

METHODOLOGICAL FOUNDATIONS OF FORMING AESTHETIC CULTURE IN PRESCHOOL CHILDREN THROUGH FAIRY TALE THERAPY

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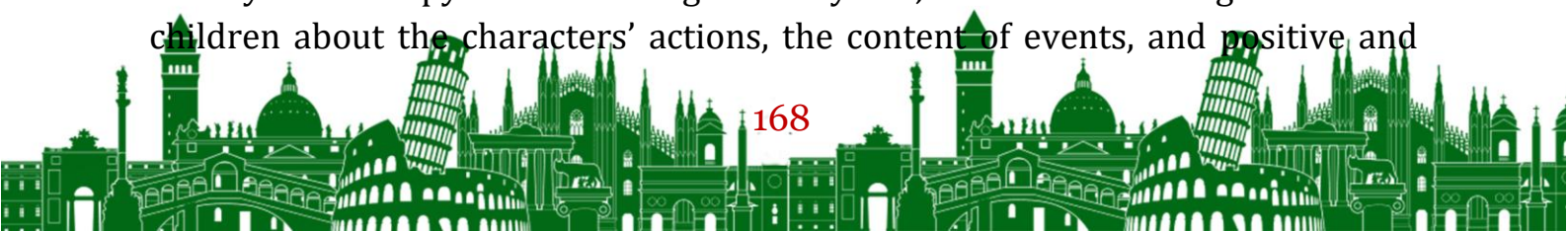
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Abstract. This thesis analyzes the methodological foundations of forming aesthetic culture in preschool children through fairy tale therapy. The study scientifically and pedagogically substantiates the influence of fairy tale therapy on children's emotional development, aesthetic perception, creative thinking, speech activity, and social adaptation. Furthermore, the significance of pedagogical methods, didactic tools, interactive techniques, and innovative pedagogical approaches used in aesthetic education is highlighted. The thesis examines the role of fairy tale therapy in the modern preschool education system, its methodological potential, and its effectiveness in developing aesthetic culture. In addition, the pedagogical importance and practical effectiveness of an innovative model based on fairy tale therapy are demonstrated.

Keywords: fairy tale therapy, aesthetic culture, aesthetic education, preschool education, didactic tools, pedagogical approach, creative thinking, emotional development, interactive methods.

Introduction. The process of aesthetically educating preschool children through fairy tale therapy is based on a system of purposefully organized pedagogical methods. High effectiveness can be achieved only when these methods are applied by taking into account children's age characteristics, level of emotional development, interests, and individual needs. Since emotional and imaginative thinking predominates in preschool-aged children, the methods of fairy tale therapy are mainly directed toward imaginative perception, emotional influence, and the activation of creative activity. Expressive storytelling is considered one of the primary methods of fairy tale therapy. The teacher should not simply read the fairy tale aloud but should engage children's interest through intonation, tone of voice, facial expressions, and emotional expressiveness. Expressive reading helps children concentrate their attention, strengthens their emotional perception of events in the story, and develops aesthetic perception. In particular, reflecting the emotional states of characters through voice contributes to the development of empathy and emotional sensitivity in children.

The method of conversation and discussion also occupies an important place in fairy tale therapy. After listening to a fairy tale, discussions are organized with children about the characters' actions, the content of events, and positive and



negative qualities. This method develops independent thinking, analytical skills, and aesthetic evaluation abilities in children. During discussions, children learn to express their opinions freely, which positively influences their speech and communicative development.

Role-playing and dramatization methods are among the interactive forms of fairy tale therapy. In these activities, children perform the roles of fairy tale characters, dramatize events, and animate various images. Dramatization not only deepens children's aesthetic feelings but also develops creative activity, communication culture, and teamwork skills. By immersing themselves in the roles of characters, children experience their emotional states more deeply and begin to understand events internally.

Drawing is another creative method widely used in fairy tale therapy. Through depicting story events or characters, children express their emotions and imagination. This activity develops aesthetic taste, color perception, and artistic imagination. From a psychological perspective, drawing also helps children indirectly express their inner experiences.

The method of continuing a fairy tale contributes to the development of creative thinking and imagination. In this method, children are told a part of the story and are encouraged to independently create its continuation. Children attempt to develop new plots, imagine the future actions of characters, and express their own aesthetic views. This supports the formation of independent thinking and creative approaches.

Puppet theater is also considered an effective method for working with preschool children. Presenting fairy tale events through puppets arouses strong interest and enhances children's emotional involvement. This method is particularly beneficial for shy children or those who experience difficulties in communication. Through puppet characters, children are able to express their feelings more freely. The use of musical elements also increases the effectiveness of fairy tale therapy. The use of music, sound effects, or rhythmic movements that correspond to the content of the fairy tale strengthens children's emotional perception and further enriches the aesthetic impact. Music helps create the atmosphere of the fairy tale and contributes to the formation of an emotional mood in children.

In modern pedagogical approaches, the use of interactive and digital methods is also gaining significant importance. Multimedia fairy tales, animated stories, audio fairy tales, and interactive presentations increase children's interest and enhance the effectiveness of the educational process. In particular,



the combination of visual and audio tools contributes to the development of children's aesthetic perception and emotional imagination. In addition, the method of an individual approach is considered important in fairy tale therapy. Since each child differs in emotional state, interests, and psychological characteristics, educators should take an individual approach into account when selecting fairy tales and applying methods. Some children prefer active communication, while others express themselves more freely through creative activities.

In general, the methods of aesthetically educating preschool children through fairy tale therapy have a comprehensive influence on children's emotional, aesthetic, speech, and creative development. The systematic and purposeful use of these methods appears to be one of the effective pedagogical foundations for developing aesthetic culture in children.

The didactic tools and pedagogical approaches used in the process of aesthetic education through fairy tale therapy play an important role in ensuring children's emotional, aesthetic, and creative development. In modern pedagogy, didactic tools are regarded as important components that increase the effectiveness of the educational process, activate children's interest, and develop their cognitive activity. Especially when working with preschool children, visualization, emotional influence, and imagery are considered fundamental pedagogical principles. Therefore, the tools used in fairy tale therapy should be selected according to children's age and psychological characteristics.

Fairy tale books are considered one of the main didactic tools in fairy tale therapy. Fairy tale books rich in colorful illustrations, interesting plots, and artistic images help develop children's aesthetic interest. In particular, books with large illustrations attract children's attention and support their emotional perception of events. The images in books play an important role in developing children's aesthetic perception and imagination.

Visual materials are also among the tools that increase the effectiveness of fairy tale therapy. Pictures of fairy tale characters, cards, models, posters, and decorative elements develop imaginative thinking in children. Visual tools are especially important for preschool children because they perceive information mainly through observation and images.

Puppets and puppet theater tools are widely used in fairy tale therapy. Puppets arouse children's interest and ensure their active participation. When educators present fairy tale plots through puppets, children experience events more deeply and express emotional attitudes toward the characters. Puppet



theater contributes to the development of children's communication skills, aesthetic taste, and creative activity.

Multimedia tools are becoming one of the important components of modern fairy tale therapy. Audio fairy tales, animated videos, interactive presentations, and electronic stories increase children's interest and strengthen the aesthetic impact. In particular, the combination of music, animation, and visual images enables children to imagine fairy tale events more vividly. At the same time, the use of multimedia tools develops children's visual and auditory perception abilities.

Musical tools also occupy an important place in the process of aesthetic education. Melodies, sounds of nature, or rhythmic movements corresponding to the content of fairy tales help create an emotional atmosphere for children. Music directly influences children's emotional state and intensifies aesthetic experiences. Therefore, the use of background music, songs, and rhythmic exercises in fairy tale therapy is considered effective.

Artistic and creative tools are also considered an integral part of fairy tale therapy. Activities such as drawing, coloring, appliqué, modeling shapes from clay, and constructive tasks contribute to the development of children's creative abilities. Creative assignments based on fairy tales enrich children's aesthetic imagination and fantasy.

Didactic games are among the important pedagogical tools used in fairy tale therapy. Games such as "find the character," "continue the fairy tale," and "who plays which role?" Develop children's logical thinking, imagination, and communication skills. Since play activity is the leading type of activity for preschool children, these methods are considered highly effective.

The pedagogical approaches applied in fairy tale therapy are also of great importance. In modern pedagogy, the learner-centered approach is regarded as one of the priority principles. According to this approach, the child is considered an active subject of the educational process, while the educator performs the role of guide and supporter. In fairy tale therapy, the learner-centered approach makes it possible to take into account children's individual interests, emotional states, and psychological needs. The activity-based approach is also widely used in fairy tale therapy. This approach is aimed at shaping children not as passive listeners, but as active participants. Children listen to fairy tale events, discuss them, perform roles, and express their attitudes through creative activities. This positively influences their aesthetic and social development. The integrative approach represents another important pedagogical direction in fairy tale



therapy. Within this approach, fairy tale therapy is combined with speech development, music, visual arts, theatrical elements, and play technologies. As a result, the educational process becomes more comprehensive and engaging. In addition, the use of innovative pedagogical technologies increases the effectiveness of fairy tale therapy. Interactive methods, ict technologies, multimedia tools, and creative assignments help develop children's independent thinking and aesthetic reasoning. In general, the didactic tools and pedagogical approaches used in fairy tale therapy play a significant role in shaping children's aesthetic culture. The systematic and purposeful application of these tools contributes to the development of emotional sensitivity, creative thinking, aesthetic taste, and social activity in children. The innovative model of aesthetically educating preschool children through fairy tale therapy is organized on the basis of modern pedagogical technologies, interactive methods, and child-centered approaches. The main purpose of this model is to develop children's aesthetic culture, support emotional growth, improve creative thinking, and enhance social and communicative skills. Unlike traditional teaching methods, the innovative model is aimed at developing the child not as a passive listener, but as an active participant, independent thinker, and creative individual.

The structural framework of this model consists of several interconnected components. The first component is the target-oriented component. At this stage, the formation of aesthetic taste, the ability to perceive beauty, the understanding of artistic images, and the development of moral and aesthetic values are defined as the main objectives. Along with this, the development of emotional stability, empathy, communication culture, and creative activity is considered one of the important tasks of the model.

The second component is the content component, which defines the educational activities organized on the basis of fairy tale therapy. This process involves the use of folk tales, author's fairy tales, didactic fairy tales, psychological fairy tales, and interactive stories. When selecting fairy tales, children's age characteristics, level of emotional development, and aesthetic needs are taken into consideration. The main task of the content component is to develop aesthetic imagination, emotional sensitivity, and moral values in children.

One of the important parts of the innovative model is the technological component. At this stage, modern methods and tools for implementing fairy tale therapy are applied. Interactive storytelling, dramatization, role-playing games, multimedia technologies, audio fairy tales, animated materials, and creative assignments serve as the main technological tools of the model. The use of



modern ict technologies not only increases children's interest but also activates processes related to aesthetic perception and emotional reception. Another important aspect of the innovative model is its organization on the basis of an integrative approach. In this model, fairy tale therapy is combined with other types of activities. For example, drawing based on fairy tales, listening to music, creating stage performances, organizing puppet theater activities, or engaging in constructive tasks provide opportunities for the comprehensive development of children's aesthetic culture. The integrative approach simultaneously influences children's emotional, aesthetic, speech, and creative development. The pedagogical effectiveness of the model largely depends on the professional competence of the educator. During the process of fairy tale therapy, the educator acts as an organizer, facilitator, and creator of an emotional environment. The teacher encourages children to think freely, analyze events, and make aesthetic evaluations. At the same time, the educator should implement a differentiated approach by taking into account the individual characteristics of each child.

The innovative model also places special emphasis on family cooperation. Involving parents in the process of fairy tale therapy increases the effectiveness of children's aesthetic development. Reading fairy tales at home, discussing stories together, organizing theatrical activities, and engaging in creative tasks ensure the continuity of aesthetic education in children. The diagnostic component of the model is also of great importance. Pedagogical monitoring is conducted through observation, conversations, creative assignments, analysis of drawings, and role-playing activities in order to determine the results of aesthetic education. Through diagnostics, changes in children's aesthetic perception, emotional sensitivity, creative thinking, and communicative skills can be identified.

In addition, one of the main principles of the innovative model is the learner-centered approach. According to this principle, each child's interests, emotional state, and aesthetic needs are taken into account. The child appears as an active subject of the educational process and is given opportunities to freely express creative potential. Today, the development of digital pedagogy is further expanding the innovative possibilities of fairy tale therapy. Interactive electronic fairy tales, virtual theaters, digital stories, and multimedia platforms contribute to the development of children's aesthetic perception in modern forms. At the same time, the innovative model also supports children's media literacy, creative thinking, and independent activity.



Conclusion. The theoretical and methodological analyses presented above demonstrate that the development of preschool children's aesthetic culture through fairy tale therapy is one of the important pedagogical directions of the preschool education system. Fairy tale therapy appears as an effective pedagogical technology that has a comprehensive influence on children's emotional, aesthetic, creative, and social development.

The study revealed that fairy tale therapy plays an important role in developing children's aesthetic perception, emotional sensitivity, creative thinking, speech activity, and communicative skills. In particular, through fairy tale characters, artistic images, and story plots, children develop the ability to perceive beauty, make aesthetic evaluations, and understand moral values. Furthermore, it was determined that high effectiveness can be achieved when the didactic tools and pedagogical approaches used in fairy tale therapy are organized according to children's age and psychological characteristics. Interactive methods, dramatization, puppet theater, multimedia technologies, and creative activities appear as important tools for developing aesthetic culture in children. The implementation of the innovative model further expands the possibilities of fairy tale therapy. Fairy tale therapy organized on the basis of modern pedagogical technologies, integrative approaches, and digital tools contributes not only to aesthetic education, but also to the development of independent thinking, creative approaches, and social adaptation skills in children.

In general, the organization of aesthetic education through fairy tale therapy represents an effective pedagogical approach that ensures the comprehensive spiritual, emotional, and aesthetic development of children. Therefore, the systematic and purposeful use of fairy tale therapy technologies within the preschool education system is considered one of the important and relevant pedagogical tasks.

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