

**METHODOLOGY OF USING PROVERBS, SAYINGS, AND RIDDLES IN THE
MORAL AND SPIRITUAL EDUCATION OF PRIMARY SCHOOL PUPILS**

Ernazarova Laylo Abdusaitovna

Assistant of Samarkand state

Pedagogical Institute

Ergasheva Manzura Baxtiyor kizi

Samarkand state Pedagogical

Institute 4th stage students

Abstract

This article comprehensively elucidates the pedagogical-methodological aspects of employing small genres of folk oral creativity—proverbs, sayings, and riddles—in the moral-spiritual education of primary school pupils. The role of these folklore elements in forming moral values, assimilating social behavioral norms, and developing logical thinking and creative abilities is analyzed. The article delineates methods for effectively integrating these genres into the instructional process, supplemented by practical examples and methodological recommendations. Research findings demonstrate that the judicious utilization of proverbs, sayings, and riddles not only renders the educational process interactive and engaging but also reinforces virtues such as responsibility, honesty, and industriousness in pupils.

Keywords: primary education, moral-spiritual education, folk oral creativity, proverbs, sayings, riddles, pedagogical process, moral values, social competencies, logical thinking, creative abilities, observational skills, speech culture, aesthetic taste, independent thinking, educational efficacy, small folklore genres, pupil's personal development.

Introduction

The primary school age constitutes a critical period in personality formation. At this stage, moral-ethical education establishes a robust foundation for pupils' social competencies, future achievements, and societal roles. Young children effectively internalize moral values and behavioral norms through simple, comprehensible, and engaging modalities. Uzbek folk oral creativity, particularly proverbs, sayings, and riddles, serves as such an ancient and invaluable tool. These genres encapsulate the nation's spiritual experience, life wisdom, ethical standards, and educational values across centuries. Through proverbs and sayings, children learn to evaluate life situations and adopt proper conduct; riddles, in turn, foster logical thinking, observation, and creativity. The article's objective is to delineate the methodological foundations of utilizing proverbs, sayings, and riddles in primary school lessons, evaluate their educational efficacy, and proffer practical recommendations to educators. The investigation analyzes the pedagogical potential of these folklore genres and elucidates pathways for their adaptation to contemporary instructional processes.

Literature review and methodology

The literature review synthesizes scholarly sources in Uzbek and global pedagogy and folkloristics, drawing on works by V. Jirmunsky, H. Zaripov, M. Toxtakhojayev, and others. Theoretical perspectives on small genres of folk oral creativity were consolidated. The study employed the following methods: Content-analytical method: Analysis of the structure, content, educational value, and pedagogical functions of proverbs, sayings, and riddles. Observation and experimental verification: Monitoring the application of these folklore elements in primary school lessons. Open lessons and interactive activities with 1st-4th grade pupils assessed activity levels, engagement, and moral concept assimilation. Example compilation and classification:



Collection and classification of proverbs, sayings, and riddles on themes such as industriousness, honesty, friendship, patriotism, etc., with usage strategies for lessons

Results and discussion

Questionnaire and interviewing: Surveys among teachers and pupils for subjective efficacy evaluation. This methodological combination provided theoretical substantiation and empirical validation for the research.

The investigation yielded the following outcomes: Proverbs and sayings effectively instill moral values such as honesty, industriousness, patience, and respect.

For instance, the proverb "Labor, the foundation of labor—is joy" reinforces industriousness; "Beneath patience—yellow gold" elucidates patience and cause-effect relations, signaling that patience invariably bears fruit. Riddles were confirmed efficacious in developing logical thinking and creativity, with observations noting a 2-3-fold increase in lesson activity upon their introduction. Examples: "Small box, full of pomegranate seeds" (enhances observation); "Snow does not settle on a falcon's back—egg" (expands imagination). Integration across lesson phases—introduction, consolidation, homework—elevated pupils' speech culture, ingenuity, and independent thinking. Questionnaires from 92 teachers rated these methods highly effective. Interactive formats like group riddle-solving, proverb explication, and story-building from sayings heightened engagement. These genres render moral-spiritual education indispensable in primary schooling, positively impacting cognitive (logical thinking, memory, attention) and emotional development. The brevity, conciseness, and profundity of these folklore genres align optimally with young children's developmental characteristics. Proverbs impart life wisdom, sayings metaphorical comparisons, and riddles problem-solving skills. Despite prevalent digital technologies, folk oral creativity remains invaluable for preserving national values and traditions.

Conclusion

Utilizing proverbs, sayings, and riddles in primary school moral-spiritual education markedly enhances instructional efficacy. These folklore genres constitute a pivotal pedagogical instrument for advancing pupils' moral consciousness, social competencies, logical thinking, and creativity. They render lessons engaging and interactive while transmitting national spiritual heritage to younger generations. Educators are recommended to actively employ and continually enrich these methods, fostering comprehensive personality development in youth

REFERENCES

1. Mirziyoyev Sh.M. Hozirgi zamon va yangi O'zbekiston. – T.: O'zbekiston, 2024, 514b.
2. Aydarova U., Azizova N., Toirova M. O'qish savodxonligi. Umumiy o'rta ta'lim maktablarining – 4-sinfi uchun darslik. IV qism. – Toshkent.: "Novda Edutainment" nashriyoti, 2023. – 78 b.
3. Aydarova U., Azizova N. O'qish savodxonligi. Umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik. III qism. – Toshkent.: "Novda Edutainment", 2023. – 80 bet.
4. Aydarova U., Azizova N., Toirova M. O'qish savodxonligi. Umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik. II qism. – Toshkent.: "Novda Edutainment" nashriyoti, 2023. – 78 b.
5. Husanboyeva Q., Hazratqulov M. "Boshlang'ich sinflarda adabiyot o'qitish metodikasi". – Oliy o'quv yurtlarining pedagogika fakultetlari (boshlang'ich sinf o'qituvchilari) talabalari uchun. Darslik. –Toshkent.: "Innovatsiya-Ziyo" nashriyoti, 2020. - 375 b.



6. Toirov M.E. O‘qish savodxonligi. Umumiy o‘rta ta‘lim maktablarining 4-sinfi uchun darslik.

I qism. – Toshkent.: “Novda Edutainment” nashriyoti, 2023. – 80 b.

7. O‘zbek xalq maqollari. –Toshkent.: “Sharq” nashriyoti – matbaa aksiyadorlik kompaniyasi bosh tahririyati, 2005

8. O.M.Jaborova., Z.A.Umarova., L.G.Babaxodjayeva. ”Boshlang‘ich ta‘lim pedagogikasi, innovatsiya va integratsiyasi”. – Toshkent.: “Malik print co”. 2021.

9. O.Roziqulov., M.Mahmudov., B.Adizov., A.Hamroyev.”Ona tili didaktikasi”. – Toshkent.: “Yangi asr avlodi”.2005.

10. Qosimova D. “Boshlang‘ich sinflarda ona tili o‘qitish metodikasi”. – Toshkent.: Ilm-Ziyo. 2020.

11. O‘zbekiston Respublikasi Xalq ta‘limi vazirligi. “Boshlang‘ich sinflar uchun ona tili darsliklari” – Toshkent.: Sharq, 2023.

12. Shodiyev F. Ona tili. – Samarqand.: SamDU nashri. 2019.

13. L.Ernazarova, M.Mirsanova. Ona tili-o‘qish savodxonligi va uni o‘qitish metodikasi. Elektron darslik. Samarqand.2024.

