Abstract. Studying of models of folklore is a basis of development of figurative thinking and artistic speech of learners. In this article methods of studying of proverbs and riddles in initial classes in close connection with contents of educational and literary texts are shined. The author considered genre features of proverbs and riddles, their substantial similarity and functional distinctions; the analysis of textbooks for initial classes ("Books for reading") is provided in which proverbs and the riddles which have been thematically connected with texts and poems are placed; it is shown on concrete examples as it is possible to use proverbs and sayings for more advanced perception of a subject, formation of figurative representations of children, development of skills of comparison in them and generalization. In article recommendations about studying of separate subjects with use various according to the contents, wellRaimed and instructive proverbs and riddles are made.

Keywords: artistic speech of learners, development of figurative thinking, folklore, initial class, genre features of proverbs and riddles, skills of comparison and generalization.

Proverbs and riddles appeared as result of centuries-old experience and people supervision. The basic principles of their emergence and task differ from each other. And though some riddles repeat the maintenance of proverbs and vice versa, to unite them in one type of folklore there are no bases. For this purpose it is necessary to conduct research to reveal quantity of similar proverbs and riddles.

It is necessary to notice that some proverbs in a certain situation are used as a riddle. For example:

For all I sew dressing gowns (clothes), but I am naked.

If to consider this expression as a riddle, it is possible to think that it is a question of a needle. If to approach from the point of view of style coloring, expression can be referred to a proverb where it is a question of the tailor rather.

In the Uzbek folklore of the phenomenon when the proverb can be replaced with a riddle, and a riddle a proverb, meet very seldom. Such expressions as the example given above, very little, they also belong to the concrete phenomena. The majority of riddles existed separately from proverbs, but in some of them it is possible to find the remote similarity. Therefore when training learners in proverbs and sayings it is necessary to pay attention to these subtleties.

Scientific researches which would open methods of studying of proverbs and sayings in initial classes, it is absolutely not enough. It is possible to call some authors who investigated a problem as a whole, from the philological point of view. This is B. Tukhliev, T. Ziyolova, S. Ruzimboev, D. Rakhimboeva, G. Ruzieva, Z. Koraev (To’hliev, 2008).

Proverbs and riddles is a favourite genre of children. At a stage of elementary education in textbooks "Ona tili" (Native language) and "O'qish kitobi" (The book for reading) it is placed enough of proverbs and riddles, for example, in The Book for Reading for 1 class are given to the book 22 proverbs and 42 riddles. In the textbook of the native language – 3 proverbs and 42 riddles. A lot of place is allocated for this genre in textbooks for 2-4 classes.

The form of proverbs and riddles is in many respects similar. It was mentioned about it above. Children need to explain, in what similarity and distinction of two genres.

The main distinction consists in the maintenance of proverbs and riddles. In a proverb the conclusion – lecture is expressed, the riddle contains a puzzle. To explain a difference, children need to give examples of proverbs and sayings. Unfortunately, in textbooks the characteristic of proverbs and riddles isn't given.
Samples of these genres are given in each textbook in connection with a certain subject. In this sense of a proverb and a riddle very much help to open contents of various texts in the textbook. For example riddles are given in The Book for Reading for 2 classes after the text about the Tashkent metro.

To the road the ladder conducts,
On the road there is a caravan of houses.
As the preface to the textbook proverbs are placed:
The nightingale loves the flower bed, and the person – the Homeland.

After these proverbs texts and verses on the Homeland, on Uzbekistan and the capital of Tashkent are given, various thoughts and statements are carried out. But to the riddle given above about the metro and the train not to all children it is clear as the subway in Uzbekistan is only in Tashkent.

When the teacher explains a subject about the Homeland, he will surely address to proverbs and riddles, will ask learners to compare them by means of questions will help to create a complete idea of our country and its capital at learners.

After studying of the section it is expedient to ask learners questions:
1. What's the name of our Motherland?
2. What's the name of our capital?
3. What is the metro?
4. What do you know the proverb about the Homeland?
5. What mystery is devoted to the metro?

Answering questions, learners acquire information on the country and its capital, fill up knowledge of proverbs and riddles of a topic of the lesson.

In the process of pronunciation of proverbs about the Homeland they draw conclusions that the Homeland is sacred for everyone and therefore proverbs remain in their memory.

Solving a riddle, children understand essence and value of the subway, their ideas of Tashkent extend.

At textbooks for initial classes the didactic principle is realized: to support studying of the defined subjects with proverbs and riddles.

In The Book for Reading for the 2nd class to the subject "Gold Summer – a Crop Time" poems, small texts, proverbs and riddles are picked up.

The proverb about autumn serves as though as an epigraph to a subject, and texts "Fall", "The nature in the fall", poems "Apple", "Sweet cherry" are given. In the section there are also riddles (Rozieva and Qoraeva, 2009):

On a dress there are a lot of circles, layers,
And buttons aren’t present.
Itself scarlet, sugar,
Dressing gown green, velvet.
If me eat, you won’t be
nobility of grief.

Proverbs and riddles, given in the section, help to open the idea and a charm of fall as season. In bottom recognition of dekhkan work which delivers pleasure to people.

Riddles about cabbage and a water-melon – too gifts of fall, are strongly remembered. On the examples given above the teacher asks learners to compare proverbs and riddles and to explain their distinction (Ruzimboeva and Rahimboeva, 1998).

Explaining conception of proverbs, the teacher says that having reaped in the fall a crop, dekhkan already thinks of how to prepare the earth for a new crop.

Riddles are also directly connected with fall and though it is a question of the ripened fruits, it is necessary to explain that behind fruit and vegetables on which we with pleasure regale, there is a big work. Such comparison can be fixed conversation on questions:
1. What works do we do in the fall?
2. Whether there were you in the field (in a garden) in the fall?
3. What ripens in the fall in garden?
4. Have you ever participated in collecting water-melons, cabbage?
5. What kind of proverbs do you know about fall?
6. About what fruits which you eat in the fall, are there riddles?
During conversation learners receive new information on fall, learn many proverbs and riddles. Learners some of them write down, it too yield positive result.

In "The book for reading" proverbs and riddles to a subject about school, books are placed also.

*School – sacred place (temple)*
*The book – treasure,*
*Knowledge – wealth,*
*Above knowledge there is no wealth.*

Approximately the same contents riddles are given:

*Itself small,*
*It is necessary at each lesson.*
*Don't draw on it (don't soil),*
*At once will be gone.*
*Magic wand,*
*Inside paint.*

Riddles about educational accessories – an eraser, a pencil, compasses and other subjects are given in order that children were accustomed to protect these subjects because they help them with study. When the explanation passes in a form of riddles, school pupils remember their value much better (Rozimboev, 2012).

We find parallel use of proverbs and riddles and in "The book for reading" for the 3rd class. For example, in the section on spring, along with verses, texts proverbs and the riddles promoting best master of the main material are given.

*You will work in the spring – you will benefit in the fall.*
*The person, in one year planted a mulberry tree,*
*Hundred years will be collected by pearls (fruits).*
*If cut one (tree), put ten.*

The spring cares connected with landing of saplings, seedlings are reflected in these proverbs. There are also the riddles connected with this season.

*I calls,*
*And when I will leave – runs away.*
*Run – you won't escape,*
*Hide – you won't hide.*
*The gold chest opened,*
*From within gold light began to sparkle.*

The given riddles are connected with verses and texts on spring. The answer of the first riddles a rain – in the spring often there are rains. In the following riddles it is a question of the sun and a shadow which are also connected with spring as the sun especially brightly shines with arrival of spring, about a shadow, in turn, it is connected with the sun (Ro’zieva and Qoraeva, 2009).

The main task of the teacher – to show features of spring season and to establish connection in the maintenance of training materials. Besides proverbs and riddles which are given in the textbook, it is possible to attract and additional samples of this genre. The good effect gives also use at lessons of technical means, visual aids of a subject.

Comparison of proverbs and riddles should pay special attention. When studying the poem "Spring Rain" of Chulpan, the story "Hail" of A. Azizkhodjaev, the poem "Tulip" of I. Muslim it is expedient to use proverbs and riddles on spring (Ziyodova, 1998).

At first the teacher finds out, what riddles about spring children know, and then it gives some examples:

*When there comes spring, the rivers and speeches are filled,*
*Everything is filled also with work.*
*If you don't take care in the spring, you will be sorry about it in the fall. The richness of the earth is a gold of water.*
*The rain plants trees and shrubs in the earth,*
*Work "green" earth.*
Rain of a shower of crops.
Beauty – in spring work.
Examples of the riddles connected with spring:
Fly in the sky,
And wings aren't present. (clouds)

There is light, there is popularity,
Most isn't present, and there is the voice (a lightning, a thunder).

Rustles – rustles
And the earth pecks. (Rain)
One pours, one drinks,
One grows, (a rain, the earth, a plant)
The white – white as a snowball,
White peas (hail).
One braid of milk
I covered with a smoke the world (fog)
There is name, and the body isn't present (wind)

Riddles of this kind much more increase activity of children. Use at lessons of proverbs, riddles of the subject "spring" in a combination to poems, texts increase learning efficiency, recover children.

Learners learn many proverbs, riddles by heart. Their perception and representations about spring khashars on improvement of the cities, the kishlaks connected with a holiday Navruz, become richer and broader. Children try to work, help parents. They acquire idea that all riches and wellbeing creates work. In "The book for reading" for the 3rd class the whole section is devoted to folklore. In the section fairy tales, fragments from poems, proverbs and riddles are placed.

All these materials can be used widely at lessons. Before it is necessary to choose proverbs and riddles, conformable according to the contents. For example, proverbs about the book and knowledge.

Who reads much, that knows much.
The knowing will master one thousand of ignorant.
On the doctrine, it is possible to pick up letters and riddles:
If you take in the right hand,
Will bring to the white road (the handle, a pencil)

The examples of comparative studying of proverbs given above and riddles prove efficiency and importance of this didactic reception in fixing of knowledge expansion of an outlook of learners (Ziyodova, 1998).

Proverbs and riddles in textbooks have wide thematic range and are besides directly connected with the concrete section of the textbook. Therefore their analysis available to learners which will help children to seize abilities of comparison and generalization is required. Thanks to this method learners acquire contents of educational and literary texts, their cognitive activity considerably increases.

References: