



## ACTIVATION OF PROVERBS AND SAYINGS OF THE RUSSIAN LANGUAGE WHEN STUDYING A NEW TOPIC

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### **Annotation:**

This paper discusses the activation of proverbs and sayings of the Russian language when studying a new topic. The role of proverbs and sayings in the formation of language competence and expansion of vocabulary is described. Particular attention is paid to the methods of activating proverbs and sayings, such as using context, game methods, creating associations, etc. Examples of the use of proverbs and sayings in various situations are given, which helps students to better understand and remember a new topic.

**Keywords:** proverb, saying, methodology, new topic, communication

A person cut off from deep national roots loses the most valuable spiritual and moral qualities of a person. But a person who closes himself in his nationality as if in a shell also loses the best qualities of his personality. Therefore, it is necessary to study in parallel the cultural and historical traditions of peoples living in the same territory. [3].

Thanks to folklore, the child enters the world around him more easily, through empathy with lyrical heroes he more fully feels the charm of his native nature, assimilates the people's ideas about beauty, morality, gets acquainted with customs, rituals - in a word, along with aesthetic pleasure, he absorbs what is called the spiritual heritage of the people, without which the formation of a full-fledged personality is simply impossible [1].

Proverbs and sayings are one of the legacies of national history and culture.

Proverbs and sayings can be used to solve educational problems, to form the spiritual and moral qualities of a person in the lessons of the Russian language and literature. It happens that they bring to the place and in time admonish faster, more accurately and more efficiently than a long explanation. Their use in the classroom makes it possible to instill in schoolchildren respect for work, a thrifty attitude to one's own and others' time, intolerance to laziness, boasting, slipshod work, teaches them to be proud of firmly acquired knowledge, acquired labor skills, teaches them to mutual assistance and responsibility.





Proverbs have absorbed all the subtleties of the evaluative attitude to reality, its perception and reflection. It is this aspect of linguistic consciousness that is fixed in the well-known statement of K.D. Ushinsky that "the nature of the country, its history, reflected in the human soul, are expressed in the word." People disappeared, but the words they created, which entered the treasury - their native language, remained immortal.

Proverbs and sayings must be used in the work of all teachers. The task of the teacher is to find the maximum of pedagogical situations in which the student's desire for active cognitive activity can be realized.

Proverbs and sayings allow you to revive the lesson, increase its cognitive value, instill a love for the language.

Working with proverbs and sayings is painstaking, since in many cases it is difficult to apply them to events. Before starting work with proverbs and sayings, the teacher should consider explaining them to children, situations and cases of their use in speech, make sentences, orally beat them. You can have a special notebook for proverbs with your children.

The main work with proverbs is the disclosure of their meaning, direct and figurative. We analyze with students the meaning of the proverb "labor feeds, but laziness spoils". The guys say: the one who works, he works, he is respected. Those who do not want to work often begin to live dishonestly. He is paid money for his work. Laziness spoils a person.

The peculiarity of proverbs is that they retain two planes - literal and figurative. Most often, a proverb is understood as a well-aimed figurative saying (usually of an instructive nature), typifying the most diverse phenomena of life and having the form of a complete sentence. A proverb expresses a complete judgment.

A proverb is a short figurative saying, which differs from a proverb in the incompleteness of the conclusion.

Due to its specificity, the proverb, striving for the most vivid expressiveness, quite often resorts to comparing two objects or phenomena, the people either compare or contrast them ("Speech is like honey, and deeds are like wormwood", "Sleep like a pebble, but get up like a feather", "Affectionate word that spring day" ..). Finding out the artistic meaning of the comparison, we reveal the wise thought of proverbs, their content. For example: "In the forest, the forest is not equal, in the world - people" (The trees in the forest are all different. And people are also different. Each has its own appearance, its own character).

Antithesis is one of the most characteristic artistic means. The proverbs manifest the desire to morally and ethically influence the listener, showing what is possible, what





is not, what is good, what is bad, what is useful, what is harmful, i.e. the proverb, characterizing the phenomenon, gives it an assessment (Labor feeds, but what about laziness? Learning is light, but what is ignorance? Prepare a sleigh in summer, but what about in winter?)

Less often than comparison and antithesis, the epithet is used in proverbs (“Life is given for good deeds”, “Every work is afraid of the master”, “A long thread is a lazy seamstress” ...). The main thing in working on an epithet is to help children understand their role in creating the image of a proverb and evaluate their accuracy, brightness and expressiveness. A task like this would be appropriate:

Restore the proverbs by inserting the missing adjectives:

Behind (what?) head, like behind a stone mountain,

Words: strong, big, bad, young, old.

(What?) word that spring day.

Words: smart, kind, affectionate, good.

Metaphor has great pictorial power. The purpose of working with proverbs containing a metaphor: the development of observation, sensitivity to the poetic word, the ability to find metaphors in the text; to accumulate experience in the perception and comprehension of metaphors, the ability to see and appreciate their allegorical expressiveness; the development in children of a creative, figurative vision of the subject, which contributes to the accumulation of figurative generalizations.

Very often in proverbs and sayings there is such a means of artistic representation as hyperbole. When working on this tool, it is necessary to show children the role of exaggeration. Using hyperbole, people deliberately draw attention to the importance of such qualities as diligence, courage, patience ...

Many proverbs and sayings have brought to us words and expressions that are now extremely rare, or not used at all in our speech - obsolete words. It is also necessary to acquaint children with these proverbs and sayings, because this is one of the pages of our history. You can give the task to determine the meaning of obsolete words according to the explanatory dictionary, which will develop the ability to work with reference material. [7]

Proverbs and sayings are characterized by a rhythmic organization based on the correct alternation of stressed and unstressed syllables. Work on the rhythm of proverbs and sayings is essential, because it will be the basis for the expressive reading of poems, fables ...

In our opinion, when working with proverbial material, attention should be paid to the following points:





- acquaintance with the wise word is possible not only in the lessons of the Russian language and reading, but also in other lessons;
- select and apply only those proverbs and sayings that are understandable to students;
- proverbs and sayings can be used at any stage of the lesson;
- the number of proverbs and sayings that can be given to children in one lesson has been established both theoretically and practically, and experimentally - they should not be more than 7-9. It is this number of sentences that younger students are able to comprehend and remember in 45 minutes;
- the list of proverbs and sayings should be systematically updated. Students also take part in their selection. They select proverbs, write them down in a notebook for reading, natural history, or memorize them;
- some proverbs can be used several times when studying different topics.

Thus, proverbs and sayings help:

- draw the attention of children to the melody, beauty, wisdom of the folk word;
- help with the help of a variety of linguistic means to understand their role in creating an image and evaluate their accuracy, brightness and expressiveness;
- enrich and activate the vocabulary of students;
- develop oral speech, its content, accuracy, clarity and expressiveness;
- develop a poetic ear.

And in the end, I would like to say that it is necessary to revive the former meaning of proverbs and sayings, to raise them to a higher level. And in order to carry out this work with students, the teacher must correctly use the sources of pedagogical skill, the experience accumulated over the centuries.

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