

FOLK WISDOM IN THE DEVELOPMENT OF PRIMARY SCHOOLCHILDREN

Gazizova Farida Samigullova

Candidate of Pedagogic Sciences, Associate Professor

Elabuga Institute (branch)

of Kazan (Volga Region) Federal University

Nureeva Alesya Radieva

Senior Lecturer

Elabuga Institute (branch)

of Kazan (Volga Region) Federal University

Abstract. The article examines the role of folk pedagogy in the development of children of primary school age. Especially, mobile folk games are analyzed. The problem of introducing younger students to the experience, culture, traditions, and customs of their people is raised. The views and approaches to the problem of the Russian and Tatar advanced representatives of KD Ushinsky, G.A. Vinogradova, E.A. Pokrovsky, K. Nasyiri, R. Fakhreddin, G. Tukai are analyzed.

Keywords: folk pedagogy, development, mental education, culture of the people, moral values, common human culture, outdoor games, the originality of the language.

Many scientists, practicing teachers write about introducing a child to the culture of their people, they say a lot. Domestic and foreign educators wrote about this. Those who are involved in the upbringing and training of the younger generation are concerned about this problem.

If we turn to the heritage of our people, of course, it fosters respect, pride in the land on which you live. Therefore, both teachers and parents believe that children need to know and study the culture of their ancestors. Here the emphasis is placed on knowledge of the history of the people, their culture. This will help our children in the future to treat the cultural traditions of other nations with respect and interest.

It is known that every nation has its own fairy tales, songs, dances, games, and they all pass on from generation to generation the basic moral values: goodness, conscience, honor, friendship, mutual assistance, and diligence.

Thus, we can say that the introduction of a child to folk culture begins from childhood, where the basic concepts and examples of behavior are laid.

Today we are increasingly turning to the experience of our ancestors, to the origins of public education and upbringing, because it is there that we find answers to many difficult questions of today.

The norms and rules of upbringing, developed by folk pedagogy, are alive and working in the modern world. They are influential, used by teachers, parents, adults, because they are time-tested. All folk wisdom, which has been formed over the centuries, is concentrated in them. We also find universal human values in them.

For example, a folk game. She is one of the means of raising children. It is believed that the folk game is a unique phenomenon of human culture. It's no secret that every century, every era, generation has its own games. These favorite games are passed on from one generation to the next.

The relevance of this problem is due to the fact that the wisdom of the people is an irreplaceable means of replenishing a child's knowledge and ideas about the world around him, the development of intellectual, moral qualities, thinking. The younger schoolchild, through a folk outdoor game, gets to know the history, culture, and customs of his people. Since ancient times, they have reflected the way of life of people, their way of life, national traditions, ideas about courage, honor, courage. It is especially important to note the role of outdoor games. Outdoor games teach you to show endurance, will, ingenuity. Folk games are a traditional pedagogical tool.

Outdoor games in pedagogy are considered as an important means of the all-round development of the child. Outdoor games are in the culture of every nation, they have a deep meaning - they develop the child both physically and spiritually, help the formation of moral development. Leading representatives KD Ushinsky, G.A. Vinogradova, E.A. Pokrovsky and others, taking care of education, enlightenment of the masses, paid special attention to folk games. They urged through outdoor games to convey to the descendants folk customs, forms and content of spoken texts, the originality of the language. Folk games attract children from preschool age with their imagery. The games include moments of struggle, competition, they evoke emotions of joy, fears, warn of caution, this captivates children. Through play, children develop interest and respect for the culture of Russia, develop patriotic feelings and love for the Motherland.

Russian educator, educator Konstantin Dmitrievich on the educational value of folk outdoor games for the development of the child's personality. Ushinsky wrote that education, created by the people themselves and based on folk traditions, has an educational power based on abstract ideas or borrowed from other peoples.

K. D. Ushinsky also believed that special attention should be paid to folk games. Folk games are a rich source for the upbringing of children and a powerful educational tool for the development of a harmonious personality.

A.P. Usova. She noted that good children's play is an example of high pedagogical skill. It is not only a separate game that has educational significance, but in folk pedagogy the sequence of folk games from infancy to maturity is determined. Folk games, fairy tales, songs created by the people are passed on from the older generation to the younger, providing great educational value to the upbringing of children [3, p. 325].

The enormous educational value of folk games was pointed out by everyone who, in one way or another, encountered them in their pedagogical or scientific activities.

E.A. Pokrovsky noted that since ancient times, various types of games and merrymaking occupied a leading place in the life of the people. Outdoor games are of great educational value, they require extensive participation in all bodily and spiritual forces, dexterous agile body movements. Based on the analysis of national games, he came to the conclusion that the character of the people, undoubtedly, leaves its noticeable imprint on many manifestations of public and private life of people. This character also affects children's games, reflected in them the sharper and more distinctly, the more enthusiasm and ease the children play, and therefore with more freedom to manifest their national character.

P.F. Lesgaft wrote that the folk games of the child are introduced to the habits and customs of only a certain area, family life, a certain environment surrounding him. He considered folk games to be the most valuable means of comprehensive education of the child's personality, the development of his moral qualities: honesty, truthfulness, endurance, discipline, camaraderie.

P.F. Lesgaft was one of the first to suggest using outdoor games in raising children. He wrote: "We should use games to teach them (children) to master themselves." In play, one must "teach them to restrain their divergent feelings and thus teach them to subordinate their actions to consciousness" [6].

Ya.I. Khanbikov notes that the game folklore of the Tatar people is rich and diverse. It is also valued for its motor content. Walking, running, jumping, throwing, throwing and catching, other types of movements - all this can be found in Tatar folk games. Almost all of them, to a greater or lesser extent, contribute to the formation of vital skills, improvement of physical development, bring up the necessary moral and volitional qualities in children of primary school age [3, p. 78].

Encyclopedist, educator, teacher of the late XIX and early XX centuries Rizaetdin Fakhretdinov wrote in his instructions on the problem of the relationship between mother and child. The educator argued that no one can treat their children like their own mother, and therefore he believes that no one can replace their own mother in raising children, not even their own father. "The upbringing received in childhood from the mother, children retain in themselves until gray hair", "Raised mothers create a positive motivation to get an education" [1, p. 33].

We understand that he wrote about cleanliness, neatness, neatness, education of culture, instilling a culture of a healthy lifestyle in the life of children. All this is realized with the help of traditions, people's experience, customs, folk games.

They have not lost their relevance in modern conditions and can serve as a good example of a humane attitude in raising children. This shows the talent of the teacher, thinker, philosopher Rizaetdin Fakhretdinov, who managed to reveal the essential, deep issues of raising children.

The works of the great Tatar poet Gabdulla Tukay contribute to the formation in children of love for their native land, respect for their country. As one of the aspects of the formation of a harmoniously developed personality, G. Tukay pointed to aesthetic education. The poet considered the most important means of aesthetic education to familiarize children and youth with examples of fiction, folk art, dramatic and visual arts, music, secular singing, as well as direct observation of wildlife.

The folk wisdom used by the author characterizes the heroes of the works and various situations, helps to reflect the thoughts and state of mind of the characters. In his article "Our Poems" ("Shigyrlörebez") Tukai pointed out that folk songs are the basis of Tatar literature. Love for these songs from childhood developed in the child a love for his native language. The poet skillfully revealed the educational and upbringing significance of his native language. Tukay welcomed the growing interest of young people in music and folk songs. The choice of a good book, song, work of art is determined by the general development of a person, his preparedness for the correct understanding of works of art and folk art. Therefore, Tukay urged to tirelessly improve the culture of the people, especially the growing generation [7].

Many pedagogical scientists believe that folk games, with their imagery, captivate children of both preschool age and younger schoolchildren. Games contain an element of competition, struggle, and, therefore, evoke emotions of joy, fear, induce caution, and thus captivate children.

Play is the main activity of preschoolers. She is the main activity of children in kindergarten. The game comprehensively develops and educates children.

In the educational process of primary school, play is given great importance in the social development of a child's personality, and playing skills are considered as one of the indicators of the development of a younger student.

Scientists believe that folk games in combination with other educational means form the basis for the formation of a harmoniously developed, active personality, which combines moral purity, spiritual wealth and a physically developed personality. The role of games in the development of younger students is enormous. They activate the brain, broaden their horizons, children's ideas about the world around them, and improve mental processes. Promote the stimulation of the transition of the child's body to a higher stage of development [3, p. 15].

The folk game introduces children to folk culture, performs such functions as entertainment, cognitive, diagnostic, corrective, and developmental. An active folk game, a game is a joy, it is laughter, a way of communication between children, which has great educational power. It is known that play will help in the development of friendly relations between children (help, mutual assistance). Such qualities as kindness, respect for elders develop, the physical qualities of children develop.

Also, games help to make the work of students at a creative-search level, in the learning process, in the pedagogical activity of a teacher interesting and exciting.

The game, as you know, accompanies children from the first days of life. Through play, through their attitude to the toy, they comprehend their surroundings. And at school age, the game becomes more complicated, but still occupies one of the most important places in the minds and activities of children.

In our opinion, play helps to make the educational process alive, to successfully assimilate the content of new activities, facilitates adaptation to educational conditions and provides psychological comfort, arouses creative interest in what is being studied, develops the child's independence and activity among peers.

With the help of the game, you can develop attention, memory, thinking, imagination of the child, i.e. those qualities that are necessary for later life. While playing, a child can acquire new knowledge, abilities, skills, develop abilities, sometimes without realizing it. Play is a natural form of learning for a child. Through play, the teacher delivers educational material in a way that is convenient and natural for children to accept.

The amusement of the conditional world of the game makes the monotonous activity of memorizing, repeating, consolidating or assimilating information positively emotionally colored, and the emotionality of the game action activates all mental processes and functions of the child.

Another positive side of the game is that it promotes the use of knowledge in a new situation, thus, the material assimilated by students passes through a kind of practice, brings variety and interest to the educational process. Play is an essential learning tool for primary school students. Games specially selected for a particular lesson help to solve many educational problems. Each game is a child's communication with adults, with other children.

The game is a school of cooperation. In this school of cooperation, the child learns relationships and rejoice at success. What is very important, the junior schoolchild learns to rejoice at both his own and others', and to endure failures steadfastly [3].

A characteristic feature of the use of the game in the educational process (game technologies) is the modeling of vital situations (practice-oriented situations) and the search for ways to solve them. The leading method of gaming technology is the game. Organizational forms of

this technology can be business games, role-playing games, story games, travel games, didactic games [5, p. 567]. In addition, play has another aspect that is important in organizing work with children - prevention, diagnosis and correction of undesirable options for child development.

Thus, we can conclude that through folk traditions, games, folklore, a child can develop, can show his skills, imagination, show himself in games, participating in various competitions, the child can express himself and develop.

At the primary school age, the child realizes half of the information through the game, and he put a lot of instructive things into the people in his children's games.

Take folk tales, for example. Fairy tales tell the child about the world in which the child lives, about his native country, about his ancestors. It is important to acquaint children with folk traditions at school. This will help in the development of the younger student.

If we analyze the educational value of folk wisdom, it becomes clear that folk pedagogy, wisdom encourages the younger student, children to strive to follow good examples, already attached, established norms and rules.

Each teacher should remember that it is important to create in children a specific attitude towards the traditions and customs of their people. It is important to create feelings of respect, understanding of their essence, including the desire to study and follow the example of folk wisdom.

For all peoples, the main goal of educating the younger generation was to care for the preservation, strengthening and development of folk customs and traditions, to take care of passing on to the younger generations their good experience, including pedagogical experience, accumulated at all times.

So, we can say that the strength of folk pedagogy, folk traditions, first of all, lies in a humane, kind, humane approach to the personality of a child.

References

1. Amirkhanov R.U. Rizaeddin Fakhreddin as a historian / R.U Amirkhanov // Rizaeddin Fakhreddin: his legacy and the modern world: proceedings of a scientific conference. - Kazan: Publishing house of the Institute of History of the Academy of Sciences of the Republic of Tatarstan, 2003. - P.32 - 54.
2. Voloshin L. Organization of health-preserving space. / L. Voloshin // Preschool education. №1. 2014. -114 P.
3. Galeev E., Khanbikov J. Tatar folk games and holidays. / E. Galeev, Ya. I. Khanbikov. Kazan. Tat. book. publ. 1985. -104 P.

4. Doronina M.A. The role of outdoor games in the development of preschool children / M.A. Doronin // Preschool pedagogy. — 2017. - № 4. - P. 10-14.

5. Kudryavtsev V.T., Egorov B.B. Developing pedagogy of health improvement./ V.T. Kudryavtseva, B.B. Egorov. Linkapress, Moscow. 2000.- P.98.

6. Naumova M.V. The use of outdoor games in working with children of early and preschool age / M.V. Naumova.// <https://nsportal.ru/npso-spo/obrazovanie-i-pedagogika/library/2016/01/31/ispolzovanie-podvizhnyh-igr-v-rabote-s-detmi>

7. Nurieva A.R. Pedagogical direction in the work of G. Tukay / A. R. Nuriev // Gabdulla Tukai and the Turkic world: materials of the international. conference, dedicated to the 130th anniversary of the birth of G. Tukay / comp. F, H. Minnullina, A.F. Ganieva.-Kazan: IYALI, 2016.- P.315

8. Problems of Bashkir, Tatar culture and the heritage of Riza Fakhretdinov: materials of the interregional symposium (May 13, 2005). -Ufa: LLC "Print +", 2006. - 206 P.