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PRE-EVALUATION AND QUALITATIVE EFFECTIVENESS OF THE DIDACTIC SUPPORT OF THE IMPORTANCE OF PROVERBS IN THE MORAL EDUCATION OF STUDENTS BASED ON EXAMPLES OF FOLK FOLK LITERATURE

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Abstract
Proverbs have long been one of the richest and instructive forms of folk art. They contain the centuries-old experience, wisdom, etiquette, life rules and educational lessons of the people in a short, succinct and meaningful form. Genres of folk art are one of the main methodological sources of education, and the article describes the role of genres of folk art in instilling moral spirit in students and its connection with other types of education.

Keywords: Folk proverbs, folk wisdom, folk etiquette, folk pedagogical views, spiritual priority, moral and philosophical maturity, eastern traditions of folk pedagogy.

Introduction

The chapter entitled “Pedagogical conditions of proverbs in the moral education of students based on examples of folk oral literature” highlights methodological approaches, pedagogical conditions and didactic opportunities for the effective use of proverbs in the moral education of younger schoolchildren. The issues of using educational methods, interactive methods and innovative pedagogical technologies that serve to form independent thinking, moral views and norms of social behavior in students are analyzed. In particular, through the study of

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proverbs in literature (reading) lessons, the possibilities of forming respect for national values, understanding of human qualities and norms of moral behavior in students are scientifically substantiated. At the same time, educational activities based on proverbs serve to develop students' speech culture, to form the skills of expressing thoughts clearly and concisely, and to conduct independent observation. Observations conducted during the research process show that the use of proverbs in literature lessons at the primary education stage is an important pedagogical factor in developing students' moral education. In particular, conversations, debates, analysis, and creative tasks based on proverbs not only increase students' thinking activity, but also enrich their life experience.

Also, the educational process based on proverbs plays an important role in forming such moral qualities in students as kindness, honesty, hard work, respect for adults, friendship, and solidarity. Through this approach, students will understand the educational value of folk oral works and acquire the skills to apply them in everyday life. As a result, literature lessons organized on the basis of proverbs will be an important didactic tool for enriching the moral worldview of students, educating them in the spirit of loyalty to national values, and ensuring their spiritual and moral maturity.

In literature or reading lessons, along with the development of students' creative thinking, the foundation is laid for the formation of practical skills in students. Taking into account the individual abilities and personal qualities of each student, it is possible to direct them to creative thinking through tasks with a clear solution, and to increase their interest in learning and activity during classes. In particular, projects in the field of studying folk oral works and proverbs will help children develop scientific and research skills,

analytical thinking skills, communication and speech culture are important in forming. During the research, special attention was paid to creating a methodological system, using modified versions of existing methods, and developing authorial methods. In particular, problem-based learning, interactive methods “Acceptable alternatives” and “Shall we tell a proverb?”, methodological games such as “Continue the proverb”, “Find the meaning of the proverb”, “Who is faster and more correct?”, as well as the authorial methods “Drawing conclusions based on the proverb” and “Connecting the content of the

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proverb to a life situation", "Proverbs as a criterion of behavior" were effectively used in experimental work.

In particular, creative projects based on folk oral works are important in forming scientific research skills, analytical and critical thinking, communication and a culture of teamwork in children.

Stages of applying the "Acceptable alternatives" method:

Presenting a problem or situation.

The teacher presents students with a question, situation, or task on a specific topic. For example, a specific life situation or educational situation is described.

Providing alternative options.

Students are offered several answer or proverb options that are appropriate for the given situation.

Analysis and comparison process.

Students analyze alternative options, compare their content, and discuss which one is most appropriate for the situation.

Choosing the most appropriate option.

Students choose the most correct or content-appropriate option based on their own opinions. Drawing conclusions.

Based on the selected answer or proverb, a general conclusion is drawn and its educational significance is explained. Example in the lesson (based on proverbs)

The teacher presents the following situation: "A student did not help his friend, but only thought about his own interests."

The following proverbs are offered to students: "A friend is known by the head." "Do good, put it in water." "Where there is unity, there is life."

Students analyze these proverbs, choose the most appropriate proverb and explain the reason.

This method serves to develop analytical thinking, independent decision-making, communication culture, and moral judgment skills in students.

"Shall we tell a proverb?" is an interactive method aimed at developing quick thinking, speech culture and creative activity in students. In this method, students are presented with a certain situation or question, and as an answer they are required to tell a relevant proverb or example of folk art. The method serves to form moral thinking, analytical thinking and communication skills in students.

Stages of using the "Shall we tell a proverb?" method

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Presenting the situation. The teacher describes a life or educational situation appropriate to the topic of the lesson. Asking for an answer option.
Students are asked to tell a proverb or phrase appropriate to the situation. Evaluating the proverbs. The content of the selected proverbs is analyzed, their relevance to the situation is discussed. Drawing conclusions.
A general conclusion is drawn based on the most meaningful and correct answer, which is given a pedagogical explanation.
Situation: “With the help of a friend, we got out of a difficult situation.”
Students can choose from the following proverbs:
“A friend is seen behind an enemy.”
“A friend helps, an enemy abandons.”
“Do good, throw it into the sea.”Students choose a proverb, interpret it in relation to the situation. In this way, they develop creative thinking, speech culture, and moral decision-making skills.
“Find the meaning of the proverb” method.
“Find the meaning of the proverb” is an interactive method aimed at developing students’ text analysis, understanding the main idea and meaning, and creative thinking skills. In this method, students are presented with a semi-finished or blank proverb and are required to identify or fill in a full-fledged proverb appropriate to the situation.
The method serves to form students’ moral thinking, communication culture, analytical thinking, and independent decision-making skills. Stages of using the “Find the meaning of the proverb” method;Presenting a semi-finished proverb.
The teacher gives the students a proverb with certain gaps left or the word order changed. Analysis and guessing.
Students think to fill in the gaps in the proverb and determine its main content. Choosing the final version of the proverb.
Students fill in the gaps and form the correct and appropriate version of the proverb.
Table 1
Proverbs Didactic
opportunities Life skills
He who has a homeland has happiness,

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He who has work has a throne Speech, social consciousness, reasoning, explanation, teaching, understanding. Skills for the homeland and work are formed

A strong wrist destroys one, a strong knowledge destroys a thousand Speech, social consciousness, reasoning, explanation, teaching, understanding. Skills about the desire for knowledge, the value of knowledge

Avoid evil, approach good Learning to speak, compare, explain Doing good Skills about etiquette

Отправить hall we tell a proverb?" is an interactive method aimed at developing quick thinking, speech culture and creative activity in students. In this method, students are presented with a certain situation or question, and as an answer they are required to tell a relevant proverb or example of folk art. The method serves to form moral thinking, analytical thinking and communication skills in students.

Stages of using the "Shall we tell a proverb?" method

Presenting the situation. The teacher describes a life or educational situation appropriate to the topic of the lesson. Asking for an answer option.

Students are asked to tell a proverb or phrase appropriate to the situation. Evaluating the proverbs. The content of the selected proverbs is analyzed, their relevance to the situation is discussed. Drawing conclusions.

A general conclusion is drawn based on the most meaningful and correct answer, which is given a pedagogical explanation.

Situation: "With the help of a friend, we got out of a difficult situation."

Students can choose from the following proverbs:

"A friend is seen behind an enemy."

"A friend helps, an enemy abandons."

"Do good, throw it into the sea." Students choose a proverb, interpret it in relation to the situation. In this way, they develop creative thinking, speech culture, and moral decision-making skills.

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The method serves to form students' moral thinking, communication culture, analytical thinking, and independent decision-making skills. Stages of using the "Find the meaning of the proverb" method; Presenting a semi-finished proverb.
The teacher gives the students a proverb with certain gaps left or the word order changed. Analysis and guessing.
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A strong wrist destroys one, a strong knowledge destroys a thousand Speech, social consciousness, reasoning, explanation, teaching, understanding. Skills about the desire for knowledge, the value of knowledge
Avoid evil, approach good Learning to speak, compare, explain Doing good Skills about etiquette
Send an opinion
Отправить отзыв
The main goal of this model is to develop moral thinking, creative thinking, problem-solving and practical skills in students through proverbs and examples of folk oral art. This involves not only developing language and cultural knowledge, but also the formation of competencies necessary in the 21st century - creative thinking, critical thinking, independent decision-making and self-expression in a socio-cultural context.
The methods developed on the basis of the model are aimed at reconstructing the content of extracurricular activities in the primary education process on the basis of a didactic-motivational environment that develops students' creative activity. In this case, an individualized educational construct is used that is appropriate for the student's individual abilities and personal development trajectory. This

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approach serves to develop students' meta-skills, implement a differentiated approach based on interactive communication (feedback), and form the ability to solve creative problems.

Also, a set of stimulating and didactic resources has been created to develop transformative pedagogical competencies in students through extracurricular activities, such as independent thinking, unconventional decision-making, teamwork, and self-expression in a socio-cultural context. The conceptual basis of the model is the integration of "proverb + moral education + creative environment", which harmonizes the aesthetic, moral, and professional orientation potential of extracurricular activities and improves the student's personal and spiritual development algorithm.

The third chapter of the dissertation is entitled "The qualitative effectiveness of the importance of proverbs in the moral education of students based on examples of folk oral creativity". This chapter provides a description of the experimental work carried out within the framework of scientific research, which highlights the planning and organization of pedagogical activity, methodological solutions aimed at forming the creative activity of primary school students, and their practical results.

During the experimental process, the following methodological foundations were developed to develop creative activity in students: defined goals and objectives, appropriate pedagogical conditions, the content of a special course designed for primary school students, a system of criteria for evaluating creative activity, and three main components that structurally organize this activity (cognitive - cognitive, emotional-sense and practical). Also, tasks were set for the level of creative development of students - high, medium and low levels.

During the experiment, educational content was selected that would serve to form creative thinking of primary school students within the framework of the subject of literature (reading). The selected methodological approaches were consistent with the goal set, and proverbs, examples of folk oral creativity and interactive methods allowed students to master a system of knowledge and skills that would help develop cognitive activity through education.

Also, the components of the developed methodology were based on an inextricable link with existing pedagogical conditions, and their effectiveness,

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results in developing students' creative abilities and motivation, independent thinking and moral thinking were proven through experience.

Empirical experimental work was carried out in 3 stages: foundational, formative and reinforcing stages in several general education schools under the Ministry of Preschool and School Education during 2022–2025. In particular, the experimental work was carried out with the participation of students from Turakurgan district of Namangan region (school 33 - 121), Vobkent district of Bukhara region (school 7 - 116), Chilonzor district of Tashkent city (school 202 - 113). A total of 350 students participated in the experimental work. Of these, 188 were allocated to the experimental group and 162 to the control group. (Table 2)

Distribution of respondents who participated in the pilot study on the methodology for developing students' scientific research activities based on a person-oriented approach into experimental and control groups

Experiment areas Total number of respondents Experimental group Control group

Nam.vil. Turakurgan tum. 33-school 121 65 56

Bukh. vil. Vobkent tum. 7-school 116 62 54

Tash. city. Chil. tum. 202- school 113 61 52

Total 350 188 162

The distribution of respondents who participated in the pilot study on the methodology for developing scientific research activities with students based on a person-oriented approach to teaching literature (reading) lessons and the methodology for developing creative and moral activity based on proverbs is as follows. This table is presented in the diagram below.

Figure 3. The distribution of respondents who participated in the experimental and test studies into the experimental and control groups is as follows.

Based on the goals and objectives of the study, as well as the analysis of the results obtained, the level of development of creative activity in primary school students of general education schools in Namangan, Tashkent and Bukhara regions was determined on the basis of various questionnaires, diagnostic tests and questions and answers. During the study, the students' creative thinking skills, independent observation skills, the level of expressing opinions based on proverbs and folk oral works and their ability to apply them in practical activities

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were comprehensively studied. Also, the students' moral imagination, speech culture, interest in a creative approach and the level of activity were assessed on the basis of specially developed criteria and indicators.

Figure 3. Diagram of the results of the pilot study on the methodology for developing students' scientific research activities based on a person-oriented approach.

This pilot study was conducted in order to comprehensively form the creative potential and cognitive activity of students in the process of teaching literature (reading). During the experiment, a number of methodological recommendations were developed to improve the quality of the educational process, as well as the effective implementation of pedagogical technologies aimed at developing creative thinking in primary school students.

Special attention was also paid to the implementation of advanced pedagogical experiences in practice and increasing the effectiveness of creative activity through the analysis of existing pedagogical conditions.

The following students participated in the pilot study as respondents: from Tashkent - 113; from Bukhara region - 116; from Namangan region - 121, a total of 350 students were involved in the experimental study.

According to the analysis of the results, it was found that the students in the experimental group included in the study had higher indicators in acquiring knowledge, skills and qualifications than their peers in the control group. This indicates that the proposed scientific hypothesis has a practical basis.

In order to objectively evaluate the results and ensure scientific reliability, a statistical analysis was carried out. In this case, the indicators observed in the experimental and control groups were compared and analyzed in depth using mathematical and statistical methods using the Student t-test and Pearson χ^2 criteria.

In accordance with the statistical methodology, at the initial stage, the results in the experimental and control groups were formed in the form of variational series and a sample analysis was conducted according to the assessment indicators. Based on all the above data, we summarized the beginning and end of the experimental and testing process in one table. (See Table 3)

Отправить feedback Comparative table of data after the conducted experimental work

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Experimental group Experimental objects High Average Low Total
Nam.vil. Turakurgan district. 33rd school 30 26 9 65
Bukh. vil. Vobkent district. 7th school 29 24 9 62
Tash. city. Chil. district. 202nd school 28 23 10 61
Overall average 87 73 28 188
Control group Experimental objects High Average Low Total
Nam.vil. Turakurgan district. 33rd school 17 22 17 56
Bukh. vil. Vobkent district. 7th school 15 20 19 54
Tash. city. Chil. district. School 202 12 18 22 52
Overall average 44 60 58 162

Based on the above tables, it can be seen that the respondents in the experimental group involved in the research process, compared to the control group, have effectively formed knowledge, skills and qualifications.

Table 4

The results of the generalization of the experimental-test work conducted on the methodology for developing students' scientific and research activities before the experiment (T.a) and after the experiment (t.s)

№ Criteria Experimental group
(Number of respondents - 188) Control group
(Number of respondents -162)
High Average Low High Average Low
T.a T.s T.a. T.s T.a. T.s T.a. T.s T.a. T.s T.a. T.s T.a. T.s
1 Motivational-exploratory 43 85 70 74 75 29 33 42 58 59 71 61
2 Intellectual-cognitive 46 86 72 75 70 27 34 43 59 58 76 61
3 Risk-hypothetical 45 89 69 72 74 27 35 46 55 62 72 54
4 Person-oriented approach 42 88 73 71 73 29 38 45 56 61 68 56
Overall average 44 87 71 73 73 28 35 44 57 60 70 58

Note: T.a.-experience before, T.s.-experience at the end.

Table 5

General statistical indicators of the experimental-test results

$\bar{X}$ $\bar{Y}$ S_X^2 S_Y^2 C_x C_y T_(x,y) K X_(n,m)^2 Δ_x Δ_y
2.31 1.91 0.5139 0.6219 2.27 3.24 5.00 348 24.05 0.10 0.12

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Based on the above results, we calculate the qualitative indicators of the experimental-test work.

From the experimental-test work, the number of students in the experimental group is n=188, and the number of students in the control group is m=162, and we consider these numbers as the sizes of statistical samples corresponding to the X_i and Y_i options. Therefore, from Table 3.2.9, we can construct the following two-variation series (n = n_1+ n_(2)+ n_3 and m = m_1+ m_(2)+ m_3): he mastery indicators in the experimental group:

{(X_i@n_i)┤ ■(3&2&1@87&73&28)

n= ∑_(i=1)^3▒ 〖n_i=188〗

The mastery indicators in the control group:

{(Y_j@m_j)┤ ■(3&2&1@44&60&58)

m=∑_(j=1)^3▒ 〖m_j=162〗

Based on the statistical analysis methods, we calculate the recurrences (frequencies) n_i and m_j from the above variation series based on the corresponding statistical probability formulas p_(i=n_i/n) and q_(j=m_j/m) (1).

{(X_i@p_i)┤ ■(3&2&1@0.46&0.39&0.15)

∑_(i=1)^3▒ 〖p_(i)=1〗

{(Y_j@q_j)┤ ■(3&2&1@0.27&0.37&0.36)

∑_(j=1)^3▒ 〖q_(j)=1〗

For statistical analysis, we start by calculating and comparing the average acquisition rates. The average mastery indicators gave the following results:

¯X=∑_(i=1)^(n=3)▒ 〖p_i X_(i) 〗 =0.46·3+0.39·2+0.15·1=2.31

In percent ¯X%= 2.31/3·100%=77.0 %

¯Y=∑_(i=1)^(n=3)▒ 〖q_j Y_(j) 〗 =0.27·3+0.37·2+0.36·1=1.91

In percent ¯Y%= 1.91/3·100%≈63.7 %

From the above calculations, it follows that the average mastery after the experiment is (77.0-63.7)%= 13.3 % higher.

From the results obtained, it can be seen that the criterion for evaluating the effectiveness of teaching is equal to one, and the level of knowledge is equal to zero. From the presented statistical analysis, it became clear that the mastery of the experimental groups in the methodology for improving the didactic provision

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of extracurricular activities in the implementation of technology education was higher than the mastery of the control groups (by 13.3%).

CONCLUSION

As a result of the dissertation research on the pedagogical foundations of the use of folk proverbs in the moral education of students based on examples of folk oral art and the improvement of didactic support, the following conclusions were drawn:

1. Extracurricular activities play an important role in developing important skills such as the formation of moral concepts, observation, analysis and independent thinking in students at the primary education stage through examples of folk oral art. In particular, educational activities organized on the basis of folk proverbs increase students' interest in spiritual values and direct them to independent thinking.
2. The use of examples of folk oral art and folk proverbs: through the use of proverbs, sayings and wise sayings, students are helped to take a step towards understanding moral concepts, life experience and spiritual values.
3. Integrated tasks based on folk oral art, integrated activities related to reading, native language and educational activities develop students' understanding of spiritual and moral values and an independent and creative approach to life situations.
4. Using interactive methods such as "We look for proverbs", "We tell proverbs" and the proverb method, teaching students to freely express their thoughts, offer alternative solutions and strengthen their skills in working in a group was based on empirical experience.
5. Creating a stimulating environment, taking into account the individual characteristics of each student, and directing them to independent and creative activity with tasks that match the student's interests and talents, helps to achieve the intended goal.
6. Extracurricular clubs and competitions: A club called “World of Proverbs” has been established, in which students engage in activities such as analyzing the content of proverbs, applying them to various situations, and discussing them in groups. Also, holding competitions such as “The Most Active Proverb” at the

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school level makes it easier to involve primary school students in extracurricular activities.

7. Through examples of folk oral art, in particular proverbs, students' interest and skills in scientific research activities have consistently developed. In this regard, activities organized on the basis of modern methods, interactive tools, and a person-oriented approach have shown high efficiency. This serves as an important basis for enriching the content of literature lessons, revealing the creative potential of students, and directing them to a profession at the next stage.

8. During the pilot training, various project works, creative tasks and practical exercises were organized and their effectiveness was determined based on a partial program developed in accordance with the age and psychological characteristics of the students.

Based on the results of the research and our practical experience, the following recommendations were developed to increase the effectiveness of extracurricular activities in primary school technology education:

 Widely introduce the project-based teaching method - include project tasks that encourage students to think independently, take a creative approach and develop technical thinking in extracurricular activities.

 Organize circles based on proverbs and folk oral literature - help students analyze the content of proverbs, apply them to various life situations and deepen their moral knowledge through group discussion.

 Integrating the proverb method into practical activities - to develop students' skills in understanding interdisciplinary connections by connecting various proverbs with life situations, analyzing them, and making moral decisions.

Establishing cooperation with parents - helping children learn moral values through proverbs in the family circle, and encouraging parents to actively participate in educational activities at home and outside the classroom

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