

## DIDACTIC TOOLS FOR DEVELOPING PAREMIOLOGICAL COMPETENCE OF MASTER’S LEVEL STUDENTS

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**Annotation:** *This article is dedicated to showing the effectiveness of the language corpus as a primary and additional educational tool in developing paremiological competence of master students. To achieve this goal, the theories of local and foreign scientists have been studied.*

**Key words:** *data-Driven Learning, discovery learning, e-learning, credit-module system, mobile learning, paremiological exercises.*

### INTRODUCTION

It is known that in recent years, providing education according to the interests of students, its individualization and differentiation, mainly providing practical knowledge has become a demand of the time. The credit-module system imposes freedom and demands on teachers and students. The freedom is that they can choose subjects to acquire the skills and qualifications they need. Now, when students see "read and learn these proverbs" and "read and translate these proverbs" tasks in textbooks and textbooks, they wonder "why waste time and money", I need to memorize or know the translation of proverbs and proverbs. As a result, the interest in this subject decrease, and eventually I say "I don't study this subject, it's not interesting to me." If the teacher teaches in a challenging and interesting way, taking into account the goals and interests of the students, in our opinion, the student learns not because it is written in the book or what the teacher says, but because he realizes that he needs it in the future. Paremiological competence, the ability to understand and effectively use proverbs, plays a crucial role in enhancing students' cultural literacy and communication skills. This article explores various didactic tools that can facilitate the development of this competence among master's level students.

### MATERIALS AND METHODS

Educational tools are tools that facilitate learning or teaching. Jamal Jalolov listed the following types of educational tools:

- types of basic and additional (auxiliary) educational tools according to their function;
- educational tools used by teachers or students, depending on who they are intended for;
- in the names of hearing, seeing, hearing in relation to the way (analyzer) of information;



- so-called traditional (non-technical) and modern (technical) educational tools, taking into account the participation of technology;

- in terms of production, there are mass and local educational tools [2].

Use of computer technologies and corpus data in education It is known that the book is the main educational tool for representatives of all fields. That's it in addition, no one denies the use of additional educational tools discovered for human development. Initially, computer assisted language learning began in the 1960s and 1970s (CALL - computer assisted language learning) in America, [3] by the 21st century, words such as e-learning, m-learning or distance learning has become an active vocabulary of students of countries, including Uzbekistan.

E-learning – a type of electronic education - develops independent education of students. In this educational tool, the student learns the educational materials on a computer without the teacher's participation and immediately receives information about his learning. M-learning – mobile learning is the use of portable technologies, wireless computers, tablets, laptops and smart phones to receive and deliver e-learning. [4] Importantly, one e-learning tool covers all the features mentioned above in Jalolov's classification.

P. Nation notes that there are two goals aimed at memorizing paremiological units in the text. Firstly, you need to understand the text in detail. Secondly, you should purposefully find and study linguistic phenomena in the text, train linguistic thinking and expand your vocabulary. Of course, the texts differ in complexity in terms of vocabulary. And here, in the analysis of such material, there happens not a simple study of paremiological units, but their study from the phonetic, morphological, syntactic sides, due to which students studying the language use reference literature [1].

Learning vocabulary and speech activity is permissible if there is a language system and the following pattern is considered: theoretical knowledge about vocabulary is introduced, paremiological language skills, then speech skills and, ultimately, speech skills are mastered. Indeed, the introduction of theoretical information about vocabulary at the initial stage allows the formation of language, but not speech skills at the next stage [2].

Researcher B.A. Lapidus argues that the traditional method ‘first form and semantics, then function and purpose’ was ineffective, since the difference between form-semantics and the function of a paremiological unit in a certain communicative situation in the formation of paremiological competence complicates the transfer of this skill into speech activity, namely speaking [3]. But the principles of a consciously practical approach (oral anticipation, situational awareness, the principle of reliance on the native language) positively influenced the formation of an intensive approach. According to E.I. Passov, ‘Presentation of the function of a foreign language word has a positive effect on the assimilation of formal connections of foreign language vocabulary, thus, students have a need to use a paremiological unit, which allows them to involuntarily remember it’ [4].

In addition, E.I. Passov notes that paremiological units, along with form and semantics, have a speech function. Paremiological units have an associative



relationship with these functions, which is reproduced in memory during the appearance of a speech task when it is given to the speaker. The functionality allows you to master the material in the process of speech activity. This study employed a qualitative approach to identify effective didactic tools for teaching proverbs. Data was collected through a literature review and interviews with educators who specialize in language teaching. The tools identified include interactive workshops, digital platforms, case studies, multimedia presentations, cultural exchange programs, and reflection journals.

## RESULTS AND DISCUSSION

We have devoted this article to the study of the effectiveness of the corpus as a primary and additional educational tool in developing paremiological competence of students. The theoretical basis of our research was based on the opinions of our local scientists Jamal Jalolov, foreign scientists N.S. Dash, T.V. Paul and S.Bernadi. Then we selected the English proverb "Beauty is in the eye of the beholder" for research analysis. After that, in order to show the effectiveness of the corpus as a basic and additional educational tool, we analyzed the frequency of use of the selected proverb in the American corpus by genres and years, and based on this, we recommended three practical exercises. Here is a brief description of the American Corps.

The Corpus of Contemporary American English (COCA) i.e., the Contemporary American Corpus (HZAK), was created by Mark Davies, an American expert in corpus linguistics, and this corpus includes more than one billion words. The words in this resource consist of texts from eight genres, including oral, fiction, newspapers and magazines, educational texts, television subtitles, and texts from Internet blogs and pages [5]. Corpus is a tool that develops students' computer literacy, culture of purposeful use of Internet information, independent learning skills by means of a specific language corpus. Corpus-based learning is person-centered learning. Students do not develop foreign language skills one-sidedly, as the linguistic units of the language are used in different forms, structures, and styles. The corpus can be used for two purposes in teaching a foreign language, i.e., as a basic and additional educational tool. The main educational tool is called Data-Driven Learning (DDL), that is, Information-Based Learning (AAT), in which students do not imitate someone, but learn the wide possibilities of a foreign language (language aspects such as phonetics, morphology, semantics) they discover independently with the help of examples taken from the living language [7]. At the same time, based on Information-Based Learning (AAT), students are also encouraged to form their own projects (O'UKE). In this method, students who master the language well fill in the gaps in their acquired skills, bilingual dictionaries, idiom and proverb dictionaries, used as an additional educational tool in the compilation of English grammar materials [3].

The corpus is the main and additional educational tool for the development of paremiological competence of master students due to the following requirements:



•Before creating a paremiological exercise, we determined the meaning of "Beauty is the eye of the beholder". In Uzbek, it means that everyone has a different opinion about something or someone [4].

•Interactive Workshops: Facilitated discussions and collaborative activities helped students contextualize proverbs, fostering deeper understanding and creativity.

•Digital Platforms: Tools like Quizlet and Kahoot engaged students through interactive games, enhancing their retention and comprehension of proverbs.

•Case Studies: Analyzing real-life scenarios where proverbs apply allowed students to explore their meanings and implications in contemporary contexts.

•Multimedia Presentations: Utilizing videos and podcasts enriched students' learning experiences by connecting proverbs to literature and current events.

•Cultural Exchange Programs: Virtual exchanges with students from different cultures provided a platform for sharing and discussing proverbs, enhancing cross-cultural understanding.

•Reflection Journals: Maintaining journals encouraged students to reflect on proverbs encountered in their daily lives, promoting personal connection and deeper analysis.

The findings highlight the importance of diverse didactic tools in developing paremiological competence. Each tool offers unique benefits, catering to different learning styles and fostering an engaging educational environment. Interactive and collaborative approaches, in particular, proved effective in promoting critical thinking and cultural awareness among students.

## CONCLUSION

The development of paremiological competence is essential for master's level students. By employing a variety of didactic tools, educators can create enriching learning experiences that enhance cultural literacy and communication skills. Further research could explore the long-term impact of these tools on students' linguistic and cognitive development.

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