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CONTEMPORARY RESEARCH DIRECTIONS AND FUTURE PROSPECTS IN THE STUDY OF FOLK PEDAGOGY

Sarsenbaeva Raya Janabay qizi

3rd-year student at Karakalpak State University,

Faculty of Foreign Languages,

English Language and Literature Department, Nukus, Uzbekistan

E-mail: rayasarsenbaeva44@gmail.com

Scientific advisor: Seytjanova Luiza Taxirotva

Karakalpak State University,

Faculty of Foreign Languages, EFL teacher

Abstract: Folk pedagogy, which includes traditional methods of educating children and adolescents, plays an important role in shaping personality, values, and cognitive development. These practices are rooted in cultural traditions and are passed down from generation to generation within communities.

The aim of this study is to explore the role of folk pedagogy in modern education and to examine the possibilities of its integration into contemporary teaching systems. Although traditional knowledge has strong cultural value, it is often underestimated in formal education.

The study is based on the analysis of theoretical sources and current educational practices. The results show that the use of folk pedagogy can enrich the learning process, support students' cultural identity, and promote moral and social development. It is concluded that combining traditional and modern teaching approaches can make education more meaningful and effective.

Keywords: folk pedagogy, traditional education, teaching strategies, cultural knowledge, educational practices

Folk pedagogy, a rich source of cultural knowledge, values, and traditions, plays an important role in shaping the moral, ethical, and social foundations of society. However, in modern education, the effectiveness of teaching folk pedagogy remains insufficiently explored, despite its high significance. This article examines both the challenges and opportunities of integrating this approach into contemporary educational systems. By analyzing current teaching practices and the socio-cultural value of folk knowledge, the study highlights the importance of folk pedagogy in supporting a more holistic approach to education. It continues to be understood, developed, and practiced in everyday life [1]. The aim of this study is to analyze the role of folk pedagogy in modern education and to identify effective ways of its integration into formal educational systems. The novelty of the study lies in highlighting the relevance of folk pedagogy in the context of modern digital and globalized education. The study is based on the analysis of theoretical literature and comparative educational practices.

Folk pedagogy, which is deeply rooted in the traditions, customs, and beliefs of a community, represents a unique form of cultural education passed from one generation to another. In today's rapidly globalizing world, education systems



often focus mainly on academic knowledge, technical skills, and standardized assessment. As a result, the rich cultural heritage found in this approach is often neglected or undervalued. This trend raises concerns about the possible loss of cultural identity and values, especially among younger generations. Moreover, modern educational frameworks tend to overlook the social and emotional aspects of learning that folk pedagogy naturally supports. One of the main challenges in teaching folk pedagogy lies in integrating it into formal education systems, where curricula are usually based on standardized academic requirements. Traditional knowledge is sometimes considered outdated or irrelevant, and there is a lack of effective teaching strategies to include it in modern classrooms.

The role of folk pedagogy in education has been widely examined in cultural and educational research. Many scholars highlight its importance in passing down values, traditions, and knowledge across generations. For example, Jerome Bruner (1996) described folk pedagogy as the process through which cultural knowledge and social norms are transmitted through informal methods such as storytelling, rituals, proverbs, and oral traditions. He emphasized its role in socialization and in developing both cognitive and social skills [2]. The integration of this form of education into formal education has been widely debated. John Dewey (1938) supported the idea of experiential learning, which closely relates to the principles of folk pedagogy. He believed that education should be based on real-life experiences and cultural contexts, allowing students to connect theory with everyday practice [3]. Similarly, Lev Vygotsky (1978), through his cultural-historical theory, argued that learning is deeply connected to social and cultural contexts. In this sense, folk pedagogy acts as a bridge between individuals and their communities, strengthening shared values, language, and traditions [4].

Several key approaches can be applied to improve the effectiveness of teaching folk pedagogy:

1. Interdisciplinary Learning:

Folk pedagogy can be effectively integrated into subjects such as history, literature, and social studies. By including folk tales, proverbs, and cultural traditions within broader academic subjects, students can better understand their cultural heritage in context, which strengthens the relevance of folk pedagogy.

2. Teacher Training and Development:

Teachers play a crucial role in delivering folk pedagogy effectively. Therefore, it is important to train educators in culturally responsive teaching methods and provide them with appropriate resources. This helps make the learning process more meaningful and engaging for students.

3. Use of Digital Technologies:

In the modern digital era, incorporating folk pedagogy into technology — such as interactive storytelling applications, digital archives, and multimedia platforms — can make traditional knowledge more accessible and attractive. This



approach not only preserves cultural heritage but also connects it with the interests of a technology-oriented generation.

4. Community Involvement:

Cooperation with local communities can enhance the authenticity of folk pedagogy. Inviting elders and cultural representatives to share their knowledge in classrooms adds practical experience to learning and makes it more engaging and impactful.

5. Application in Global Contexts:

Although folk pedagogy is based on local traditions, it also offers universal lessons. Teaching students how different cultures address similar issues through their traditions promotes cross-cultural understanding and empathy.

In countries such as Japan, Finland, and Uzbekistan, the integration of folk pedagogy into education has produced positive results in terms of student engagement and cultural preservation [5]. For instance, in Uzbekistan, traditional songs, stories, and proverbs are included in the curriculum to teach values like perseverance and respect for elders. This practice helps strengthen students' cultural identity and their connection to national heritage.

Conclusion

The teaching of folk pedagogy has become an increasingly important and relevant issue in today's globalized world. To enhance its effectiveness, educational institutions should actively integrate it into curricula, provide systematic teacher training, and develop innovative approaches to presenting traditional knowledge. Such a balanced approach not only contributes to students' academic achievement but also fosters a strong cultural identity and a deeper understanding of social and moral values.

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