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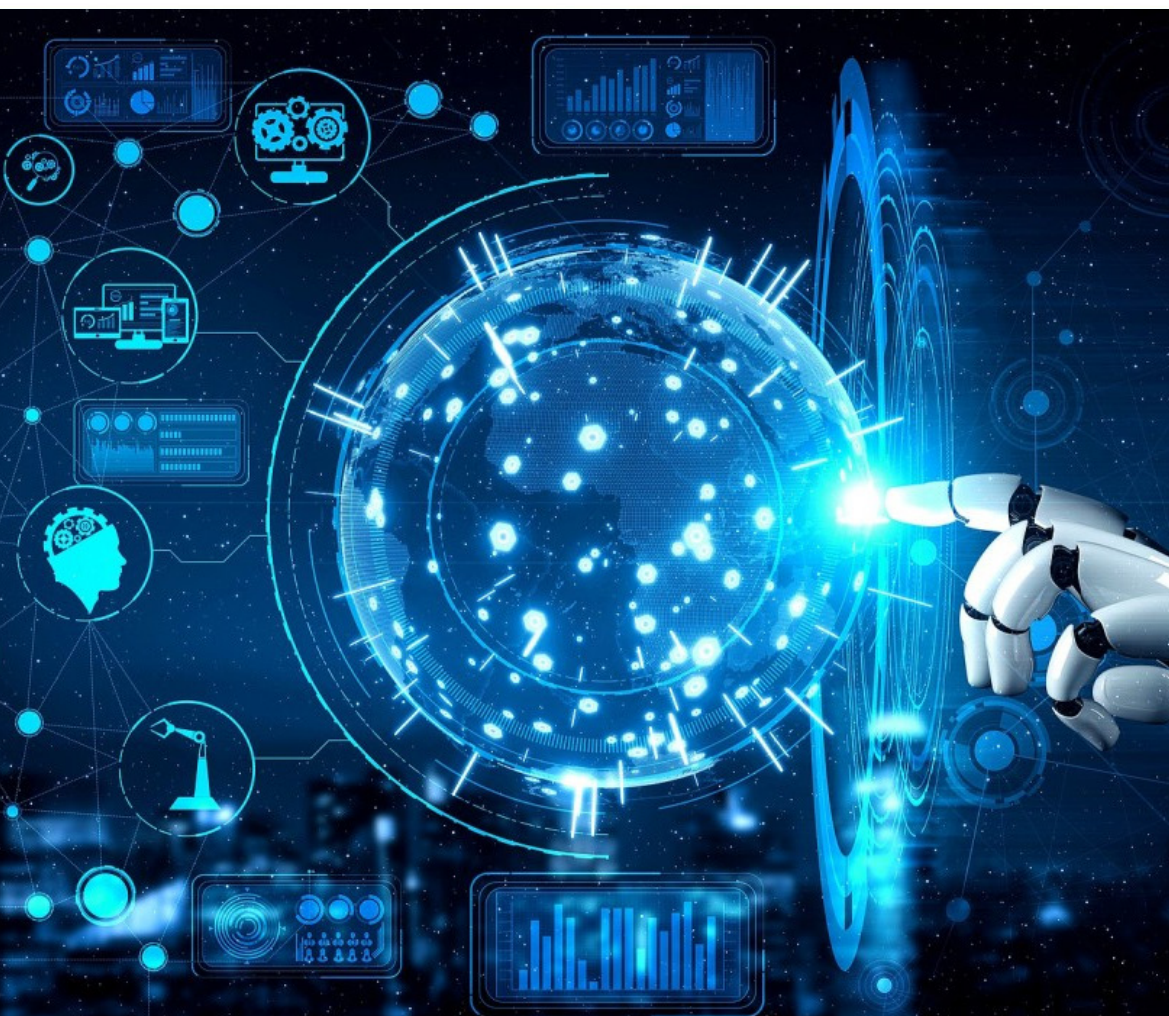
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# USING EXAMPLES OF FOLKLORE TO EFFECTIVELY ORGANIZE THE PROCESS OF TEACHING ENGLISH TO CHILDREN THROUGH DIGITAL LEARNING TOOLS

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**Abstract:** This article analyzes the possibilities of using samples of folk oral creativity in the process of teaching English to preschool children through digital learning tools. It explores methods aligned with children's psychology to develop speech skills, enhance learning effectiveness, and increase motivation for language acquisition. The study highlights pedagogical aspects of integrating modern digital technologies with elements of national culture.

**Key words:** digital technologies, preschool education, English language, folk oral creativity, children, teaching methodology.

## INTRODUCTION

In today's era of globalization and digital transformation, learning a foreign language, particularly English, is gaining significant importance from an early age. The preschool period is a fundamental stage in the formation of a child's personality, during which the foundations of speech culture, listening, comprehension, and speaking skills are established. Therefore, English lessons conducted with 5–6-year-old children should have a distinctive didactic structure incorporating elements such as games, pictures, sounds, music, and fairy tales.

## LITERATURE REVIEW

Digital learning tools – including interactive platforms, animated videos, virtual lessons, and mobile applications – simplify the process of learning a foreign language for children and actively engage them as participants. At the same time, it is methodologically important to integrate digital content with national values, particularly with the rich examples of folklore.

Folklore represents the cultural heritage that reflects the centuries-old experience, aesthetic worldview, and moral norms of the Uzbek people. Teaching language through folk tales, riddles, proverbs, sayings, and tongue twisters increases effectiveness in early education.

In particular, the characters, rhythmic structures, and wordplays found in folklore not only develop children's language skills but also enhance their thinking, auditory perception, and imagination. For instance, riddles encourage children to find answers, think concisely, and understand words in context. Moreover, digital animations based on fairy tales provide a convenient and visual foundation for teaching English effectively.

## RESEARCH METHODOLOGY

Studies have shown that integrating digital technologies with elements of folk oral creativity in the process of learning English fosters a positive emotional background, high motivation, and effective memory retention in children. Therefore, this article analyzes, from a pedagogical perspective, how samples of folk oral art can be used in the process of learning English with the help of digital learning tools. The widespread use of digital technologies in modern preschool education significantly enhances children's language learning activities. Such technologies provide interactivity, multimodal impact (visuals, sound, movement), and opportunities for independent and differentiated approaches. Interactive whiteboards, tablets, animated cartoons, and digital applications used in teaching English to children especially contribute to the development of speech culture. For example, in applications like Lingokids and Kiboo, colors, animals, seasons, verbs, and simple word combinations are digitalized in the form of folk tales, simultaneously developing children's listening, pronunciation, and reading comprehension skills.

## ANALYSIS AND RESULTS

Folk oral creativity tools—such as fairy tales, riddles, proverbs, and tongue twisters—spark children's interest in learning a foreign language and help them acquire it within a cultural context. These tools enable children to naturally internalize unfamiliar language elements through familiar aesthetic forms. Story-based digital fairy tales for children (e.g., *The Three Little Pigs*, *Little Red Riding Hood*) are effective for teaching new vocabulary, verbs, colors, and place names. For example, from the tale *Goldilocks*, adjectives like “big,” “small,” “hot,” and “cold” are easily remembered. Uzbek folk tales, when presented with English translations, help create a bilingual environment. Short, logical riddles encourage critical thinking and vocabulary expansion. For instance: “I'm white and cold, I fall from the sky, What am I?” – snow. Through this method, children learn to select words based on context. Short, concise proverbs are easily memorized by children.

For example, the proverb “The early bird catches the worm” promotes morning activity. Introducing the corresponding Uzbek proverb (*Erta chiqqan er uzar*) enables cultural comparison. Tongue twisters are highly effective in developing phonetic listening skills. Phrases such as “She sells seashells by the seashore” positively impact pronunciation. Effective methods for integrating digital tools with folk oral creativity include audiovisual presentations where fairy tales or riddles are presented in video or audio formats, followed by image-based Q&A activities to reinforce vocabulary; gamification using digital games like quizzes or matching tasks involving characters from folk tales (e.g., “Find the Bear from *Goldilocks*” to reinforce animal names); and combining written and oral activities where children retell a fairy tale they heard via video or find English answers to Uzbek riddles. These methods align with psycho-pedagogical approaches, contribute to children's cognitive development, and support long-term retention of language units.

## CONCLUSION

In conclusion, the integration of digital learning tools into the process of teaching English to preschool-aged children is becoming an essential component of modern education. In particular, combining elements of folklore with digital technologies increases children's interest in foreign languages and enhances their ability to acquire the language within a cultural context. Through fairy tales, riddles, proverbs, and tongue twisters, children not only expand their vocabulary but also learn proper pronunciation, memorization, and contextual usage of words.

Furthermore, these tools simultaneously develop children's listening, visual, thinking, memory, and oral expression skills. In digital applications, this process can be effectively implemented through engaging games, interactive exercises, and animations. Such an approach not only improves the efficiency of English language instruction in preschool institutions but also enables the harmonious integration of national values and traditions within a foreign language framework.

As an educator, I acknowledge that utilizing samples of folklore and integrating them with digital tools is one of the most natural, impactful, and sustainable methods today. This approach is becoming a vital tool in shaping the speech culture of 5–6-year-old learners in a foreign language.

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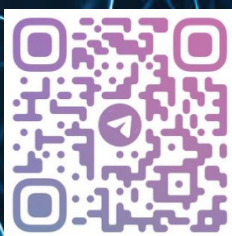
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