

**PEDAGOGICAL POSSIBILITIES OF USING FOLK RIDDLES IN ECOLOGICAL  
EDUCATION FOR PRESCHOOL CHILDREN (AGES 5-6)**

**Maksudakhon Khalloкова**

Master's Student at Fergana State University

**Abstract:** This article explores the pedagogical possibilities of using folk riddles to teach ecological education to preschool children (ages 5-6). It examines effective methods for fostering ecological knowledge, enhancing interest in nature, and developing ecological culture through folk riddles. This research is significant for the practice of preschool education.

**Keywords:** ecological education, preschool age, folk riddles, pedagogical possibilities, children

**Аннотация:** В данной статье исследуются педагогические возможности использования народных загадок для экологического воспитания детей дошкольного возраста (5-6 лет). Рассматриваются эффективные методы формирования экологических знаний, усиления интереса к природе и развития экологической культуры с помощью загадок. Исследование важно для практики дошкольного образования.

**Ключевые слова:** экологическое воспитание, дошкольный возраст, народные загадки, педагогические возможности, дети.

**Annotatsiya:** Mazkur maqolada maktabgacha yoshdagi (5-6 yosh) bolalarga ekologik tarbiya berishda xalq topishmoqlaridan foydalanishning pedagogik imkoniyatlari tadqiq etiladi. Xalq topishmoqlari orqali bolalarda ekologik bilimlarni shakllantirish, tabiatga nisbatan qiziqishni oshirish va ekologik madaniyatni rivojlantirishning samarali usullari ko'rib chiqiladi. Ushbu tadqiqot maktabgacha ta'lim muassasalari amaliyoti uchun muhim ahamiyatga ega.

**Kalit so'zlar:** ekologik tarbiya, maktabgacha yosh, xalq topishmoqlari, pedagogik imkoniyatlar, bolalar.

## **Introduction**

Teaching ecological education to preschool children is essential not only for increasing their ecological knowledge but also for cultivating qualities such as love for nature, kindness, and responsibility. Utilizing folk riddles in the ecological education process is crucial for broadening children's worldviews, developing their thinking abilities, and reinforcing their knowledge about nature. Through folk riddles, children become familiar with natural phenomena, plants, and animals, laying the foundation for ecological culture.

This article highlights the pedagogical potential of using folk riddles in ecological education and their significance for children's development. The main objective of the research is to identify methods for developing ecological education skills in preschool children through folk riddles.

## **Main Part**

### **The Educational Value of Folk Riddles**

Folk riddles, one of the oldest and richest genres of folklore, play a significant role in shaping children's understanding of the environment. <sup>1</sup>Through riddles, children are introduced to various natural phenomena, plants, animals, and ecological issues. For instance, consider the following riddle:

"A clear lake, yet no fish in it."

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<sup>1</sup> Abdukarimov, A. (2018). Fundamentals of Ecological Education. Tashkent: Uzbekistan National Encyclopedia

This riddle helps children learn about the sky and clouds. During discussions about such riddles, children develop their thinking, observation, and reasoning skills.

Another educational aspect of folk riddles is their ability to draw children's attention to ecological issues. For example:

"It has a mouth but does not speak; a crown on its head, yet it is not a king."

This riddle describes a tree and provides an opportunity to explain the role of trees in protecting the environment.<sup>2</sup>

### **Using Folk Riddles in Ecological Education**

Using folk riddles in ecological education is an engaging and effective approach for children. The following practical methods can be highlighted:

#### **1. Organizing lessons through riddles:**

Solving riddles with children can spark their interest in the environment. For instance, conducting lessons in gardens or natural settings.

#### **2. Discussing nature-related riddles:**

Discussing riddles about natural phenomena can enhance children's ecological awareness.

Through this process, they develop a deeper understanding of the importance of protecting the environment.

#### **3. Encouraging creative activities through games and skits:**

Organizing theatrical performances based on riddles can help instill ecological responsibility in children. For example, dramatizing the lives of trees and birds fosters a love for nature.

#### **4. Incorporating practical activities:**

Conducting ecological games and craft activities based on riddles helps children understand the practical significance of nature. For example, children can plant tree seedlings or participate in building bird nests.

#### **5. Creating ecological stories:**

Using riddles as a basis, children can create their own stories. This develops their creative thinking and increases their sense of responsibility toward nature.<sup>3</sup>

### **Pedagogical Outcomes**

Using folk riddles can lead to the following pedagogical achievements:

- Cultivating love and care for nature in children, which are essential components of ecological awareness.
- Strengthening ecological knowledge, thereby enhancing their overall cultural awareness. Children begin to understand the significance of nature and its balance.
- Developing observation and analytical skills. Riddles foster children's ability to observe, think critically, and draw conclusions from acquired information.
- Enhancing teamwork skills. This, in turn, improves social communication and collaboration.

### **Developing Ecological Culture**

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<sup>2</sup> Karimova, M. (2020). *Developing Ecological Awareness in Preschool Children*. Tashkent: Sharq Publishing.

<sup>3</sup> Haydarova, L. (2019). "The Educational Value of Folk Art." *Journal of Pedagogy and Psychology*, 4(3), 45-50.

Developing children's ecological culture through folk riddles is a unique process that instills concepts of preserving and responsibly using nature. For example, riddles like "Soil is the motherland; protect it carefully" help children grasp the importance of land in human life. In conclusion, folk riddles can be considered an integral part of the ecological education process for preschool children. When used effectively by educators, they can significantly contribute to shaping children's ecological culture. Through riddles, children not only acquire ecological knowledge but also develop a love for and commitment to preserving nature. This contributes to nurturing future generations who are not indifferent to ecological challenges. Educators can utilize these methods to enhance children's thinking abilities and increase ecological responsibility.

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