

DIDACTIC FEATURES OF USING PAREMIC TOOLS IN EDUCATION LESSONS

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Abstract: This article provides information about the didactic features of using paremic tools in educational lessons, as well as the advantages of using them in the lesson process.

Keywords: paremic tools, proverbs, sayings, aphorisms, moral education, motivation, imparting new knowledge

Paremic means are one of the important types of folk oral creativity, which embody moral, social, educational and aesthetic ideas. By using these means in educational lessons, the teacher not only enriches the subject, but also increases the interest of students in learning, encourages them to think independently, evaluate and draw the right conclusions.

Pareemics, by their very nature, serve to strengthen moral standards. Proverbs such as “Do good, do not return, do evil, do not tell”, “Gold is found, but honor is not found” serve to form concepts such as goodness, honesty, conscience, honor in the minds of students. Through these means, moral values, social behavior and standards of etiquette are instilled in students.

Another important function of paremic means is to provide aesthetic education. Since they are figurative, artistic and concise means of expression, they instill in students an aesthetic taste in the language, artistic thinking, and love of beauty through the beauty and richness of expression. This is especially effective when carried out in conjunction with Uzbek language and literature, music education, or culture lessons.

Through paremic means, students gain an understanding of social roles in society, social equality, solidarity, and human relationships. With the help of proverbs such as “Where there is unity, there is blessing,” “Respect for the small, respect for the elderly,” students master important social values in society - such concepts as cooperation, respect, solidarity, and respect for elders.

Paremic tools develop students' oral speech, speed of thinking and communication culture. The correct use of proverbs, finding a situation suitable for proverbs, interpreting idioms form students' creative thinking, analytical approach and well-founded conclusions. This is especially important in the development of communicative competencies.

The effectiveness of using paremic tools directly depends on the methodological approach in which they are used. In the lesson, these tools should be selected in accordance with the age of the students, their level of preparation, the topic of the lesson and the stages of the lesson.

At the introductory (motivational) stage of the lesson, the use of proverbs is effective in attracting students' attention and arousing interest in the topic of the lesson. For example, the need to acquire knowledge is discussed based on the proverb “The eyes of an ignorant person are blind and the ears are deaf.” This will serve as the basis for a psychological introduction to the topic of the lesson.

Paremiat serve as a means of enriching the main content in covering the topic. By analyzing the proverb in the context of the topic and interpreting its moral and social content, the teacher facilitates the student's assimilation of new knowledge. In this process, exercises such

as “Analyzing the proverb”, “Constructing a story based on the proverb”, “Creating a situation appropriate to the phrase” can be used.

The use of paremic tools is especially useful in consolidating newly learned knowledge. The following methods can be used at this stage:

- “Finish the proverb” game: students complete the proverb they have just read.
- “Choose a proverb”: a situation or event is described, and the task is to choose a proverb that matches it.
- “Argument with a proverb”: an opinion is expressed in favor of or against the idea in the proverb, which stimulates critical thinking.

At the end of the lesson, using paremic tools, students summarize the knowledge they have acquired. For example, questions such as “What proverb can you use to describe today's lesson?”, “In your opinion, which proverb expresses the main idea of the lesson?” encourage students to draw a final conclusion.

The use of paremic tools in educational lessons in combination with interactive methods increases their effectiveness. The following methods are especially effective:

- “Work in small groups”: Each group is given different proverbs and role-playing games are organized based on them.
- “Conceptual mapping”: Grouping proverbs around a moral concept.
- “Debate or discussion”: Two groups exchange ideas based on proverbs of opposing content.

Thus, the use of paremic tools in educational lessons not only ensures the spiritual and moral development of students, but also makes a significant contribution to the development of their speech, thinking, aesthetic and social consciousness. If the teacher uses these tools appropriately and integrates them into each stage of the lesson, important qualities such as national pride, moral responsibility, and social activism are formed in students.

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