
Proverbs - as a Speech Development Resource

Allambergenova Maftuna

Student of Karakalpak State University named after Berdak

Abstract: This article highlights the importance of proverbs in the development of oral speech of primary school students. In the course of the lesson, the use of proverbs is described as an effective method in the statement of theoretical topics. Thus, proverbs are a very important tool for students to understand words and their meanings, it is revealed by the example of the analysis of a number of proverbs.

Keywords: Proverb, oral speech, written speech, dictionary, vocabulary, grammatical analysis.

Proverbs with a compact content and structure, created as a life experience of people, are means of expression with a deep meaning. In fact, proverbs are one of the tools that help the teacher to convey to children the judgment of the people about this or that thing or event. Acquainting students with their meaning, structure and form is a factor that increases the effectiveness of education.

In reading and speaking lessons, students not only learn to write proverbs grammatically correctly, but also get acquainted with its structure, meaning, and learn about the difference from a simple sentence. The more proverbs and wise words are taught to students in school, the more their meanings are explained.

Proverbs in elementary school textbooks focus on a season or a specific larger theme, as well as poems and stories. Advanced students know the meaning and structure of these proverbs in the textbook, and use them appropriately.

A proverb is an example of folk oral creativity that summarizes the history of the nation, its domestic life, current events, and characteristic events. Analyzing the content and structure of proverbs during the lesson, it is stated that their content is broad, their structure is too short, and in general, it is in the form of a wise sentence. In this way, students are not only armed with scientific knowledge, but also the worldview and spiritual qualities of the proverb are formed by them. This is a great contribution to the further development of students' mental maturity and abilities. Historical knowledge given based on the content of proverbs serves to educate students ideologically. As a result, students understand their role in society, they will have the opportunity to correctly determine their spiritual quality and character. Examples of learning proverbs are as follows:

1. Proverbs are read in class and in extracurricular activities. They analyze grammar. They compare the meaning of the text with the meaning of the proverb. They know that proverbs belong to folk art. They form a certain idea about its structure.
2. They try to explain the meaning of proverbs they heard from adults in the family and compare their morals with the meaning of the proverb.
3. They get to know the vitality of proverbs on the street and in other public places, they use proverbs voluntarily, sometimes involuntarily in their speech.

The following are the methods that can be used in teaching proverbs. Based on the proverbs

"Sog'lom tanda – sog' aql" (A healthy body - a healthy mind), "Avval o'yla, keyin so'yla" (Think first, then speak), "Bilim baxt keltirar" (Knowledge brings happiness), "Ko'pdan quyon qochib qutulmas" (A rabbit can't run away from many) in the "Mother Tongue" textbooks, students will do these works. must independently:

1. Read the words of the proverbs "Sog'lom tanda – sog' aql" (A healthy body - a healthy mind), "Avval o'yla, keyin so'yla" (Think first, then speak) and understand the meaning of the proverb;
2. Divide the word knowledge into syllables and copy it into a notebook;
3. The student is required to find out whether the last sound of the word "many" is p or b in the proverb "Ko'pdan quyon qochib qutulmas" (A rabbit can't run away from many) and copy the sentence by putting the found letter instead of dots.

The purpose of teaching proverbs is that the meaning expressed in them has a positive effect on students, and based on the content of the proverb, they eliminate the shortcomings of their behavior. When working with students on proverbs, it is recommended to use the following methods:

1. A proverb is taught, and then the meaning is spoken.
2. Reciting proverbs orally, the meaning of the proverbs heard is spoken.
3. Copy the proverbs into a notebook, read them, and then speak the meaning.
4. Write the proverbs on the cards and distribute them, and ask each student to say the meaning of the proverb on the card.
5. The proverb is written on paper as a visual tool, brought to the class and taught to some students and asked for its meaning.

Any teacher who explains the meaning of the proverb to students with careful, real-life examples will achieve good results. Pupils compare the idea expressed in the proverb with the events they have seen and known, feel sorry for the negative aspects, are happy when they remember the positive aspects, and draw the right conclusions.

In teaching proverbs, the teacher not only explains their content, form and structure, but also compares them with other subjects both in terms of content and form. It ensures their interdependence. When teaching the content of the proverb, it is supplemented by the recommended text or the content of the proverb is enriched by the text. For example, it is appropriate to explain the proverb "O'zga yurtida sulton bo'lguncha, o'z yurtida gado bo'l" (Until there is a sultan in another country, be a poor in your own country) in connection with the theme "Motherland" in the 2nd grade textbook. In this proverb, the city and country where everyone was born and grew up is the homeland of this person, and it is justified by examples that everyone sees the place of birth and upbringing more than his soul. At the end of the text, the proverb "O'zga yurtida sulton bo'lguncha, o'z yurtida gado bo'l" (Until there is a sultan in another country, be a poor in your own country) is explained with the following words: "Every person always feels the ground where his umbilical cord blood dripped. This feeling gets stronger especially when he goes on a trip to a country, and this longing does not give a person peace. The love of his homeland is always in the corner of his tongue. A person cannot be happy no matter how richly he lives in a foreign country, because he has love for his homeland. That's why they quoted the above saying." In addition, depending on the topic, the teacher can quote the following proverbs: "Ona yurtning, oltin beshiging" (Your motherland is your golden cradle), "O'zga yurtning bog'i bilan bog'chasi, o'z yurtning yantog'icha bilinmas" (The garden of another country and the garden of your own country are unknown), "Ona yurtning omon bo'lsa, rangi-ro'ying somon bo'lmas" (Your motherland is safe if so, your complexion will not be straw), "Bulbul chamanni sevar, odam vatanni

sevar"(Nightingale loves grass, man loves his country).

In the process of reading, students are required to read with full stop, comma, dash and other punctuation marks, to understand the meaning of the read text, and also to say the meaning of this or that proverb. The teacher himself, before speaking the content of the proverb, reads it expressively. After that, two or three of the students who have mastered the reading technique will read the proverb. Some students are asked for the meaning of the proverb. The teacher hangs the cardboard with the proverb on the board and teaches expressively to two or three students who have not mastered the reading technique well. The mistakes made by them will be obvious and the shortcomings will be corrected right there. Proverb taught on demand sets the stage for students to develop expressive reading skills. Technical tools can also be effectively used in reading lessons to develop speech. In this case, students see proverbs on the screen; they quickly remember its writing and expressive reading. This allows students to follow the rules of pronunciation, to speak simply and fluently, and most importantly, to increase their activity.