



THE USE OF FOLK TRADITIONS IN THE FORMATION OF PERSONALITY IN PRESCHOOL INSTITUTIONS OF THE REPUBLIC

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Prior to the launch of experiments on the determination of the influence of traditions on the direction of the modern child to the past and the conditions, we tried to determine to what extent the folk traditions are used in the pedagogical work of the institutions of pre-school education of the Republic.

The interest of social intuitions in the upbringing of people's traditions intensified after the Republic of Karakalpakstan gained State independence. Having determined an independent path of development, it was natural to reconcile national roots – folk pedagogy, traditions and customs as the direction of the people to values. People's holidays were introduced into pedagogical processes with the whole national attribute: solemnity, hospitality, the manor of the promotion of guests, the national games of children.

In 1989, the law" on the birth of the state language» was adopted. In kindergartens, lessons on the language of Karakalpak began to acquaint with the national culture, traditions and customs of karakalpakas.

People's epics (Alpomish, Edige, Sharyar Rev.q.), a new wave of interest in folk traditions, which reflected indignation, came out. Preschool institutions drew attention to the scenes of the Bahadir's childhood. The content of the celebration included the recruitment of the elderly, the felling of the Arch in the constructions, the belches on the cradle, the bathing with forty spoons of water, the opening of the path, etc.

Thus, tantanal traditions are periodically introduced into the educational process of kindergarten from the drop of employees of preschool institutions. However, it should be noted that all these traditions present as a fairy tale, a beautiful, a lesson far from life. To be distant is given by the non-modern clothes of the participants, non-modern speeches, and



theatrical solemnity movements. Children know the life of the ancestor, feel the aesthetic pleasure and joy of performances, but such an effect is observed episodic style. Introducing children to traditions in the experience of preschool institutions mayhem in the way, outside the game – preschool is brought to the activity of young children.

Ethnos traditions occupy an important place in the system of folk pedagogy, but their adaptation to modern conditions creates certain difficulties. V.S. As Mukhina noted, "...Ethnopsychology shows that it is impossible to use the information obtained by external observation of folk pedagogy simply; it leads to the understanding that it is necessary to analyze not only some ways, but also the whole context of the lifestyle" [1]. We, however, believe that in modern preschool practice it is possible to find a job formation that allows you to revitalize a certain amount of traditional situations, through which it will be possible to effectively influence the direction of support and values of children in the emerging traditions.

Approximation of the ways of folk and modern pedagogy and psychology, intellectual presents ways of adaptation of games in modern preschool institutions: explanation and demonstration of games, Organization of children's games with the educator and with each other, coverage of a modern element to it-explanation and rendering, which will be characteristic of folk pedagogy. This approach will be close to our hypothesis. However, we used the plot game as an active independent action of children.

The game brings out the strong attention of researchers from different profiles. The main approaches to its consideration will be the following:

1. The game is the primary element of culture in which other types of culture are created, from dance to political debates to others.
2. The game is a form of expression and storage of Ethnos culture.
3. The game is inboard from an emotional-activity way of knowing the world. The game is a reflection of Real reality, a model of social relations.
4. The technology in the current society is subject to serious changes in the game. The opportunity to deliver traditional games in a natural way has declined. Not the older generation, but the organization gives the children what they need in society.



5. Reflection of Real events in the game is difficult because the child must master the "language of the game" and adjust his actions in accordance with the actions of his partner.

These four comps in the management of the formation of games became the basis of the methodology for conducting experiments. We, therefore, tried to take into account the fact that the surrounding adults, being the main factor of education in folk pedagogy, are more attracted to the actions of children, organize their collaborative actions [2, 3].

The fact that the child is closely connected with emotions and activities of the game is a special importance in our research plan. Emotions and activities in our hypothesis will be the main determinants in the assimilation of the values of society by the child [4]. At the same time, money and time is an indicator of the orientation of the child to values in the house [5]. If the child recognizes the form of behavior or the development of the plot in accordance with traditions, then it can be assumed that the traditional values of the people to him will still be valuable to the verbal level, while in the game the choice of the husband will exist. The game is presented as a form of activity with an adult-the identification of the child and the carrier of traditions and values of the child.

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