

# THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

## VOLUME-5, ISSUE-7

### EDUCATING PRESCHOOL CHILDREN WITH FAIRY TALES

**Naimova Zuxra Kayratdinovna**

Assistant Department of Preschool Education  
NSPI named after Ajiniyaz

**Abstract.** Early childhood education plays a crucial role in shaping the cognitive, emotional, and social development of young children. Among the various instructional tools available to educators, fairy tales hold a unique position as they simultaneously engage children's imaginations, transmit cultural values, and facilitate moral and linguistic development.

**Keywords:** Fairy tale, children, development, method.

#### INTRODUCTION

Fairy tales are more than mere entertainment; they are deeply rooted in human culture and often carry timeless lessons about courage, honesty, kindness, and resilience. For preschool-aged children, whose thinking is largely concrete and imaginative, fairy tales serve as a natural bridge between play and learning. They introduce complex concepts such as morality, justice, and empathy in ways that are both understandable and engaging. When integrated into early education curricula, fairy tales not only enrich language acquisition and cognitive growth but also help children internalize ethical norms and develop their emotional intelligence [1].

#### MATERIALS AND METHODS

One of the primary advantages of incorporating fairy tales into preschool education lies in their ability to support language development. The repetitive structures, rhythmic phrasing, and vivid descriptions typical of fairy tales help young children acquire new vocabulary and develop an intuitive understanding of sentence structures. As children listen to and later retell these stories, they practice essential skills such as sequencing, narrative comprehension, and expressive language. Research has shown that exposure to rich oral storytelling improves phonological awareness, a critical predictor of early literacy success (Isbell et al., 2004). Moreover, the metaphorical and imaginative elements of fairy tales stimulate children's cognitive flexibility, encouraging them to make connections, predict outcomes, and solve problems creatively. These narratives often present characters who overcome obstacles through ingenuity or perseverance, prompting children to engage in hypothetical reasoning—an early exercise in critical thinking [2].

#### RESULTS AND DISCUSSION

Fairy tales are a powerful medium for teaching moral lessons and nurturing emotional intelligence in preschool children. The clear dichotomy between good and evil, heroism and wrongdoing, typical in many traditional tales allows children to grasp foundational ethical concepts without ambiguity. Through identification with the protagonist, children learn the value of virtues such as honesty, courage, and compassion. At the same time, witnessing the consequences of greed, deception, or cruelty in antagonistic characters helps children internalize social norms in a safe, non-threatening context. Bruno Bettelheim, in his seminal work *The Uses of Enchantment*, argues that fairy tales help children confront their inner fears and anxieties by externalizing them in symbolic narratives, offering a resolution that reinforces hope and resilience. By guiding children through emotional experiences vicariously, fairy tales help them develop empathy, emotional regulation, and an understanding of justice.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-7

Beyond cognitive and emotional growth, fairy tales serve as cultural vehicles, transmitting traditions, values, and collective wisdom from one generation to another. For preschoolers, these stories foster a sense of belonging by connecting them to their cultural heritage, while also promoting an awareness of diversity when stories from different cultures are shared. Exposure to global fairy tales can enhance intercultural understanding, teaching children to appreciate differences and similarities in human experiences. In a world that is increasingly interconnected, fostering such openness at an early age can lay the groundwork for tolerance and global citizenship. Furthermore, group storytelling sessions or dramatizations of fairy tales in preschool classrooms promote social interaction, cooperation, and collaborative play, helping children develop essential interpersonal skills.

Preschool children possess a natural inclination toward imaginative play, and fairy tales can serve as catalysts for creativity and self-expression. Retelling stories, acting out scenes, or creating alternative endings encourage children to engage in divergent thinking and enhance their storytelling abilities. Incorporating artistic activities—such as drawing characters, crafting props, or composing songs related to the tales—can further enrich their creative development. These activities not only deepen comprehension of the narratives but also build fine motor skills and confidence in expressing ideas. Educational programs that combine storytelling with hands-on activities have been found to improve attention spans, cooperative behavior, and overall engagement in learning [4]. By blending narrative and creative expression, fairy tales nurture a holistic form of learning that aligns with the developmental needs of preschoolers.

While fairy tales inherently possess educational potential, the role of the educator is pivotal in maximizing their impact. Teachers must carefully select age-appropriate stories that reflect positive values and avoid excessively frightening elements, ensuring that children feel safe and supported during storytelling sessions. Moreover, educators should actively engage children by asking open-ended questions, encouraging predictions about the story's outcome, and facilitating discussions about the characters' choices. Such guided interactions deepen comprehension, promote moral reasoning, and allow children to voice their thoughts and feelings.

### CONCLUSION

Fairy tales, when thoughtfully integrated into preschool education, transcend their role as traditional stories to become multifaceted instruments of learning. They foster language development, cognitive flexibility, moral understanding, cultural awareness, creativity, and social interaction—all of which are fundamental to a child's early growth. Through engaging narratives and imaginative play, preschool children not only absorb knowledge and skills but also build a foundation for empathy, resilience, and cultural competence. The active involvement of educators, who mediate and enrich the storytelling process, ensures that fairy tales serve their full pedagogical purpose. In an era where technology increasingly dominates children's entertainment, the enduring appeal and educational value of fairy tales highlight their irreplaceable role in shaping the minds and hearts of young learners.

### REFERENCES

1. Bettelheim B. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage Books, 2016. – 352 p.
2. Isbell R., Sobol J., Lindauer L., Lowrance A. "The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children." // *Early Childhood Education Journal*. 2014. Vol. 32(3). P. 157–163.
3. Nicolopoulou A. "The Alarming Disappearance of Play from Early Childhood Education." // *Human Development*. 2010. Vol. 53(1). P. 1–4.

## THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

### VOLUME-5, ISSUE-7

4. Zipes J. *Fairy Tales and the Art of Subversion*. New York: Routledge, 2012. – 320 p.
5. Koshberbaevna, Zarimbetova Gulzira. "Ways of Using the Karakalpak Oral Folk Art in the Upbringing of the Future Generation." *International Journal on Integrated Education* 4.9 (2021): 87-89.
6. Baxtiyarovna N. A. Methodology for teaching a foreign language in preschool education // *ACADEMICIA: An International Multidisciplinary Research Journal*. – 2022. – Т. 12. – №. 11. – С. 176-179.
7. Sharibaevna A. R. The Importance of Creating A Developmental Environment in Preschool Education // *European Scholar Journal*. – 2021. – Т. 2. – №. 4. – С. 253-254.
8. Allambergenovna E. D., Avezovna L. I. Educational Views Of The Hero Of Uzekstan Allaniyaz Uteniyazov, Activities Of The Hero Of Uzbekstan Allaniyas Uteniyazov In The Path Of Well-Being Of The People // *Solid State Technology*. – 2020. – Т. 63. – №. 4. – С. 5103-5108.
9. Avezovna I. L., Khurliman E. Exploring the Role of Technology in Early Childhood Education: Benefits and Challenges // *American Journal of Advanced Scientific Research*. – 2024. – Т. 1. – С. 85-86.
10. Наимова З. Роль народных традиций в воспитании детей в детских образовательных учреждениях // *Развитие отраслей АПК на основе формирования эффективного механизма хозяйствования*. – 2022. – С. 563-565.
11. Ochilova K. S., Shamuratova K. K., Saparniyazova A. K. Features of teaching future educators pedagogical rhetoric through the development of speech // *American Journal Of Social Sciences And Humanity Research*. – 2023. – Т. 3. – №. 10. – С. 44-54.