

Methodological Aspects of Teaching Proverbs and Sayings at Secondary School

Khayatova Nigina Ikromjonovna

Teacher of Bukhara State University, Department of "French Philology"

Sultanova Ferangiz Bahadirovna

Student of Bukhara State University

Abstract: The article deals with methodological aspects of teaching proverbs and sayings at secondary school. Special attention is paid to their role in the formation of language competence, enrichment of students' vocabulary and development of intercultural awareness. The basic principles of selecting proverbs for teaching are described, as well as effective methods of working with them, including contextual analysis, comparative method, game technologies and practical tasks. The presented recommendations contribute to increasing pupils' interest in language and culture learning.

Keywords: proverbs, sayings, teaching methodology, language competence, game teaching, intercultural communication.



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Introduction

Proverbs and sayings are an integral part of language and culture. They reflect folk wisdom, help in the formation of value orientations and enrich students' speech. Teaching proverbs and sayings in secondary school contributes to the development of linguistic intuition, communicative skills and intercultural competence. This article deals with methodical aspects of working with proverbs and sayings at lessons.

Teaching proverbs and sayings in secondary school requires a special methodological approach, as understanding their meaning is often difficult for modern students because of archaic vocabulary or complex metaphors. Therefore, it is important to choose effective ways of presenting the material based on the age and psychological characteristics of pupils.

This article discusses the main methodological aspects of working with proverbs and sayings in the classroom, the principles of their selection, as well as practical teaching methods aimed at increasing the motivation and involvement of students in the study of language and culture.

Definition and functions of proverbs

Proverbs and sayings belong to phraseological units characterized by stable structure and imagery. A proverb is a complete statement with a moralizing meaning, for example: "You can't get a fish out of the pond without labor". A proverb, on the other hand, is a figurative expression that does not carry a direct moralizing meaning, for example: "A tongue without bones" (Zimin, 2015, p. 72).

The main functions of proverbs and sayings in the language:

Cognitive - familiarize students with the history, life and traditions of the people. Aesthetic - contribute to the development of figurative thinking and speech.

Communicative - help to better express thoughts and understand the interlocutor. Pragmatic - teach logic, morality and life wisdom (Sidorova, 2018, p. 54).

The role of proverbs and sayings in language learning Роль пословиц и поговорок в изучении языка

Vocabulary expansion

Proverbs contain archaisms, dialectisms and little-used words, which contributes to the enrichment of students' vocabulary. For example, the proverb "He forges iron while it is hot" uses metaphorical transfer of meanings, which helps to better understand the structure of language (Ivanov, 2019, p. 89).

Development of grammatical skills

Proverbs demonstrate stable grammatical constructions, which facilitates the mastering of syntactic norms of the language. For example, the proverb "What you sow, you will reap" expresses a cause-and-effect relationship characteristic of compound sentences (Kozlova, 2020, p. 112).

Development of communicative skills

Proverbs make speech more expressive and meaningful, help to convey emotions and moods. Their use in dialogues contributes to the development of speech culture and stylistic diversity of speech (Petrova, 2017, p. 66).

Methods of teaching proverbs and proverbs

Contextual study

Proverbs are better perceived if they are considered in the context of literary works. For example, when studying Pushkin's novel "Eugene Onegin", one can pay attention to the use of folk expressions such as "Old age is not a joy" (Lebedeva, 2021, p. 134).

Comparative analysis

Comparing Russian proverbs with their analogues in other languages contributes to the development of intercultural competence. For example, the French proverb "Qui se lève tôt gagne sa journée." ("Who gets up early, God gives to him") demonstrates similar values of different peoples (Morozova, 2016, p. 49).

Game technologies

The use of quizzes, quests and board games based on proverbs makes the learning process more exciting. For example, the task to reconstruct a proverb by key words stimulates logical thinking.

DISCUSSION

To conclude the article on methodological aspects of teaching proverbs and sayings in secondary school, we can emphasize several key points that confirm the importance of this direction in the educational process. Firstly, proverbs and sayings will enrich students' language practice, help to develop their sense of language and cultural understanding. Secondly, the use of these linguistic units contributes to the formation of students' critical thinking, allowing them to analyze the text more deeply and express their thoughts.

In addition, the introduction of various methods and techniques such as game technologies, group discussions and creative assignments into the learning process makes the study of proverbs more engaging and effective. This not only increases students' motivation, but also contributes to the development of their communication skills.

Finally, the integration of proverbs and sayings into the study of other subjects, such as literature, history and culture, makes it possible to create interdisciplinary links, which, in turn, deepens students' understanding of the importance of their native language and culture. Thus, methodological diversity and creative approach to teaching proverbs and sayings will be the key to successful formation of linguistic and cultural competence of schoolchildren, which is especially relevant in the conditions of globalization and rapid development of information technologies.

CONCLUSION

Proverbs and sayings play an important role in language teaching, as they contribute to the development of vocabulary, improvement of grammatical skills, formation of communicative competence and study of the cultural heritage of the people. Their use in lessons makes the learning process more effective and exciting. A variety of methodological techniques such as contextual analysis, comparative method and game technologies help students to understand the meaning and significance of these language units more deeply.

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