

The Methodological Significance of Using Examples of Russian Oral Folk Art in Russian Language Lessons

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Abstract: This article examines the methodological significance of using examples of Russian oral folk art in Russian language lessons. Russian oral folk art, including fairy tales, proverbs, sayings, riddles, tongue twisters, songs and legends, is considered an important didactic resource for developing students' linguistic, communicative, cultural and moral competencies. The article analyzes the role of folklore materials in enriching vocabulary, improving pronunciation, developing coherent speech, strengthening reading comprehension and forming interest in the Russian language. The study is based on theoretical analysis of pedagogical, linguistic and folkloristic literature, as well as methodological interpretation of the possibilities of using folklore texts in the educational process. Special attention is paid to the connection between language learning and cultural content, since oral folk art reflects the worldview, values, figurative thinking and historical memory of the Russian people. The results show that the systematic use of Russian folklore in Russian language lessons increases students' motivation, develops their creative thinking, helps them understand national-cultural meanings and creates favorable conditions for active speech practice. The article concludes that folklore materials should be used not as additional illustrative texts only, but as a purposeful methodological tool aimed at forming language competence, intercultural awareness and moral-aesthetic education.

Keywords: Russian language lessons, Russian oral folk art, folklore, fairy tales, proverbs, sayings, riddles, speech development, communicative competence, linguistic culture, methodology.

Introduction: In modern education, the teaching of the Russian language is aimed not only at mastering grammatical rules and vocabulary, but also at developing students' ability to communicate, understand texts, express thoughts logically and perceive language as a carrier of culture. Language learning becomes more effective when it is connected with living speech, national traditions, cultural memory and moral values. From this point of view, Russian oral folk art has great methodological significance in Russian language lessons.

Russian oral folk art is a rich spiritual and linguistic heritage created and preserved by the people over many centuries. It includes fairy tales, legends, epics, proverbs, sayings, riddles, tongue twisters, folk songs and other genres. These genres reflect the historical experience, moral ideals, aesthetic views, humor, wisdom and everyday life of the Russian people. At the

same time, they contain expressive vocabulary, figurative constructions, stable expressions, rhythm, intonation and speech patterns that are valuable for language teaching.

The methodological importance of folklore is explained by its accessibility and emotional influence. A fairy tale attracts students with an interesting plot and bright characters. Proverbs and sayings teach concise and figurative expression of thought. Riddles develop observation, imagination and logical thinking. Tongue twisters improve pronunciation and articulation. Folk songs help students feel rhythm, melody and intonation. Therefore, folklore can be used at different stages of the lesson: motivation, explanation of new material, consolidation, speech practice and reflection.

The study of Russian oral folk art in Russian language lessons is especially important for students learning Russian as a second or foreign language. Folklore texts

help them not only memorize words, but also understand how these words function in cultural and communicative contexts. For example, Russian proverbs express moral judgments and life experience in a compact form. When students analyze such expressions, they learn vocabulary, grammar, figurative meaning and cultural values at the same time. Vladimir Dal's famous collection of Russian proverbs and sayings is one of the most important sources for studying the richness of Russian folk speech; it is known as a large collection of sayings, proverbs, phrases, jokes, riddles and beliefs.

The relevance of the topic is also connected with the need to increase students' motivation. In many cases, language lessons become difficult for students when the material is presented only through rules, exercises and mechanical translation. Folklore brings emotionality, playfulness, creativity and national color into the lesson. It helps students become active participants in learning, encourages them to speak, compare, interpret and create their own statements.

The purpose of this article is to analyze the methodological significance of using examples of Russian oral folk art in Russian language lessons and to identify its didactic opportunities in developing students' linguistic, communicative and cultural competencies.

The research is based on theoretical analysis, comparative study, pedagogical interpretation and generalization of scientific literature devoted to Russian folklore, language teaching methodology, speech development and cultural approaches to education. The article uses works of Russian and foreign scholars whose research is important for understanding the educational value of folklore and the role of language in the development of thinking.

The theoretical basis includes the cultural-historical approach to language and thinking. L. S. Vygotsky's ideas are important in this regard, because he analyzed the relationship between speech, consciousness and mental development, emphasizing that speech has a social origin and later becomes internalized verbal thought. This idea is methodologically significant for Russian language lessons, since oral folk art is a social form of speech that helps students enter the world of language through cultural communication.

Folkloristic studies are also essential for the research. V. Ya. Propp's "Morphology of the Folktale" is considered a classic work on the structure of the folktale and has had great influence on the study of folklore genres. Propp's approach makes it possible to analyze fairy tales not only as entertaining stories, but also as texts with a stable composition, repeated

functions and meaningful narrative patterns. In language lessons, this creates opportunities for working with plot structure, character actions, verbs, sequence of events and retelling.

The material of the article also includes Russian fairy tales collected by A. N. Afanasyev. His collection is one of the most famous collections of Russian folk tales and contains many traditional images, such as Baba Yaga, Koshchey the Deathless, the Firebird and other characters of Russian folklore. Such texts are valuable for Russian language teaching because they combine linguistic richness, cultural content and moral meaning.

The methodological analysis focuses on the use of different folklore genres in lessons. Fairy tales are considered as a means of developing reading comprehension, retelling, dialogue and creative speech. Proverbs and sayings are analyzed as tools for enriching vocabulary and understanding figurative meaning. Riddles are interpreted as exercises for logical thinking and semantic analysis. Tongue twisters are considered as materials for phonetic training. Folk songs and rhythmic texts are viewed as resources for improving intonation and emotional expressiveness.

The analysis shows that the use of Russian oral folk art in Russian language lessons has several important methodological effects. First of all, folklore materials contribute to vocabulary enrichment. Fairy tales, proverbs, riddles and songs contain many expressive words, synonyms, antonyms, diminutive forms, phraseological units and emotionally colored expressions. When students work with such texts, they do not learn vocabulary in isolation, but see words in meaningful and memorable contexts. This helps them understand not only the direct meaning of words, but also their stylistic and cultural shades.

For example, fairy tales often include words connected with nature, family, labor, household life, moral qualities and human relationships. Students meet words such as добрый, злой, мудрый, смелый, хитрый, трудолюбивый and ленивый in situations where these qualities are shown through actions. As a result, vocabulary is connected with image, plot and evaluation. This makes memorization more natural and effective.

The second important result is the development of coherent speech. Russian fairy tales have a clear narrative structure: beginning, development of events, conflict, climax and ending. This structure helps students learn how to build a story logically. When students retell a fairy tale, they practice the sequence of events, the use of verbs in the past tense, connectors, direct and indirect speech, and descriptive constructions. Retelling also develops memory,

attention and the ability to express thoughts consistently.

Folklore texts are also effective for developing communicative competence. In class, students can discuss the actions of characters, compare positive and negative heroes, express agreement or disagreement, explain their opinions and create dialogues based on fairy-tale situations. Such tasks transform the lesson from passive reading into active communication. Students begin to use Russian as a means of expressing personal attitude, not only as a subject of study.

The use of proverbs and sayings has special methodological value. Proverbs contain general life experience in a short and expressive form. They teach students to understand metaphor, comparison, irony and moral evaluation. For example, when students analyze the proverb *Без труда не вытащишь и рыбку из пруда*, they learn lexical units connected with labor and result, grammatical construction with negation, and the moral idea of diligence. Such work develops linguistic and moral understanding simultaneously.

Riddles develop semantic thinking and language intuition. To solve a riddle, students must analyze signs, compare objects, identify hidden meanings and make conclusions. This process activates vocabulary and develops logical thinking. Riddles can be used when studying nouns, adjectives, verbs, semantic fields and descriptive speech. They also make the lesson more dynamic and interesting.

Tongue twisters are especially useful for phonetic work. Russian pronunciation can be difficult for students because of consonant clusters, soft and hard consonants, stress and intonation. Tongue twisters provide repeated practice in a playful form. They improve articulation, speech tempo and phonemic awareness. At the same time, they reduce psychological tension, because students perceive them as a game rather than as a strict exercise.

The analysis also shows that folklore develops cultural competence. Students learn about traditional images, values, customs and worldview of the Russian people. They understand that language is connected with history and culture. This is especially important in multilingual and multicultural educational environments, where Russian language learning should support intercultural dialogue and respect for other cultures.

Another result is the development of students' creative abilities. Folklore texts invite continuation, transformation and dramatization. Students can invent a new ending to a fairy tale, create their own riddle, illustrate a proverb, prepare a dialogue between characters or stage a short scene. Such activities

develop imagination, emotional expressiveness and independent speech.

The methodological significance of Russian oral folk art is determined by the fact that it combines language, culture, morality and creativity. In traditional language teaching, grammar and vocabulary are sometimes separated from real communication. Folklore helps overcome this separation because it presents language as a living artistic and communicative phenomenon. Students perceive words, grammatical forms and speech patterns in a meaningful cultural context.

Russian fairy tales are particularly effective because they are based on universal human conflicts: good and evil, truth and falsehood, courage and fear, wisdom and ignorance, diligence and laziness. These themes are understandable to students of different ages and cultures. Therefore, fairy tales create a natural basis for discussion and speech development. A teacher can ask students to describe a character, explain motives, compare heroes, predict events or express personal opinion. Each of these tasks requires active use of language.

Proverbs and sayings are useful because they teach brevity and accuracy of expression. In modern communication, students often have difficulty formulating thoughts clearly and convincingly. Work with proverbs helps them understand how a complete idea can be expressed in a short linguistic form. At the same time, proverbs require interpretation. A literal translation or superficial reading is not enough. Students must understand the figurative meaning and apply it to life situations. This develops both linguistic competence and critical thinking.

The use of riddles and tongue twisters corresponds to the psychological characteristics of students. Game elements increase motivation and reduce fear of making mistakes. In language learning, emotional comfort is very important. If students feel free, they speak more actively. Folklore creates such an atmosphere because it is connected with play, humor and imagination.

From the methodological point of view, folklore materials should be selected carefully. The teacher must consider students' age, language level, cultural background and educational goals. A text that is too difficult may reduce motivation, while a text that is too simple may not develop language skills sufficiently. Therefore, adaptation and step-by-step work are necessary. At the initial level, short riddles, simple proverbs and small fairy-tale fragments can be used. At higher levels, students can analyze full texts, compare variants, study phraseological units and discuss moral problems.

It is also important not to reduce folklore to simple entertainment. Although folklore has a playful and emotional nature, its use in lessons should be methodologically purposeful. Each text should be connected with a specific educational task: vocabulary development, grammar practice, pronunciation training, reading comprehension, speaking, writing or cultural analysis. For example, a fairy tale can be used to practice past tense verbs, a proverb to explain figurative meaning, a riddle to develop descriptive speech, and a tongue twister to improve pronunciation.

Folklore can also be integrated with modern pedagogical technologies. Project work, role-playing, dramatization, cluster analysis, comparison tables, creative writing and digital presentations can make folklore-based lessons more effective. Students may prepare a project about Russian fairy-tale characters, compare Russian and Uzbek proverbs, create illustrated riddles or record their reading of tongue twisters. Such activities connect traditional cultural material with modern learning methods.

The intercultural aspect deserves special attention. In Uzbekistan and other multilingual contexts, students can compare Russian folklore with Uzbek oral folk art. Such comparison helps them see similarities and differences in values, images and expressions. For example, both Russian and Uzbek folklore value wisdom, respect for elders, labor, kindness and justice. At the same time, each tradition has its own symbols, characters and linguistic forms. Comparative analysis develops intercultural competence and strengthens respect for both native and foreign cultures.

The teacher's role is decisive in organizing folklore-based learning. The teacher should explain difficult words, create communicative situations, guide interpretation and encourage students' independent opinions. It is important to avoid mechanical memorization. Students should not only learn a proverb by heart, but also understand its meaning and use it in speech. They should not only read a fairy tale, but also analyze its language, structure and moral idea.

Thus, Russian oral folk art is a multifunctional didactic resource. It supports linguistic development, enriches cultural knowledge, forms moral values, develops creativity and increases motivation. Its methodological value lies in the unity of educational, developmental and upbringing functions.

The use of examples of Russian oral folk art in Russian language lessons has significant methodological importance. Folklore materials help students master vocabulary, grammar, pronunciation and coherent speech in a meaningful and emotionally rich context.

Fairy tales, proverbs, sayings, riddles, tongue twisters and folk songs create favorable conditions for active communication, creative thinking and cultural understanding.

The study shows that Russian oral folk art should be used not as accidental additional material, but as a purposeful pedagogical tool. Its effectiveness depends on correct selection of texts, connection with lesson objectives, age appropriateness and active methods of work. Folklore-based tasks can develop reading, speaking, listening, writing, pronunciation, interpretation and independent thinking.

Russian folklore also contributes to moral and aesthetic education. Through folk texts, students become familiar with ideas of kindness, justice, courage, diligence, wisdom and respect. At the same time, they learn to understand figurative language, cultural symbols and national traditions. This makes Russian language lessons more meaningful and educationally valuable.

CONCLUSION

In conclusion, the methodological use of Russian oral folk art strengthens the connection between language and culture, increases students' interest in learning Russian and forms communicative, linguistic and intercultural competence. Therefore, folklore materials should occupy an important place in the modern methodology of Russian language teaching.

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