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Юқоридаги сўровнома тахлили шуни кўрсатадики турли ижтимоий ташкилотлар фаолиятида ёшларнинг 34%дан ортиғи ташкилотларнинг юқоридаги фаолиятини амалга оширишда ташаббускор, ташкилотчи сифатида, 30%дан ортиғи кўнгилли сифатида маошсиз ишлаш, 7% га яқини иш ҳақи асосида ёки доимий иш жойи сифатида ва 27 % тадбир ва йиғилишларда фақат

иштирокчи сифатида қатнашишни хоҳлайдилар. Таҳлилдан кўринадикки 64% дан ортиқ ўқувчи-ёшлар турли ижтимоий ташкилотлар фаолиятида шахсий ташаббус ва кўнгилли сифатида иштирок этишни хоҳлайдилар. Бундан хулоса қилинадикки, ёшларнинг ижтимоий фаоллик кўрсатишга бўлган эҳтиёжлари юқори даражага кўтарилган.

Адабиётлар:

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**ТАБАҚАЛАШТИРИЛГАН ТАЪЛИМНИНГ ТАЛАБАЛАР ПАРЕМИОЛОГИК
КОМПЕТЕНЦИЯСИНИ РИВОЖЛАНТИРИШДАГИ САМАРАДОРЛИГИ**

**EFFICIENCY OF DIFFERENTIATED INSTRUCTION IN DEVELOPING STUDENTS'
PAREMIOLOGICAL COMPETENCE**

**ЭФФЕКТИВНОСТЬ ДИФФЕРЕНЦИРОВАННОГО ОБУЧЕНИЯ В РАЗВИТИИ
ПАРЕМИОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ**

Ш.Бойханов¹¹ Ш.Бойханов– Tashkent state pedagogical university
named after Nizami First course doctoral
student**Аннотация**

Мақола табақалаштирилган таълимнинг талабалар паремиологик компетенциясини ривожлантиришдаги самарадорлигига бағишланган. Мазкур мақолада турли қийинчиликдаги мақол ва маталларни ҳар хил усулда, хусусан мунозара, синонимларни келтириш, Телеграм мобил иловаси воситасида жумбоқли мақол кўринишида талабаларнинг паремиологик компетенциясини шакллантириш, ўзлаштирилган билимларни Фoyer моделини қўллаган ҳолда мустақамлаш тавсия этилди.

Annotation

This article is devoted to the efficiency of differentiated education in developing students' paremiological competence. Based on difficulty level of proverbs and sayings it is recommended improving students' paremiological competence through different methods and techniques, including discussion, synonyms, scrambled proverb quiz by using mobile application Telegram as well as applying Foyer Model to consolidate learners' awareness.

Аннотация

Статья посвящена эффективности дифференцированного обучения в развитии паремиологической компетентности студентов. Исходя из уровня сложности пословиц и поговорок, рекомендуется улучшить паремиологическую компетентность учащихся с помощью различных методов и техник, включая обсуждение, синонимы, викторину с зашифрованными пословицами с помощью мобильного приложения Telegram, а также применение модели Фoyer для закрепления знаний студентов.

Таянч сўз ва иборалар: табақалаштирилган таълим, паремиологик компетенция, мақол, матал.

Keywords and expressions: differentiated instruction, paremiological competence, proverb, saying.

Ключевые слова и выражения: дифференцированное обучение, паремиологическая компетенция, пословица, поговорка.

Introduction

In Uzbek there is a widely used saying "Ustoz – otangdek ulug"[8,119]. Teachers are definitely as respectful as a parent. Because of this undeniable fact that most pupils and students follow and imitate their teachers by saying: "I will do what my teacher tells or shows me". The core meaning of this saying is understood by the students who complain on their unhealthy family environment; notwithstanding this, reach their goals by the help of right guidance of their teachers. We consider that secret of such successful teachers is their abilities of approaching teaching matters differently based on students' capabilities.

Literature review

Differentiated instruction is an effective teaching approach. As Carol Ann Tomlinson stated that this approach gives teachers an opportunity to adapt content, process, product and learning environment according to every student's age, interest and skills to reach common goal, that is, acquire knowledge differently [2].

Christina Erickson is an author who studied the effectiveness of Differentiated instruction in primary education. As she pointed out that Carol Ann Tomlinson scrutinized mainly benefits of this approach in secondary education [3,23].

There have been done some scientific works on this theme in Uzbekistan but the article size will not allow us to review all the related literature. Hence we analyzed only

empirical researches on DI by Batirov et al and Jamoliddinova. Batirov et al presented the benefits of DI by applying with two physics student groups [1]. Whereas Jamoliddinova conducted another research on differentiated learning which was based on interview data of 100 English from 10 schools in Namangan city. The results revealed that English teachers' DI awareness was different due to some factors such as age, experience lack of information and many others [8].

Although some other investigations on DI have been done in Uzbekistan, none of them focused, particularly, in developing students' paremiological competence in Uzbek context. In this article we aim to discuss this question.

Paremiology and paremiological competence

Paremiology has been known since ancient (Aristotle) times which studies proverbs and sayings [9]. Paremiological competence, as Peter Ďurčo stated in article Empirical Research and Paremiological Minimum "paremiological competence is the active and the passive knowledge of proverbs by an individual elicited through a paremiological experiment [10,190].

Proverb

Although a proverb have been defined for many times by different authors there is a tendency to state a world-known proverb scholar Mieder's definition as in the following:

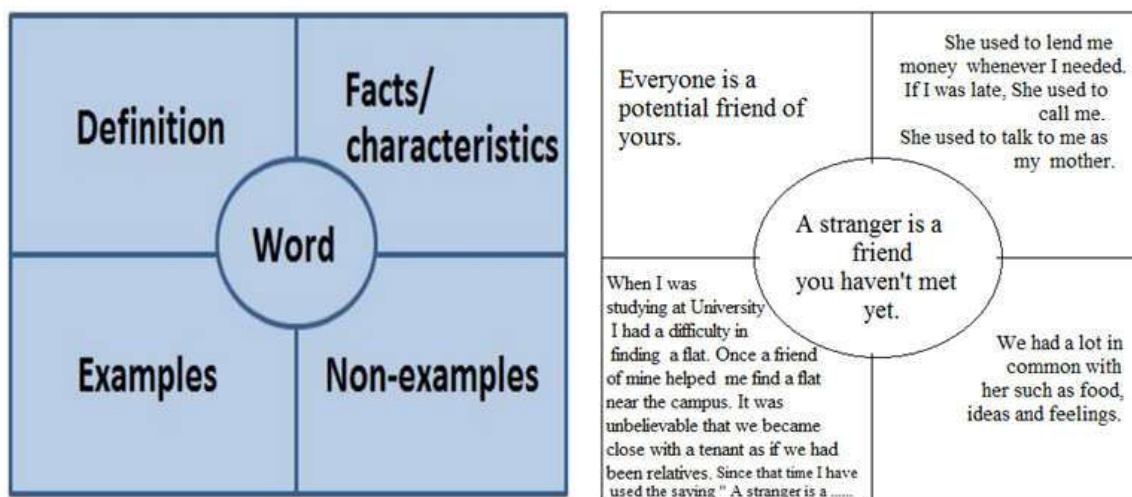
A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation [11].

In addition to above mentioned explanation, we would like to cite an Uzbek scholar Salomov's definition about proverbs and sayings, who contributed highly to translation theory and practice in Uzbekistan: "if I was asked whether there was "miracle and power in language" I would state that those "language miracles" are proverbs, sayings and idioms [12,3].

Analysis

Frayer model

We used the Frayer model [5], one of the effective vocabulary strategy introduced by Frayer to explain the proverb, practice it and assess students based on that model.



1. Proverb in Frayer model

Unclear proverb

Although some proverbs are not idiomatic (the reason for this may be sociolinguistic problem), however some students may not comprehend it correctly. We consider that teacher should provide special activity and of course, clear instruction in the class. The proverb in textbook Enterprise 1 by Virginia Evans *A strange is a friend you haven't met yet*

[4, p. 11] supports our view. The explanation of this proverb should be accomplished in several steps. First, a teacher conducts paremiological competence test such as (I know, I know, but I don't use I don't know), second, gives a definition and provides related examples, and third, explains Frayer model, fourth, applies the model to the unknown proverb, fifth, asks students to write definition with their own words

and a story based on personal or life experience, last, rediagnises their understanding by collecting handouts.

Synonyms

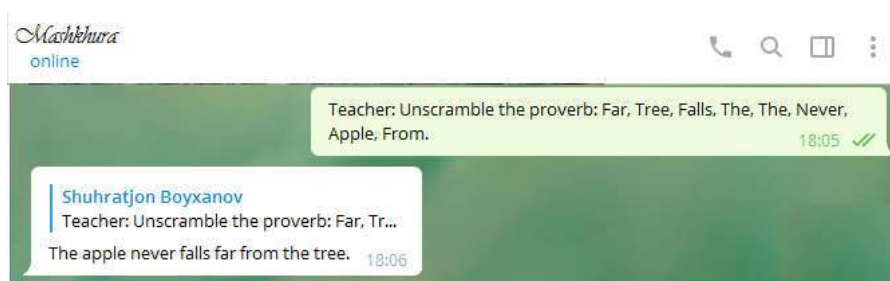
Although two proverbs are different, they are not opaque, their meanings are similar, synonyms, so there is no need to waste time to discuss one by one. Instead, a teacher can use time effectively by appying to Foyer model by omitting definition step.

- There is no place like home.
- East or west, home is best. [4:p.22]

Scrambled proverb

The next idea proverb activity that we can differentiate is a proverbial energizer activity. It can be done collobratively or

individually. The task can prepared in paper or digital version. This depends on each teacher's own preperation or preference. We prefer telegram messaging to test students' paremiological competence consideraing their interests. This activity also consists of some precedures. A teacher asks the students to close the books. After that he or she scrambles the proverb "the apple never falls far from the tree" and asks students to do it individually (as in Pic.1) and in so doing teacher can organize "who is the winner" competion and knows each student's proverbial awareness by their names. The next step is employing Foyer model in practising the proverb on focus.



Picture 1. Online unscramble proverb activity

Hot topic

We can see topics on Health almost in all textbooks. However all topics, such as COVID 19 has not been included yet. In that situation teachers should be flexible to differtiate the content due to authencity is the topmost requirement of the current education. The following health proverbs and sayings can be discussed by students, based on their own choice by using Frayer model.

- Health is not valued till sickness comes.
- Health is like money, we never have a true idea of its value until we lose it –Josh Billings[6].

Discussion and conclusions

According to differentiated instruction framework we attempt to make four sample activities. Those activities help students to improve their proverbial awareness. Continueing assessing students' paremiological competence in the form of dialogs and monologues, role plays presentations, projects, portfolios and essays in every four units and final assessment helps to

revise and consolidate the input. Foremost, special criteria should be developed for each type of assessment. For instance, a role play is more suitable for the first year students. If some of the students prefer a discussion form of assessment they should be supported by guidance so he or she will be able to produce and increase paremiological competence effectively based on their choice.

In this article we focused on some proverbial activities in the form of clear explanation of the unclear proverb, omitting the definition of the proverb, using energizer activity with help of application Telegram messaging and giving proverbial samples to hot topics, such as COVID 19. We suggest employing Foyer model for all of four types of proverbial activities. Naturally ideas in our article are samples which may '**not fit all**' circumstances.

Recommendations

We recommend that teachers should differentiate the proverbial activities based on the difficulty level of the proverbs and sayings. In addition, current research samples are proposed for formative assessment at higher