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WAYS OF TEACHING THE EPIC "MANAS" IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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СПОСОБЫ ПРЕПОДАВАНИЯ ЭПИЧЕСКОГО ПОНЯТИЯ «МАНАС» В ДОШКОЛЬНЫХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

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Abstract. This article examines the importance and effective methods of teaching the Manas epic in preschool educational institutions. The study highlights the pedagogical potential of introducing the epic to children through simplified narration, games, visual materials, music, dramatization, and practical activities appropriate to their age. The article emphasizes the role of the Manas epic in developing the national identity, moral values, speech culture, creativity, and cognitive abilities of preschool children. Special attention is given to teaching principles such as accessibility, visualization, repetition, and engaging presentation. The author concludes that the systematic integration of the Manas epic into preschool education contributes to the spiritual enrichment of children and fosters patriotic awareness and harmonious development.

Аннотация. Рассматривается значение и эффективные методы обучения эпосу «Манас» в учреждениях дошкольного образования. Раскрываются педагогические возможности ознакомления детей с эпосом с учетом их возрастных особенностей через игровые технологии, наглядные материалы, музыкальное сопровождение, инсценировки и практическую деятельность. Особое внимание уделяется формированию у дошкольников национального самосознания, нравственных качеств, речевой культуры, творческих способностей и познавательной активности на основе эпического наследия. Подчеркивается важность принципов доступности, наглядности, повторения и интересной формы подачи материала. Делается вывод о том, что систематическое включение эпоса «Манас» в образовательный процесс способствует духовному развитию личности ребенка и формированию патриотических чувств.

Ключевые слова: эпос, Манас, дошкольное образование, национальное воспитание.

Keywords: epic, Manas, preschool education, national education.

The epic “Manas” is the great heritage of the Kyrgyz people and a masterpiece of their oral folk art. It is best that we explain and instill its value in children from birth, so that we can pass this legacy on to the generations that follow. Currently, President Sadyr Japarov, speaking at the conference «National Support is a Global Height», noted: “The Kyrgyz people, despite the fact that in certain periods of history they were deprived of statehood and written culture, maintained their internal unity

and harmony with other peoples, enriching their ideological experience and creating a rich treasury of oral art heritage of universal significance”.

The “Manas” trilogy is an epic of not only national but also global significance. It has always been a source of inspiration for the Kyrgyz people, providing spiritual nourishment and historical and philosophical support on the path to becoming a nation, and it continues to be a source of inspiration for Kyrgyz citizens. The epic Manas is a great heritage that includes the history, language, heroic traditions, and cultural values of the Kyrgyz people. A child's acquaintance with this epic from preschool age is a very important step in educating them in the national spirit and in the development of their historical consciousness. When enrolling children in a preparatory group in preschool educational institutions, it is necessary to take into account: 1. Developing listening and understanding skills; 2. Arousing interest in national values; 3. The formation of moral qualities; 4. Developing the culture of speech and imagination.

Principles of learning: 1. Simplification: telling children in a short, understandable, and non-burdensome form. 2. Visibility: the use of photos, videos, and toys. 3. Learning through Play: character role-playing. 4. Repetition: repeating basic concepts several times. 5. Delivery: presenting the material in an interesting way.

Ways to learn the epic of Manas:

1. Getting to know the characters by showing images of figures such as Manas, Kanykey, Semetey, and Bakai and explaining their traits in simple language. Show images of the Banner of Manas (paying attention to the color and shape) and the white cap. The explanation of the symbols (white for purity, flag for freedom) should be simple.

Practical work (application) from the lesson: the “white riding hood” application. Use cotton, white cloth, or paper to make a hat, gluing the shape along the contour.

Practical work (coloring): “flag image.” Paint the outline of the finished flag on paper in red and yellow. Teach how to apply color without overdoing it [2].

In preschool children, fine motor skills can be developed in various ways through finger exercises. Drawing, painting, and working with scissors are very useful. With more frequent use of these methods, the following results are achieved:

1. Development of fine motor skills: finger movements become clear and coordinated, and the hand is prepared for writing.

2. Eye-hand coordination: the child learns to draw without leaving the line and to cut from the marked place.

3. Thinking and creativity: the ability to choose colors in relation to images, distinguish them, express thoughts on paper, and develop imagination.

4. Patience and concentration: along with the pleasure of the work done, the child learns to complete a task and be attentive.

5. Speech development: Since the centers for fine motor skills and speech are closely connected, finger exercises can also help in language development. When children who cannot openly express their opinions color, cut, and paste pictures, or open up through a story about the work they have done, an imperceptible close bond begins to form between the caregiver and the child.

6. Self-confidence: when trying to draw, crop, and paste images, the child feels a sense of satisfaction and accomplishment. Math lesson (cognitive development):

Materials: shapes and figures. Methods of use. Briefly mention the “seven commandments” or “the first sword of Manas” and count from 1 to 5. “The first sword of Manas” teaches how to count 3 friends (Bakai, Kanykey, Almambet—simplified).

One day Manas boar
Don't stop being bored,

Forty children from forty to forty
Remove the cost,
In the steppe of the Greater Altai
Get together in a game.
These are forty married Kyrgyz children.
It's hard to play,
The crane inside Manas
Expensive games,
Black kalmak, from Hollywood
From fifteen to sixteen
From the middle of the two
Eighty children are gone.
He's inside the baby
The big son of the grey calmak
Is moving on together, moving on together
Eighty children did not recover.
«The girl is spinning » - what,
He bullied children.
Then the children say that:
«A wandering whirlwind-what,
This means that the children of Buruta
Run out»,
Eighty children,
The hanging of forty children,
Forty children are running,
There was no soul left.
All forty children
The knee is bent in the ground,
And in front of the children
Forty children who are afraid of the beginning
In front of eighty children
He bowed like a bride [3].

By placing these lines on the screen and taking the time to read, explain, and create a vivid image of the narrator before the children's eyes, the visualization of this story creates an effective environment for children's perception. In addition, teaching senior and preparatory school groups the spelling of the numbers forty and eighty facilitates interdisciplinary communication, providing students with a comprehensive education by integrating subjects. It would be even more effective to isolate the descriptive (figuratively showing movement or position) verbs in this passage and explain them to the children. By analyzing each descriptive verb, vivid images appear before the children's eyes. For example: delay, without stopping, assembly, get together, insert the game, difficult to play, more expensive games, let's go, insult, cut off the head, evasion, hanging, running, bending, bow. These verbs enhance the imagery of the epic and draw attention to the story. In particular, the words "running," "twisting," and "loading" add grace. Geometric shapes: Find the shapes of the finger on the yurt (circle) and flag (triangle) images. Invite the children to draw these shapes with their fingers.

Comparison (measure): "spear and shamshar" — consolidation of the concepts of long/short and big/small by comparing long and short sticks [1].

We can invite children to make their own spears and shamshirs, collect various types of spears and shamshirs, and invite everyone to compare different types. This gives children the opportunity to distinguish between long and short, thick and thin.

Music lesson: the rhythm of the narrator. Develop a sense of rhythm.

The narrator's bell is from the narrator's story (e.g., S. Orozov's version). Teach children to repeat an audible rhythm by clapping or tapping with fingers.

Outdoor games: “Shark's March” — performing throwing and running movements to the accompaniment of a national melody (trumpet melody). Imitation of the heroes' movements.

Getting to know the instruments: the sound of national instruments such as the Komuz and OZ-komuz. This connects them with the heroic spirit of the Kyrgyz people [5].

Children in preschool educational institutions can be introduced to the national instruments of the Kyrgyz people by presenting melodies played on the komuz and OZ-komuz on TV, in accordance with their age.

Staging. Children are given an easy role-playing game. This method increases children's self-confidence and ability to speak. Taking into account the age of the child, it is possible to organize and perform a dramatization from the epic «Manas».

Using layouts and art materials. Organizing mini-skits with tents, shields, and flags made of paper can arouse patriotic feelings in children and give them strength.

Role-playing games. Children are given a playful performance of roles such as “Manas Batyr protects the people”, “Kanykey advises”, and “Bakai the wise man”.

The practice of language development. Learn words from the epic: hero, wise, friendship, brave heart. Children try to make sentences with these words.

Educational value: teaching the epic of Manas enriches the spiritual world of a child and increases their love for their people. Children learn to be brave, appreciate friendship, and show respect to elders and juniors.

A lesson in the development of speech and fiction. Narration of episodes such as «The Swan Story» or «The Birth of a Hero» using images or puppet theater. Kyrgyz national traditions are simplified and emphasized for the children as much as possible.

Repetition and dialogue: “What was the hero Manas like?” Organize a dialogue with the question “what?”. Complete the children's responses with adjectives such as “brave”, “strong”, and “smart”.

Dramatization game: the game “Heroes and Horses”. The children play the roles of Manas and Bakai. They imitate the sound of a horse and use the words “hit the shark!” [4].

This is a very exciting game for toddlers that can interest children and also benefit their physical growth.

Teaching the epic «Manas» — the national spiritual heritage of generations — in preschool educational institutions is the most effective way to pass it on. Combining epic play, drawing, storytelling, and music while providing fun for the child is effective and accessible. Classes using these methods contribute to the assimilation of national values by children, the growth of vocabulary, and harmonious development in all aspects.

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