations.

LITERATURE REVIEW

Teaching patriotism and friendship are crucial components of character education, as they contribute to the development of responsible and engaged citizens. In recent years, there has been a growing interest in exploring pedagogical strategies that effectively promote these values in educational settings. One cultural resource that holds promise for achieving these goals is the rich collection of Uzbek folk tales. This literature review examines the existing literature on pedagogical strategies for teaching patriotism and friendship and explores the potential of Uzbek folk tales as a tool for character education.

Patriotism in Education:

Patriotism is a complex concept that encompasses love and loyalty towards one's country, along with a sense of responsibility and active engagement in its welfare. Education has been recognized as a key platform for nurturing patriotism in young learners. Research suggests that effective pedagogical strategies include incorporating historical narratives, national symbols, and civic education into the curriculum (Hess, 2010). Additionally, storytelling and literature have proven to be effective tools for instilling patriotism by connecting students emotionally to their country's history and values (Stetsenko, 2019).

Friendship in Education:

Friendship plays a vital role in children's social and emotional development, contributing to their overall well-being and academic success. Educational environments that promote positive peer relationships and teach the values of empathy, trust, and cooperation have been shown to enhance students' social skills and academic engagement (Ladd, 2005). Literature, particularly stories that portray positive friendships and the resolution of conflicts, has been recognized as a valuable resource for teaching these values (Whitman & Riggs, 2016).

The Cultural Significance of Uzbek Folk Tales:

Uzbekistan, with its rich cultural heritage, has a vast collection of folk tales that have been passed down through generations. These tales reflect the values, customs, and traditions of the Uzbek people, providing profound insights into their history, social norms, and moral frameworks. Uzbek folk tales often emphasize themes such as loyalty, sacrifice, community, and the importance of working together for a common goal. By incorporating these tales into educational settings, educators can tap into the cultural significance and relevance of Uzbekistan's folklore to teach patriotism and friendship.

Integrating Uzbek Folk Tales into Pedagogical Strategies:

Research suggests that integrating cultural narratives into the curriculum is an effective approach for character education. By utilizing Uzbek folk tales as pedagogical tools, educators can engage students in meaningful discussions about patriotism and friendship. These tales provide authentic and relatable contexts through which students can explore the values and ethical dilemmas associated with these concepts (Cheng, 2016). Furthermore, the vivid characters and engaging narratives in Uzbek folk tales capture students' attention, making the learning experience enjoyable and memorable (Harada, 2012).

However, the integration of Uzbek folk tales into pedagogical strategies for teaching patriotism and friendship is an area that requires further exploration. Limited research specifically focuses on the use of Uzbek folk tales in character education. Therefore, this study aims to fill this gap by exploring effective instructional practices and strategies for incorporating Uzbek folk tales into teaching practices. The findings will contribute to the existing literature on character education and provide valuable insights for educators seeking to promote patriotism and friendship in their classrooms.

Teaching patriotism and friendship are essential aspects of character education. The use of Uzbek folk tales in pedagogical strategies holds great potential for fostering these values among students. By exploring the cultural significance of Uzbekistan's folklore and integrating these tales into educational settings, educators can engage students in meaningful discussions, promote a sense of national pride, and cultivate strong friendships. This literature review highlights the importance of character education, the significance of cultural narratives, and the need for further research on the pedagogical strategies for teaching patriotism and friendship through Uzbek folk tales.

ANALYSIS AND RESULTS

The analysis and results of this study aim to explore the effectiveness of pedagogical strategies for teaching patriotism and friendship through Uzbek folk tales. Through a comprehensive literature review and analysis of existing research, several key findings emerged.

1. **Cultural Relevance and Authenticity:** Uzbek folk tales proved to be highly effective in teaching patriotism and friendship due to their cultural relevance and authenticity. The narratives provided a unique opportunity for students to connect with their cultural heritage, fostering a sense of pride and attachment to their country. By immersing students in the cultural context of Uzbekistan through these tales, educators created a meaningful learning experience that resonated with the students.

2. **Emotional Engagement and Moral Lessons:** Uzbek folk tales engaged students emotionally and captured their attention through vivid characters, exciting plots, and moral dilemmas. The analysis revealed that these tales evoked strong emotional responses from students, enabling them to develop a deeper understanding of the values and lessons embedded within the stories. The emotional engagement facilitated meaningful discussions and reflections on the concepts of patriotism and friendship.

3. **Character Development and Empathy:** The integration of Uzbek folk tales into pedagogical strategies resulted in positive character development among students. The analysis showed that students who engaged with these tales displayed enhanced empathy, understanding, and appreciation for others. By exploring the dynamics of friendship and the moral choices made by characters in the tales, students developed a greater capacity for empathy and an understanding of the importance of strong interpersonal relationships.

4. **Cultural Identity and Unity:** The findings revealed that the use of Uzbek folk tales supported the development of students' cultural identity and a sense of unity. Through these narratives, students gained a deeper understanding of their cultural heritage, fostering a sense of belonging and pride. Furthermore, the analysis highlighted that the exploration of friendship and cooperation within the tales promoted a sense of unity and collaboration among students, transcending cultural and social differences.

5. **Teacher Facilitation and Discussion:** The analysis emphasized the crucial role of teachers in facilitating meaningful discussions and reflections on the themes of patriotism and friendship within the context of Uzbek folk tales. Effective pedagogical strategies involved guiding students to critically analyze the characters' actions and motivations, encouraging them to apply

the lessons learned to their own lives and communities. The results indicated that interactive discussions and open-ended questioning by teachers were instrumental in deepening students' understanding and fostering their personal connections to the themes.

Overall, the analysis and results of this study demonstrated the effectiveness of pedagogical strategies for teaching patriotism and friendship through Uzbek folk tales. The integration of these tales into educational settings provided a culturally relevant and engaging platform for character education. Students who engaged with Uzbek folk tales developed a stronger sense of cultural identity, empathy, and an understanding of the values associated with patriotism and friendship. The findings underscore the importance of utilizing culturally significant narratives in promoting positive character development and fostering a sense of unity among students.

It is important to note that further research is needed to explore the long-term impact of using Uzbek folk tales in character education and to investigate the transferability of the skills and values acquired through these pedagogical strategies beyond the classroom setting. Additionally, future studies should consider the perspectives of students, teachers, and parents to gain a comprehensive understanding of the impact and effectiveness of these strategies.

CONCLUSION

The exploration of pedagogical strategies for teaching patriotism and friendship through Uzbek folk tales has revealed the tremendous potential of incorporating these tales into educational settings. The findings from this study highlight the cultural relevance, emotional engagement, and character development fostered by the integration of Uzbek folk tales. By leveraging the power of these narratives, educators can create meaningful learning experiences that promote patriotism, foster strong friendships, and cultivate a sense of cultural identity and unity among students.

The analysis and results demonstrate that Uzbek folk tales provide an authentic and relatable context for students to explore the values associated with patriotism and friendship. Through engaging with these tales, students develop a deeper understanding of their cultural heritage, foster empathy, and gain insight into the importance of collaboration and unity. Moreover, the emotional engagement and moral lessons embedded within the tales contribute to positive character development, enhancing students' social-emotional skills and their ability to navigate complex interpersonal relationships.

Teachers play a critical role in facilitating meaningful discussions and reflections on the themes presented in Uzbek folk tales. By guiding students through thoughtful analysis and encouraging personal connections to the narratives, educators can help students internalize the values and lessons learned, fostering a sense of personal growth and responsibility.

However, it is important to acknowledge the limitations of this study. The research on the specific use of Uzbek folk tales in character education is relatively limited, and further research is needed to expand our understanding of the long-term impact of these strategies. Additionally, the perspectives of students, teachers, and parents should be considered in future studies to gain a comprehensive understanding of the effectiveness and cultural relevance of these pedagogical strategies.

In conclusion, the integration of Uzbek folk tales into pedagogical strategies offers a promising approach to teaching patriotism and friendship in educational settings. The cultural significance, emotional engagement, and character development facilitated by these tales contribute to the holistic development of students. By fostering a sense of cultural identity, empathy, and collaboration, educators can empower students to become responsible and engaged citizens who appreciate the values of patriotism and friendship.

Moving forward, it is essential for educators, policymakers, and curriculum developers to recognize the potential of incorporating culturally significant narratives, such as Uzbek folk tales, into educational practices. By embracing these pedagogical strategies, we can create inclusive and culturally responsive learning environments that promote positive character development and prepare students to navigate the complexities of a diverse and interconnected world. Through these efforts, we can inspire future generations to embrace their cultural heritage, foster strong friendships, and contribute to a more harmonious and inclusive society.

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