

# The Significance of Uzbek Proverbs in Learning Independent Word Groups in Primary Grades

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**Abstract.** in this article, thoughts and opinions about the importance and role of Uzbek folk proverbs, which are among didactic games, smart technology and modern methods for learning independent vocabulary in elementary grades, are expressed. found This article is relevant because it brings together practical and theoretical views on the technique of using proverbs in the process of teaching vocabulary to students.

**Key words:** proverb, word, category, program, value, technique, smart technology, experience.

## INTRODUCTION

The educational system, which is rapidly developing based on foreign experiences, is now closely dependent on methods, tools and technologies created on the basis of creative ideas. Because the "National Personnel Training Program" also aims to prepare young students as potential, mature personnel who meet high moral and ethical requirements at the level of developed democratic countries, while fundamentally reforming the field of education. Competent, comprehensively mature personnel is one of the important requirements of the current market economy.

How a young student matures depends on his early years at school. It is no secret to all of us that the knowledge, skills, and abilities given to the student in the elementary grades constitute the main part of his knowledge until he grows up. After all, "Knowledge acquired in youth is like a pattern carved in stone." With this important understanding in mind, mother tongue and educational literacy textbooks have been given special attention in school, especially in elementary grades, among all subjects. The textbook was developed anew on the basis of competence and modern standards, in accordance with the laws of knowledge of the truth, tasks of modern didactics, integrated with the state program of developed foreign countries. Textbooks focus on practical exercises that develop a child's mind, ability to think, and scope of imagination, and now serve to acquire knowledge of well-developed mature students.

In addition to the tools mentioned above, the proverbs, which are considered the original treasure of the Uzbek language and have become an indelible heritage to us from our ancestors, are also of special importance. Proverbs are considered one of the important

means of imparting knowledge to students, gaining educational and educational value even today. Because the primary and main goal of the primary education system is to provide quality education to the growing young generation, to train them according to world standards, to mature independent, searching, creative young people with modern knowledge and skills. aimed at finding In particular, the mother tongue and reading literacy textbooks in the primary grades in the educational system are aimed at increasing the creativity of young students, increasing their independent research, developing their speech and vocabulary, and expanding their range of thinking as well as forming it. Took over. In the implementation of this task, proverbs are of great importance. As a proof of our opinion, it is appropriate to quote this sentence: "A proverb is a product of the people's intelligence, its judgment, a set of centuries-old experiences, and an expression of its attitude to various events in life. A proverb is born in everyday life, in the process of dealing with each other. A proverb is the property of the people. There is no nation that did not use proverbs, no language that did not create proverbs."

Our respected president Shavkat Mirziyoyev Miromonovich also expressed such thoughts: "What will bother you from me? if you ask, I will answer that it is the education and training of our children." Proverbs are one of the tools that have been influencing young people both in terms of education and upbringing. Primary class includes stages 1-4, as stated in the national program; the following are important for the formation of a new system and content of education at this stage:

1. Introducing a differentiated approach to education in accordance with the abilities and opportunities of students;
2. It provides for the creation of advanced pedagogical technologies of education, modern educational and methodological complexes and didactic provision of the educational process, etc.

Practical exercises and interactive methods help the student to form a system of knowledge built on the basis of solid, conscious concepts. As Confucius said, "What I hear, I forget, what I see, I remember.

Organizing lessons based on this principle in mother tongue and reading literacy classes is highly effective. In particular, on December 20, 2022, at a meeting dedicated to education policy, the head of our state said the following about the attention to our mother tongue: "The mother is the symbol of our national identity, the basis of our spirituality. attention to our language has been strengthened. Of course, it is necessary to know a foreign language in our family; this is also the need of the hour. But we must force them to learn the mother tongue. Compulsory." - noted the honorable president.

The effective aspects of teaching the main features of our mother tongue to young primary school students with the "father's word" imbued with the ancient values of our people will be revealed below.

## **LITERATURE ANALYSIS AND METHODOLOGY**

A proverb is a folk genre that expresses people's conclusions from life experience and philosophical opinions. Proverbs are used in the Uzbek language in the following two meanings:

1. "word" in the dictionary sense;
2. In the idiomatic sense, it represents a widespread genre in folklore.

Proverbs have a specific form. Over the centuries, it has been refined among the people, and has become a concise and simple poetic form. Proverbs reflect the following:

1. Life experiences of ancestors;
2. Relation to society;
3. History;
4. Mental state;
5. Ethical and aesthetic feelings;
6. Positive qualities will be embodied.

Vocabulary is considered a specific science, and it is divided into three different groups according to the three aspects of methods of working on vocabulary, i.e. grammatical, morphological and syntactic signs. Words are divided into lexical and grammatical categories. In this regard, the classification of word groups into groups is based on the following three signs:

1. Lexical meaning of words. It takes into account the meaning of the word (object, sign, action or situation).
2. Differentiation of words according to their morphological characteristics, in which words are distinguished from each other and divided into groups based on their essence, such as a system of different forms.
3. When words are divided into groups according to their syntactic sign, it is taken into account that they perform a certain task in the structure of the sentence.

The process of learning vocabulary is a consistent, systematic process, and work on vocabulary should be focused on students' understanding of the generalized meanings of words in a certain group, the role of people as a means of communication. Primary school students get acquainted with the following word groups and their characteristics within the framework of four stages:

1. Noun word group (its meaning, interrogatives, use in singular and plural forms, acceptance of possessive and agreement categories, types, and common nouns, but in this process the student is not told about the terms of the same name and kindred; they are taught to distinguish them based on simple nouns and names of persons, things, places);
2. Adjective word group;
3. Number of words;

Pronoun word group.

After the process of creating a general understanding of the above-mentioned word groups in the student, each word group is taught separately as a lexical-grammatical group. At the very first stage of providing an initial understanding of these word groups, a method of

comparison is considered, which helps the student to consciously understand the essence of the word group. This method allows students to clearly distinguish the main aspects of the formed grammatical concept. Elementary school students are not fully introduced to all the features and essences of word groups (ie, noun, adjective, number, pronoun, verb) that must be learned based on the program requirements. Since the process of learning vocabulary is a somewhat complicated process, the program developed by the Republican Education Center sets the following requirements for students and teachers:

1. The student should know the meaning of the word, that is, what it expresses (quantity or object meaning);
2. What kind of questions the phrases receive;
3. Specific categories of word groups and their change or non-change based on these categories (for example, a noun phrase changes when it accepts the agreement category);
4. It is required to have theoretical and practical knowledge of how word groups perform the function of a sentence in a sentence.

After the above-mentioned stage of acquiring knowledge of word groups, primary school students begin to consciously distinguish each independent word group from each other by comparison. Depending on what information they learn, their knowledge of the grammatical features of each word group will gradually expand. Since the learning of vocabulary is a systematic and consistent process, the knowledge given to the students deepens slowly. According to the program, in the elementary school, words are grouped according to their morphological questions, which are initially answered. In the first grade, the student develops general information about word groups, and from the second grade, the information deepens. In the third stage of the primary grade, the concept of "Words" is formed. Students begin to understand the unique characteristics and meanings of each word group.

According to the educational program, the process of learning vocabulary of elementary grades is fundamentally different from other classes, that is, the teacher divides students into two groups of vocabulary (independent and auxiliary). does not fully introduce information, but only creates practical skills about them. Elementary school students can distinguish word groups in a simpler form. The main task in the process of forming the knowledge, skills and abilities of elementary school students about word groups is to develop their oral and written speech, the vocabulary of learned word groups (noun, adjective, number , such as a verb) and makes it possible to clearly understand the meaning of the words that are used in oral and written speech until today, the ability to use one or another word appropriately in connected speech is cultivation. Complete fulfillment of these tasks is a complex process that requires great skill from the teacher. The only way for the full formation of the skills specified in the task is that in the process, the teacher should regularly work on words with similar and opposite meanings (synonyms, antonyms, these are given without terms). . In this process, students are introduced to polysemous words and their use in literal and figurative meanings. In this case, the teaching process is carried out in parallel with the daily life of students. That is, these words are based on what the students heard on the radio or TV, and what they read in different books.

At the same time, it develops students' ability to observe, notice important things, enrich their knowledge about the environment, and also develop their speech.

Currently, the rapidly developing education system requires highly capable personnel with creative and innovative ideas. The role of proverbs that reflect the age-old values of our young people, which closely serve in education and upbringing of primary school students together with modern smart technologies, interactive methods and didactic games in teaching these personnel the place is very big.

The national program developed by the Republican Education Center on the basis of foreign experiences envisages the formation of knowledge, skills and qualifications for primary school students about the following word groups:

1. Noun word group;
2. Verb word group;
3. Adjective word group;
4. Pronoun word group.

To be able to distinguish their meanings, to understand their methodological features and to be correct and appropriate in oral and written speech about the word groups that belong to the group of independent word groups mentioned above. application skills are formed. At the same time, in addition to independent word groups, you can distinguish auxiliary word groups (without terms), i.e. helper, linker, load, etc., understand and interpret their methodological features, and correctly It is the responsibility of the teacher to form knowledge, skills and abilities such as application.

It should be noted that it is appropriate for the teacher to take into account the characteristics of each independent word group in the process of using Uzbek folk proverbs when teaching word groups to primary school students. Below, based on the tables, we will dwell on the masterpieces of the Uzbek people that correspond to each word group.

## RESULTS

T/r	Word name group	Proverbs corresponding to the word group
	Horse	1. An open tongue eats soup (horse), A bitter tongue eats stones. 2. The road (horse) will reach the treasure it chases The word (noun) chased the disaster. 3. Wisdom (horse) is a handful of gold. 4. Word (noun) is a human ornament.
2.	Quality	1. Clean (quality) air is a cure. *** 2. Thick (adjective) snow fell on the mountain El's drinking water. *** 3. If the winter is severe (adjective), it is the year of the dog.

		<p>***</p> <p>4. Bright (adjective) summer when the stork comes Clear summer when the crane comes.</p>
3.	Number	<p>1. Measure seven (numbers) and cut one. ***</p> <p>2. Fifteen (numbers) of the month are dark, and fifteen are bright. ***</p> <p>3. Don't count, say eight. ***</p> <p>4. A young man has forty skills</p>
4.	Verb	<p>1. The one who didn't work doesn't bite. ***</p> <p>2. A man digs a well, A thousand people drink water. ***</p> <p>3. The master lop-lops, The tool does the work. ***</p> <p>4. Patient endures, Burns impatiently.</p>

Another important aspect that we should pay attention to is that the proverbs we choose when teaching vocabulary in the course of the lesson should match the subject, that is, some features of that independent vocabulary. This is one of the first problems facing the teacher. That is, it is advisable to stay away from proverbs with more emphasis on nouns during the period when the student is being given a preliminary understanding of adjectives. But when you are in doubt, the following approach will have a positive effect:

The solution

Regardless of the process of transitioning a word group, the adverbs used in this process (it is required that there is at least one word related to this word group) have more emphasis. it is permissible to give to that word group. Integrating different types of pictures with proverbs is a good way to make this method even more effective.

## CONCLUSION

Thus, close use of Uzbek folk proverbs in the process of teaching independent word groups to elementary school students is highly effective. Proverbs have both educational and educational value. For this reason, they have a large place in primary classes. Among other things, they help students to increase their vocabulary, to awaken the spirit of love for the values of our people, and to prepare a solid foundation for acquiring strong knowledge.

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