

## METHODS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN EXPLAINING THE EDUCATIONAL SIGNIFICANCE OF PROVERBS

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**Annotation:** This article under discussion covers the issues of teaching proverbs and proverbs English in secondary schools. The author examines the issue of application in recent years modern methods of teaching foreign languages in secondary schools and their effective use improving the quality of teaching foreign languages to students, their formation and development Communication culture is often improved. Actual practice shows that teachers sometimes set Pedagogical tasks are not based on the discovery of certain educational material, but are carried out accordingly development opportunities and prospects for students. Using proverbs and proverbs as a method organizing a lesson is one of the best ways to make the lesson bright, rich, unusual most importantly, it is interesting for students, which certainly contributes to good memorization.

**Keywords:** proverb, proverb, teaching methods, students, comprehensible, educational, material, communicative, foreign language, development, use, promotion.

In modern education, along with traditional teaching aids, which are well known to all of us, teachers are increasingly using modern technologies. The modern tasks of education require the teacher to be constantly ready for self-improvement, for self-education, to be able to see what result we should bring our student to, to make the world around us attractive for our child, to be able to inspire him with his ideas, to learn to be near and a little ahead, leading the child along life road. All this prompts us to assume that, along with other key competencies for a modern teacher, teacher's ICT competence is becoming important, key.

The information competence of a teacher is a broad concept, which is understood as a conscious, purposeful, effective application of technical knowledge and skills in the activities of a teacher, an educator is one of the components of professional activity.

The use of information technology increases the effectiveness of the lesson, developing motivation for learning, which makes the learning process successful. Modern society sets before teachers the task of developing personally significant qualities of schoolchildren, and not just the transfer of knowledge. The main competence of the subject teacher becomes his updated role - the role of a conductor of knowledge, a kind of "navigator" that helps students navigate the boundless sea of information. According to G.K. Selevko, the task of a modern teacher is "to teach the optimal choice of an individual educational route and ways of passing it, i.e. "navigation in education" ... ". The humanization of education implies a value attitude to various personal manifestations of the student. Knowledge does not act as a goal, but as a way of personal development. The richest opportunities for this are provided by modern information technologies (ICT).

The introduction of new information technologies in the educational process makes it possible to intensify the learning process, implement the ideas of developmental learning, increase the pace of the

lesson, and increase the amount of independent work of students. Pedagogical technologies have not remained aloof from the general process of computerization. Therefore, I believe that the use of information and communication technologies (ICT) in the educational process is an urgent problem of modern school education. Today it is necessary that every teacher in any school discipline could prepare and conduct a lesson using ICT, as now the teacher has the opportunity to make the lesson more vivid and exciting. The use of ICT allows you to immerse yourself in another world, to see it with your own eyes. One of the main purposes of a computer as a learning tool is to organize the work of students with the help of software and pedagogical tools, the degree of perfection of which determines the effectiveness of learning. The introduction of a computer and a computer training program into the traditional system "teacher - class - student" radically changes the nature of the student's educational activity and the role of the teacher. The interactive and illustrated capabilities of the computer significantly affect the motivational sphere of the educational process and its activity structure.

Information technologies not only open up possibilities for the variability of educational activities, its individualization and differentiation, but also allow organizing the interaction of all subjects of education in a new way, building an educational system in which the student would be an active and equal participant in educational activities.

Information technologies significantly expand the possibilities of presenting educational information. The use of information and communication technologies is effective in all lessons: when studying new material, in repetition-generalizing lessons, final lectures on the course and other types of lessons. The combination of linguistic education with information and communication technologies makes it possible to intensify the analytical activity of students, to give the educational process a personality-oriented character, to liberate the creative abilities of students, which, of course, is part of the individualization of the educational process.

The tasks facing the language teacher differ in many respects from the goals and objectives of other subject teachers. The main goal of a teacher of Russian language and literature is the soul of the child, these are the problems of morality, this is the development of a creative personality, as well as the problem of preparing a student as a linguistic personality.

The effectiveness of the lesson in the case of using printed materials distributed to students is doubled: during the lesson, you can not only learn new material, but also consolidate it, develop practical skills. A good lesson cannot be imagined without a well-formulated topic, setting its goals and objectives, planning stages, as well as goals at each individual stage of the lesson. Usually, a blackboard is used for this, on which all the necessary terms are written out, tables and diagrams are drawn up. Now we have a great opportunity to prepare all the necessary material in advance, arrange it in the right sequence and place it on slides. On the slides, we can, for example, place illustrations that will replace the old tables for us. If, however, it is possible to insert videos and animations into the presentation of lessons, then the problem of visibility will be completely solved, lessons using multimedia technologies are a process of conscious assimilation of the material by students.

I believe that the use of a computer in the classroom will help to solve such practical tasks as:

- the formation of strong spelling and punctuation skills;
- vocabulary enrichment;
- mastering the norms of the literary language;
- knowledge of linguistic and literary terms;
- formation of general educational skills and abilities.

And for the teacher:

- this is an increase in the time of communication with students, which is especially important in the discussion mode, and not a monologue;
- this is an expansion of the information capacity and density of the lesson;
- this is compliance with the requirements imposed not only by pedagogical and student communities, but also by parental communities;
- this is an understanding of their demand, competitiveness.

A person receives the largest amount of information (about 90%) through vision, about 9% through hearing, and only 1% through other senses. K.D.Ushinsky also noted that knowledge will be the stronger and more complete, the more sense organs it is perceived. The information received by a person in the form of visual, auditory and other images is stored in his memory.

One of the advantages of using multimedia technology in education is to improve the quality of education due to the novelty of activities, interest in working with a computer. The use of a computer in the lessons of the Russian language and literature can become a new method of organizing the active and meaningful work of students, making it more visual and interesting. The use of ICT in the lessons of the Russian language and literature will improve the quality of teaching the subject; reflect the essential aspects of philological objects, visibly realizing the principle of visibility; to bring to the fore the most important (in terms of learning goals and objectives) characteristics of the objects under study. The computer can be used at all stages of learning: when explaining new material; fixing; repetition; control of knowledge, skills and abilities. At the same time, for the child, he performs various functions: a teacher, a working tool, an object of study, a collaborating team, a play environment. In the function of a teacher, the computer represents a source of educational information (partially or completely replacing the teacher and the book); visual aid (a qualitatively new level with multimedia and telecommunications capabilities); individual information space; training apparatus; means of diagnostics and control.

In recent years, the issue of using modern methods of teaching foreign languages in general educational schools and their effective use to improve the quality of teaching foreign languages to students, the formation and development of their communicative culture has been increasingly raised. Sometimes teachers set pedagogical tasks in accordance with the disclosure of certain learning material, rather than based on the possibilities and prospects of students' development. The use of proverbs and sayings as a method of organizing learning is one of the best ways to make a lesson bright, rich and extraordinary, and most importantly, interesting for students, which certainly contributes to better memorization of the educational material [1].

Proverbs and sayings can be used at different stages of the lesson and at all levels of instruction (primary, secondary, senior) with different levels of language training for students, depending on what goals the teacher pursues and what skills the teacher wants to develop in his students at this stage of instruction. Proverbs and sayings are apt expressions created by the people and borrowed from literary works that express wise thoughts in short form. Proverbs and sayings are usually made up of two rhyming parts. They have direct and figurative meaning, which is morality. In foreign language lessons, proverbs and sayings can be used not only for their memorization and correct interpretation or use in speech, but also as a means of developing and controlling a whole complex of communicative skills and abilities: lexical and grammatical, speaking and writing, reading and listening [2].

Teaching proverbs and sayings at English lessons allows you to solve a number of didactic tasks, namely:

- ✓ teaching: improving pronunciation and pronunciation skills, activating grammatical skills, developing translation skills, enriching vocabulary of students.
- ✓ developing: broadening their horizons, developing skills to express their thoughts in a foreign language, activating thinking abilities.
- ✓ educational: formation of moral and ethical principles, fostering a tolerant attitude towards the culture and traditions of other peoples.
- ✓ motivating: developing interest in learning a foreign language through reading the original language, forming and increasing sustainable motivation, developing cognitive abilities of students.

Since from the first foreign language lessons the pronunciation is the primary focus, it should be noted that the use of proverbs is essential for the development of pronunciation skills. The use of proverbs at the lesson will help the teacher to practice the pronunciation of individual sounds in a relaxed and playful way at the beginning of the lesson. In addition, proverbs and sayings can help develop the most difficult English sounds that are not found in the mother tongue:

- ✓ interdental sounds [: Wealth is nothing without health.
- ✓ nasal sounds : Saying and doing are two different things.

Moreover, proverbs and sayings help to activate and automate individual grammatical forms and structures. The communicative method involves teaching grammar on a functional and interactive basis. It means that grammatical phenomena are not studied as "forms" and "structures" but as means of expression of certain thoughts, relations, communicative intentions. Proponents of direct methods stand for an implicit approach to grammar learning, believing that repeated repetitions of the same phrases in appropriate situations ultimately produce the ability not to make grammatical errors in speech. Therefore, being on the one hand a means of expressing thought and, on the other hand, implementing the forms or constructions studied in speech, proverbs and sayings contribute to the automation and activation of these grammatical forms and constructions. Thus, with its help it is possible to express the request, advice, suggestions, wishes, permissions, prohibitions, and cautions that exist in proverbs [3]. For example:

- ✓ Don't burn your bridges behind you.
- ✓ Don't throw out your dirty water before you get in fresh. The activation of various topics such as modal verbs (no particle to after can, must):
- ✓ And man can do no more than he can. You make your bed and you must lie on it.

And studying numbers will certainly be more interesting and effective if you use proverbs and sayings, because in the context of numbers are remembered more quickly:

- ✓ Rain before seven, fine before eleven. A bird in the hand is worth two in the bush.

The need to find the means of equivalent translation of proverbs and sayings into the native language of the learners develops the ability to adequately select lexical units, stimulates the interest of students to work with the dictionary, improves translation skills and abilities. Working with proverbs and sayings helps to develop linguistic and contextual guesswork, as words used in English proverbs often sound very different in the mother tongue translation. (For example, To kill two birds with one stone - To kill two hares with one stone).

Thus, having considered the method of using proverbs and sayings, one can conclude that it increases the motivation of students to learn and master a new material, as well as provides an opportunity to apply acquired knowledge in different situations of communication. Therefore, using proverbs and

sayings in foreign language lessons develops creative initiative through prepared and unprepared speech.

## References

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