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TECHNIQUES OF USING FOLK PROVERBS IN THE CULTIVATION OF ORAL SPEECH OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article about the function of a language is not only transferring messages, but first and foremost is the transmission of what we report. There is a «space of meanings» fixed in the language knowledge about the world, about the national characteristics of a particular community speaking this language. Language picture of the world is formed as the set of knowledge about the world, reflected in vocabulary, grammar, phraseology.

KEYWORDS: *National Character and Culture, Analysis Of Essence, Content And Structure, Language Awareness Product*

INTRODUCTION

The article focuses on the role of proverbs as the source of folk wisdom, means of expressing national character and culture specificity; and also peculiarities of their use at foreign language classes. In the research paper proverbs are presented as the language awareness product, which reflects people's historical life experience, traditions and culture; the analysis of essence, content and structure of proverbs has been done, characterizing their expressiveness and brevity, which enable to reveal specifics of people mentality, their mind and identity. Special attention is paid to the use of proverbs at foreign language classes for improvement of learners' inter-cultural and socio cultural knowledge; familiarizing them with the culture of the studied language; development of students' foreign language communicative skills and habits, that are important for their intercultural communication with native speakers of the studied foreign language. Examples of language and speech activities on the use of proverbs, directed to the enhancement of learners' communicative skills in different aspects of the language, the role of proverbs in the development of students' oral and written foreign language communication are given in the article.

The function of a language is not only transferring messages, but first and foremost is the transmission of what we report. There is a «space of meanings» fixed in the language knowledge about the world, about the national characteristics of a particular community speaking this language. Language picture of the world is formed as the set of knowledge about the world, reflected in vocabulary, grammar, phraseology.

National character is the elusive phenomenon of ethnicity. Culture, history, living conditions and activities of any nation form a certain psychological features, peculiar to this nation (ethnic group), perceived as one of its characteristics. These psychological traits relate to certain phenomena. For example, the degree of conscious regulation of emotions and feelings of each nation is different: some people are more reserved others more emotional and direct in expressing their feelings and moods.

What is national character? Does it exist? Is it possible to generalize typical features in the scale of the whole, when people are different? It takes all sorts to make a world, says the English proverb. Should we believe that nation is those people from different varieties with their own individual features? The definition of the concept «national character» is very complex and contradictory. We consider the views of various authors regarding the concept of «national character».

S.M. Harutyunyan defines the national character as a kind of national flavor of feelings and emotions, ways of thinking and actions under the influence of conditions of material life, the peculiarities of historical development of this nation and that is manifested in the specificity of their national culture. N. Dzhangildin defines the national character as a combination of specific psychological features, that is the characteristic of the particular socio-ethnic community in the specific economic cultural and environmental conditions of its development.

For the revealing peculiarities of the national character of people of the country of the target language, particular interest and relevance represent proverbs, as they are the product of linguistic awareness of people, transmitted from generation to generation. Proverbs reflect the rich historical experience of people, ideas associated with work, lifestyle and culture of people. Correct and appropriate use of proverbs gives speech a unique originality and special expressiveness. As noted by M. Sholokhov: «...in none of the forms of language folk creativity people's mind is described with such a power, its national history, social structure, everyday life, worldview are reflected so clearly as in proverbs».

According to this scheme, proverbs are characterized by their conciseness and brevity, have their roots back centuries, reflect a true phenomenon and are the source of folk wisdom.

Such expressive means as an exact rhyme, ordinary form and brevity are peculiar to proverbs that made them memorable and necessary in speech. In such sayings people expressed a special characteristic of their people mindset, identity, spirit and character, a way of judgment, moral beliefs. The main purpose of proverbs is to give a national assessment of the phenomena of reality, expressing their worldview. Having studied proverbs and sayings of people it's much easier to understand the mindset and character of the nation that is an important component of intercultural communication.

Proverbs as a whole cover a large part of the human experience. Due to the generalized nature of the structure of proverbs, they can be used at different stages of learning a foreign language,

which in its turn will contribute to the development of foreign language communicative competence of students through the expansion of socio-cultural knowledge, enriching students' vocabulary.

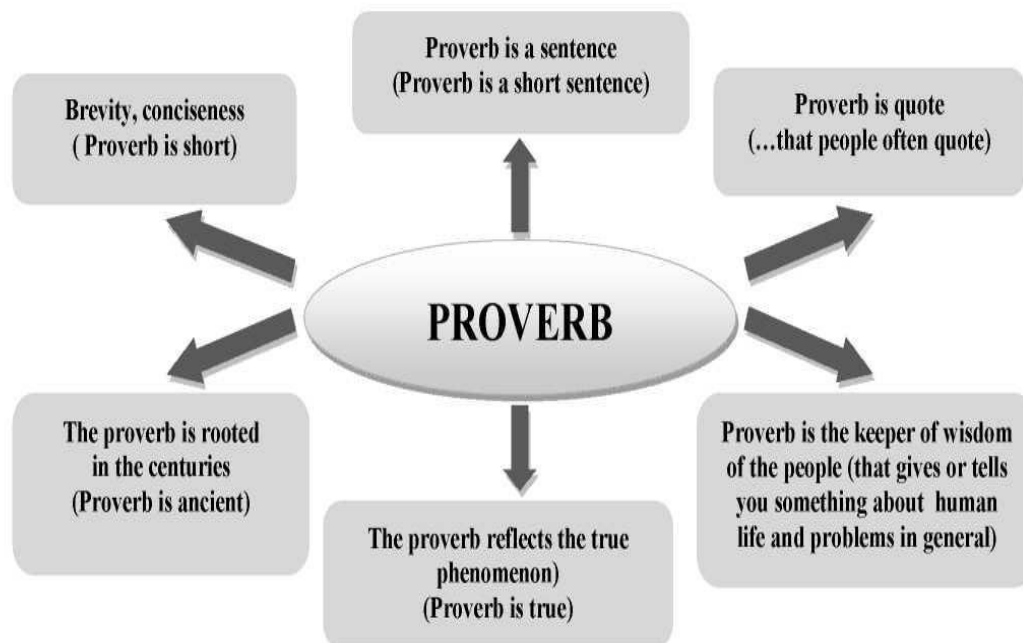


Figure 1. The conceptual content of the term «proverb» by M. I. Dubrovin

Proverbs can be used in the process of learning different aspects of a foreign language. Let's consider using proverbs as a means of improving phonetic skills of the students. Students are offered proverbs and sayings for practicing difficult English sounds that are absent in the native language of pupils, that can be used as a phonetic training to improve auditory-phonetic and rhythmical-international skills. For instance, proverbs *Where is a will there is a way*, *When the cat is away, the mice will play*, *We do not know what is good until we have lost it* are used for practicing mouth-labial sound;

Wealth is nothing without health, *Birds of feather flock together*, and *He was born with a silver spoon in his mouth* for testing the interdental sounds. Difficult sounds are pronounced first in isolation, then in words where this sound occurs in phrases and sentences. Both choral and individual work is conducted. Regular use of the proverbs in English language, selected according to phonetic principle gives a positive result in training and improvement of phonetic skills of students.

Moreover, proverbs contribute to the development of communicative skills of students that are necessary for intercultural communication with native speakers of the studied foreign language and learning their culture. Thanks to proverbs, students become familiar with spiritual heritage, national character of representatives of the foreign culture, their way of thinking and expressing thoughts. Proverbs are a source of development of human values in a broad sense, as students become acquainted with the national values and characteristics of another culture, feels themselves as a part of the intercultural space, at the same time they preserve their own national

identity. Systematic and purposeful use of proverbs in foreign language classroom greatly enhances the quality of teaching and learning process and promotes the formation of foreign language communicative competence of students.

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