



METHODS OF FORMING AN INDEPENDENT WORLDVIEW BY TEACHING STUDENTS' PROVERBS

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Article history:	Abstract:
Received: August 14 th 2021 Accepted: September 14 th 2021 Published: October 20 th 2021	The article provides information on how to form an independent worldview by teaching proverbs to high school students.
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It is well known that proverbs increase students' speech, increase vocabulary. Proverbs are one of the expressive tools that help the teacher to convey to the children the judgment of our people on this or that issue. Introducing students to the meaning, structure and form of folk proverbs increases the effectiveness of education, develops students' linguistics.

In grammar, spelling, and speech development classes, students not only learn to write sentences grammatically correctly, but also become familiar with its structure, semantic meaning, and logical power. Reading and speaking lessons, on the other hand, provide students with the skills to read proverbs correctly and consciously. In these lessons, students become accustomed to consistently grasping the meaning of each word in the proverbs and the full, perfect meaning of the proverb. By working on the text of the proverb, they get acquainted with the creation of proverbs, the purpose of the people in the creation of proverbs and the appearance of folk proverbs, its difference from ordinary speech. In proverb learning lessons, the teacher relies on student activity. Consciousness and activism of the theory of teacher education is scientific, coherence, unity of theory with practice, unity of education and upbringing; based on principles such as demonstration.

In the study of proverbs, the teacher makes effective use of the methods of oral narration, conversation, oral and written exercises.

The study of proverbs is studied not only because of the educational value of proverbs, but also because of the presence of proverbs in the text and its diversity in meaning, filling the content of the text. When proverbs and wise sayings are taught to students in school, when their meanings are explained, the ideology of the lesson increases.

The study of proverbs requires a certain amount of preparation from the teacher - in preparation for the lesson it is necessary to remember the proverbs on the topic and know the methodological methods and sources of their use.

It is known that written literature plays a big role in enriching the fund of articles. Some words of great word artists and scholars are polished over time and become proverbs.

Advanced teachers are well aware of the meaning and structure of the articles in the textbook and use them appropriately.

Essays in elementary school textbooks focus on opening up the content of a season or a particular major topic and poems and stories.

Articles that reveal the content of the text are studied in the following order:

- a) find proverbs in the read text, compare their content with the content of the text;
- b) composing an oral essay or oral story based on the content of the proverb;
- c) use of essays in writing and working on the essay.

Textbooks such as "Alphabet", "Reading book", "Mother tongue", works of art published by "Teacher" publishing house for young children, "Tong Yuldozi" newspaper, "Funcha", "Gulkhan" magazines are rich in the selection and study of proverbs. is the source. As students study the indicated literature, they pay special attention to the articles under the guidance of the teacher: they memorize them, understand their content.

Proverbs are a separate genre like other types of folk oral art. This genre also summarizes the history of the people, their daily life, the events that took place in it, the characteristic events. Consequently, proverbs are studied at different stages of the lesson.

At all stages of the study of proverbs, along with the principles of demonstration and science of education, the unity of theory with practice, the principles of unity of education and upbringing are fully followed.

Analyzing the content and structure of proverbs, it is stated in the method of conversation that proverbs are broad in content, short in structure, and generally wise. In this way, students are not only armed with scientific knowledge, but also on the basis of this knowledge of the proverb mastered by the students,



the universal worldview and spiritual qualities are formed in the students. This is a huge contribution to the further development of students' mental maturity and ability.

Historical knowledge based on the content of proverbs serves to ideologically educate students. As a result, students will be able to correctly define their place in society, their spiritual qualities, and their behavior.

Here are some ways in which children can learn proverbs:

1. Read proverbs in class and out of class, analyze grammatically, compare the content of the proverb with the content of the text. They analyze the content. They know that proverbs belong to the oral tradition of the people, they form a certain idea about its structure.

2. They try to understand the meaning of proverbs they hear from adults in the family and compare their morals to the content of the proverb.

3. On the street and in other public places, they become acquainted with the vitality of the proverb, using the proverb voluntarily, sometimes involuntarily, in their speeches.

The articles included in the existing textbooks serve to reveal the meanings of the text given for the native language and reading lessons, to educate students in the spirit of patriotism, to connect the reading lesson with the native language lesson.

In the process of lexical analysis of folk proverbs given as textbooks in the textbooks "Mother tongue", it is used not only to teach students, but also as an educational tool.

Grammatical concepts needed by elementary school students are also provided through proverbs. For example: "Knowledge is the light of the mind", "Work, the root of work is pleasure", "Do not leave today's work for tomorrow". If the above sentences are used for grammatical analysis when introducing a simple sentence in 2nd grade, partly in 3rd grade, the following sentences can be used to study the types of sentences according to expression and purpose:

If you are a farmer, plow,
If you are a scientist, repeat.
The river overflows in the spring,
Labor increases human dignity.

As stated, the theoretical concepts of proverbs are inculcated in the minds of students on the basis of the principle of unity of education and upbringing using simple examples. Attention is paid to the following:

1) The articles confirm the idea tested in practice.

For example: "He who does not work does not bite." This proverb expresses the sentence "He who does not work does not bite" by pointing out the rule "Everyone is paid according to what he has done";

2) connects these events and happenings to the life of society (in a figurative sense) by recalling events and happenings that occur in nature. For man, his need is revealed.

For example:

If you plant a garden, it will be a garden,
Batman will be a terrible fat.
A carefree garden will be a mountain,
The heart becomes a liver spot;

3) In the content of the proverb, the specific nature and essence of things are revealed, and this gives the meaning of education in terms of meaning, depending on human life. For example: "If you plant a bunch of vines, plant a bunch of willows", "A nightingale loves a meadow, a man loves his homeland";

4) The discussion and detail in the articles, while reminding the essence of man, society and certain subjects, harmonize the minds of students, have an educational effect. For example:

Your time is gone - your cash is gone.

Proverbs are artistic and read in a certain tone, which makes the content of the proverb easy to reach the reader's mind. The melody in proverbs is born of the repetition or rhyming of certain consonant sounds, some words. For example:

With almond peel,
With a human friend.

But some proverbs consist of a single gan. For example: "A healthy body is a healthy mind."

Judgment and advice of the people are revealed through the analysis of proverbs in the debate on morality and decency. The parables of the craft (farming, horticulture, silkworm breeding, animal husbandry, weaving and its importance) state what to pay attention to in handicrafts ("If you have a tool, you will have less trouble"). Such parables increase interest in the profession. It is also useful to take into account the seasons, different seasons, and occupations when revealing the meanings of the proverbs. For example, the proverb "If you plow the land, plow the autumn, if you do not plow the autumn, plow the face" was used in autumn, when the harvest was in full swing. This not only makes it easier for students to understand the content of the proverb, but also allows them to follow the meaning of the proverb during this period, to meet the requirements of the



proverb in practice. Advanced teachers not only learn to link certain articles to the season, but also to the lives of students. For example, the proverb "If you have a good work tool, you will have less trouble" is used to promote habits such as keeping the pen clean, the tip of the pen carefully speaking, keeping the notebook clean, and not tearing the pages of the book. During the interview, the teacher says that the articles reflect the people's many years of experience.

The teacher must fully comply with the pedagogical laws when analyzing the article. That is, it always requires students to follow it in their lives (never forget the meaning of the Proverb).

It is known that the pedagogical views of the people are reflected in folk proverbs. The articles "If you walk badly, you will be ashamed, if you walk well, you will succeed", "If you respect, you will be respected" give the content of the basic laws of folk pedagogy.

Proverbs also facilitate the teacher's work in terms of individual approach to students. In some cases, the teacher asked, "Why didn't you come to school clean?" Reminding the child of the proverb "If you want to be healthy, keep it clean" will have a positive effect on the child.

Teachers are required to memorize proverbs — and in most cases, they are less interested in how well the reader understands the content of the proverb. In some cases, the content of the articles is not followed.

During the analysis of proverbs, the teacher writes a word on the board that is difficult to understand and explains it verbally in terms of meaning. Once students have fully understood the meaning of the word, the content of the proverb is explained.

To do this, the teacher, while preparing for the lesson, should write in his lesson plan the meaning of words that are difficult to understand in the article.

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