

УДК 372.881.1

**РАБОТА С НЕМЕЦКИМИ СКАЗКАМИ КАК СРЕДСТВО
ДУХОВНО-ПРАВСТВЕННОГО ВОСПИТАНИЯ МЛАДШИХ
ШКОЛЬНИКОВ**

Иванова Н.А.

к.ф.н., доцент

Государственный гуманитарно-технологический университет

Орехово-Зуево, Россия

Кириллова И.С.

Студентка

Государственный гуманитарно-технологический университет

Орехово-Зуево, Россия

Кручинина У.В.

Студентка

Государственный гуманитарно-технологический университет

Орехово-Зуево, Россия

Аннотация Статья посвящена использованию немецких сказок как средства духовно-нравственного воспитания младших школьников в современной образовательной среде. Обосновывается значимость художественной литературы, особенно сказки, как универсального инструмента формирования у детей ценностных ориентаций, моральных норм и устойчивых нравственных установок. Рассматривается воспитательный потенциал произведений Братьев Гримм, а также авторских сказок Вильгельма Гауфа и Эрнста Теодора Амадея Гофмана. Анализируются психолого-педагогические механизмы воздействия сказочного текста на личность ребёнка: формирование нравственного сознания, развитие эмпатии, моральной рефлексии и эмоциональной культуры. Особое внимание уделяется методическим приёмам работы в начальной школе — обсуждению нравственных проблем, инсценировке, творческим и проектным заданиям, межкультурному сопоставлению текстов. Делается вывод о значимости систематической работы со сказками для гармоничного развития личности ребёнка.

Ключевые слова: духовно-нравственное воспитание, младший школьный возраст, немецкие сказки, нравственные ценности, эмпатия, межкультурная компетенция, воспитательный потенциал литературы.

***WORKING WITH GERMAN FAIRY TALES AS A MEANS OF
SPIRITUAL AND MORAL EDUCATION OF PRIMARY SCHOOL
CHILDREN***

Ivanova N.A.

PhD,

State University of Humanities and Technology

Orekhovo-Zuyevo, Russia

Kirillova I.S.

student

State University of Humanities and Technology

Orekhovo-Zuyevo, Russia

Kruchinina U.V.

student

State University of Humanities and Technology

Orekhovo-Zuyevo, Russia

Abstract This article explores the use of German fairy tales as a means of spiritual and moral education for primary school students in the modern educational environment. It substantiates the importance of fiction, particularly fairy tales, as a universal tool for developing children's value orientations, moral norms, and stable ethical attitudes. The educational potential of the Brothers Grimm, as well as the fairy tales of Wilhelm Hauff and Ernst Theodor Amadeus Hoffmann, is examined. The psychological and pedagogical mechanisms by which fairy tales influence a child's personality are analyzed: the development of moral consciousness, empathy, moral reflection, and emotional culture. Particular attention is paid to methodological approaches used in primary school, including discussions of moral issues, dramatization, creative and project-based assignments, and cross-cultural comparisons of texts. A conclusion is drawn regarding the importance of systematic work with fairy tales for the harmonious development of a child's personality.

Keywords: spiritual and moral education, primary school age, German fairy tales, moral values, empathy, intercultural competence, educational potential of literature.

Modern educational policy emphasizes the need to form stable moral guidelines and spiritual values in students [7]. In the context of information overload, digitalization, and an accelerated pace of life, children are increasingly influenced by conflicting social models of behavior. The media, the internet, and the commercialization of children's culture often promote attitudes that do not align with traditional humanistic values.

In this regard, school becomes a space not only for the transfer of knowledge, but also for the purposeful formation of personality. The educational function of education takes on special significance, and the search for effective means of spiritual and moral influence becomes one of the priority tasks of pedagogy.

Primary school age is a sensitive period for the formation of moral consciousness. It is during this period that children actively learn social norms, form their ideas about good and evil, justice, and responsibility, and begin to reflect on their own actions. One of the most effective tools for such education is fiction, and among its genres, fairy tales occupy a special place. Fairy tales combine imagery, emotionality, a clear moral structure, and accessibility. This makes them a natural conduit for spiritual meanings into a child's mind.

Theoretical Foundations of Spiritual and Moral Education

Spiritual and moral education is a purposeful process of forming a child's system of values, moral beliefs, and stable personal qualities. It involves developing the ability to distinguish between good and evil, understand the consequences of one's actions, make moral decisions, and take responsibility for them.

According to psychological and pedagogical research, emotional and imaginative perception plays a leading role in early school age. Children learn moral norms more easily through vivid images and specific situations than through abstract reasoning. In this context, fairy tales become a unique form of pedagogical influence. Its structure is based on a clear contrast between positive and negative characters, a dynamic plot development, and a system of challenges and moral

choices. This artistic format allows children not only observe the events unfolding, but also actively participate in them.

In addition, fairy tales serve a compensatory function: they help children to understand their own fears, worries, and doubts. By identifying with a character, primary school students gain experience in overcoming difficulties, which contributes to the development of psychological resilience and self-confidence.

The educational potential of German fairy tales

The German fairy tale tradition holds a special place in the world culture. The folk tales collected by the Brothers Grimm are characterized by a strong moral focus and a clear structure of values. In their works, good is always rewarded, evil is punished, and justice triumphs.

Thus, the image of Cinderella symbolizes hard work, patience, and moral purity. Despite the unfair treatment from her stepmother and sisters, the heroine maintains her inner dignity. Analyzing her behavior allows children to discuss the themes of patience, respect for elders, and faith in justice. The fairy tale "Snow White" reveals the problem of envy and the destructive power of vanity. The contrast between sincerity and malice helps primary school students understand the consequences of negative feelings. In the fairy tale "Hansel and Gretel," the central theme is the idea of mutual assistance and family support. The characters overcome danger through their unity and courage. The discussion of these themes highlights the importance of family values and the responsibility we have for each other [4].

Hauff and Ernst Theodor Amadeus Hoffmann are characterized by greater psychological depth. "The Dwarf's Nose" [2] explores the theme of inner transformation, while "The Nutcracker and the Mouse King" [3] delves into the power of faith, imagination, and loyalty. These works expand the scope of moral issues, allowing for discussions about inner beauty, spiritual strength, and the ability to see goodness in the world around us.

Methodological approaches to the organization of work

The effectiveness of educational influence depends on the systematic and well-thought-out nature of pedagogical work. Simply reading a text does not ensure a deep understanding of moral meanings. After reading a fairy tale, it is advisable to organize a problem-based discussion. The teacher can ask questions that encourage children to analyze the motives behind the characters' actions and compare them with their own life experiences. It is important to develop the skills of argumentative speaking and respectful dialogue [5].

Dramatization of fragments of works promotes the development of empathy. In the process of dramatization, the child "tries on" the role of the character, understands his inner feelings more deeply. Creative tasks (writing a letter to the hero, creating illustrations, drawing up an alternative ending, the project "The Trial of a fairy-tale character") activate the imagination and form the skills of moral reflection.

Intercultural comparison of German fairy tales with works of the Russian tradition is particularly important. This allows us to identify common values among different nations and foster respect for cultural diversity.

Psychological and pedagogical effect

Systematic work with German fairy tales has a complex, multi-level effect on the personality of a younger schoolchild, affecting the cognitive, emotional, value-semantic, and behavioral spheres of development. The psychological and pedagogical effect is not immediate, but rather gradual, as it occurs through the accumulation of reading experience, discussion, and personal interpretation of literary characters.

First of all, the child's moral consciousness is formed. By analyzing the actions of fairy-tale characters, primary school students learn to distinguish between morally acceptable and unacceptable actions, and to establish cause-and-effect relationships between the hero's choices and their fate. It is important to note that the moral norms in fairy tales are presented not in the form of direct instruction, but through artistic

situations. This allows the child to independently come to conclusions about the value of honesty, hard work, kindness, courage, and responsibility.

The mechanism of identification with a character plays a special role. When children empathize with a character, they mentally put themselves in the character's shoes and try out different behavior patterns. This internal "rehearsal" of moral choices helps to develop moral reflection, the ability to reflect on one's own actions and evaluate them based on accepted norms. Gradually, students develop the habit of asking themselves questions like, "Did I do the right thing?" and "How will my actions affect others?"

Emotional experience of the plot contributes to the development of empathy - the ability to understand the feelings of another person and respond to them. Fairy-tale situations associated with loneliness, fear, injustice, loss or the joy of victory allow the child to safely experience complex emotions. This is especially important in primary school age, when the emotional sphere is characterized by high sensitivity. Through empathy with the characters, emotional responsiveness is formed, aggression is reduced, and the ability to cooperate is strengthened.

Fairy tales also have a therapeutic function. Images of overcoming difficulties, triumphing over justice, and restoring the world's broken order create a sense of stability and security in children. Even if the hero goes through trials, the ending reinforces the idea of a just resolution to the conflict. This reduces anxiety levels, fosters a basic trust in the world, and instills confidence in overcoming life's challenges.

A significant psychological and pedagogical effect is manifested in the development of the value-semantic sphere of the individual. Repeated motives of rewarding good deeds and punishing evil actions consolidate in the child's mind the idea of justice as a universal law. Gradually, external requirements become internal beliefs. The child begins to follow moral norms not out of fear of punishment, but out of an internal understanding of their significance.

In addition, working with fairy-tale texts stimulates the development of imagination and symbolic thinking. Fairy-tale images, such as forests, roads, trials, and transformations, have symbolic meanings and help children understand complex life concepts in an accessible way. The development of imagination is closely linked to the formation of a child's creative potential, which is also an important goal of primary education [1].

The communicative effect is equally important. Discussing fairy tales in a group helps to develop a culture of dialogue, the ability to listen and respect the point of view of others. Through collaborative analysis, children learn to argue their positions, express disagreement in a respectful manner, and reach common ground. This fosters social competence and promotes successful adaptation in a group setting [5].

Working with German fairy tales also has an impact on the behavioral level. Moral models learned through artistic imagery gradually begin to manifest themselves in a child's real actions. The values that are learned become guidelines for interpersonal interactions, such as relationships with peers, parents, and teachers.

Taken together, these aspects suggest that fairy tales are not just literary works, but also a valuable pedagogical tool for fostering a well-rounded personality. The psychological and pedagogical impact of fairy tales is evident in the integration of intellectual development, emotional growth, and moral maturation in young learners. Thus, there is a transition from emotional response to stable forms of moral behavior: German fairy tales perform not only a cultural and educational function, but also a profound educational function.

German fairy tales are a powerful tool for the spiritual and moral education of younger students. Their systematic use in the educational process allows for a harmonious combination of learning and upbringing, shaping children's values, emotional culture, and the ability to make moral choices. Working with the works of the German fairy tale tradition contributes to the development of a personality

focused on humanistic ideals, respect for cultural heritage, and a responsible attitude towards one's own actions.

In today's society, the appeal to classic fairy tales remains a relevant and pedagogically justified area of educational activity.

Библиографический список

1. Выготский, Л. С. Воображение и творчество в детском возрасте / Л. С. Выготский. — М.: Просвещение, 1991. — 93 с.
2. Гауф, В. Сказки / В. Гауф ; пер. с нем. — М.: Детская литература, 2018. — 256 с.
3. Гофман, Э. Т. А. Щелкунчик и Мышиный король / Э. Т. А. Гофман ; пер. с нем. — М.: Просвещение, 2017. — 160 с.
4. Гримм, Я. Детские и семейные сказки / Я. Гримм, В. Гримм ; пер. с нем. — М.: Художественная литература, 2015. — 512 с.
5. Иванова Н.А., Котова Е.Г. Особенности формирования культуры общения младших школьников.- В сб.: ЯЗЫК, ИСТОРИЯ, ОБЩЕСТВО.- 2017. С.54-58.
6. Линева Е.А., Иванова Н.А. Использование игровых технологий для формирования навыков культуры общения младших школьников на уроках английского языка (на примере работы с диалогами). - Современные исследования социальных проблем. 2018. Т.9. № 1-2. С.110-116
7. Федеральный государственный образовательный стандарт начального общего образования (ФГОС НОО). — М: Министерство просвещения Российской Федерации. 2021.- 48 с.