

PAREMIOLOGICAL ASSESSMENT TECHNIQUE “PROVERB TOWER”

Shukhratjon Mashrapovich Boykhanov (PhD)

Abstract. The article studies the paremiological assessment technique “Proverb Tower”. It is an effective technique encourages learners to revise and reinforce their knowledge interactively.

Key words: Assessment, fixed, paremia, paremiology, proverb tower

Аннотация. В статье исследуется методика паремиологического оценивания «Башня пословиц». Это эффективный метод, побуждающий учащихся пересматривать и закреплять свои знания в интерактивном режиме.

Ключевые слова: Оценка, фиксированная, паремия, паремиология, пословичная башня.

Annotatsiya. Maqolada “Maqol minorasi” paremiologik baholash texnikasi o‘rganiladi. Bu samarali usul bo‘lib, o‘quvchilarni interaktiv tarzda o‘z bilimlarini qayta ko‘rib chiqish va mustahkamlashga undaydi.

Kalit so‘zlar: Baholash, fiksatsiya, paremiya, paremiologiya, maqol minorasi

The paremia is derived from greek word παροιμία[6] which means a proverb and a saying. The proverbs and sayings are studied in Paremiology. The word proverb is also borrowed from Latin word Proverbia. Although paremiology and proverbbiology are terms related to a kind of fields that study short fixed, and usually complete sentence, the first one is more used as a linguistic subfield. The term has been defined by many scholars such as Aristotle(384-322 BC), Taylor (1931), Whiting (1932), Kindstrand (1978), Russo (1983), Mieder(1985) and Winick (2003). Among the definitions of mentioned researchers Wolfgang Mieder’s definition can be seen almost in all paremiological studies. Based on survey on proverb, Mieder defined it 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. [5;3]” Proverbs and sayings have been deployed in different fields like politics, sociology, psychology, psychiatry, literature, linguistics and certainly in pedagogy.

This statement proves the importance of this kind of fixed phrase in various discourses. This means paremias are polyfunctional, and meanwhile, usage and their meanings of them are context bounded. In terms of their usage in foreign language teaching, particularly in English, their polyfunctional aspect encourages language teachers to use them for different purposes. So the frequency of them in school and high institution textbooks is relatively satisfactory except in some of the academic writing manuals such as *Academic Writing A Handbook for International Students* by Stephen Bailey (2011) and also in almost all IELTS manuals where using such expressions are not suggested due to their idiomaticity, a main negative affect students' score and many others. According to modern approaches, language materials such as pronunciation, grammar, and vocabulary are developed integratedly in four skills. The proverbs as a main subject of vocabulary are introduced in most study manuals as a warm-up activity. Surprisingly, they are less developed in other follow-up activities, and importantly, in progress checks, formative and summative assessments. In this article this point, that is assessing language learners' paremiological competence is studied by offering a special activity.

Generally, assessment is a type of educational tool to evaluate learners' acquired knowledge and skills. There are different types of assessment, which are mostly taken according to the specified purpose of the assessors. In potomac.edu/types-of-assessment-of-learning, top types of assessment are described. They are as follows: 1) Diagnostic assessment (Journals, Quiz/Test, Conference/Interview, Posters, Performance Tasks, Mind Maps, Gap-Closing, Student Surveys); 2) Formative Assessment (Analysis of students' work Strategic questioning, Think-pair-share method, Admit/exit tickets, One-minute papers); 3) **Summative Assessment** (Tests, Assignments, Projects); 4) **Norm-referenced assessment** (Class exams, Auditions, Job interviews, Debate competitions); 5) Ipsative assessment (Multiple choice survey); 6) Criterion-referenced assessments (Standardized test); 7) Scenario-based assessment (interactive scenarios); 8) Oral assessment (Presentations, Interviews or discussions, Simulations);

9) Gamified assessment(A series of short tests to assess specific skill sets Long games to evaluate personalities and reactions in complex scenarios, Job simulation experiences, Trivia-based quizzes); 10) Skill assessment(Specified topic based test).[3]

Proverb tower

We offered this technique in our paremiological research, but did not describe in detail in it because of the size of the dissertation[2].Proverb tower is a kind of diagnostic assessment technique, intentionally adapted from Clock Tower, Big Ben which is a culturally and historically important landmark of Great Britain.(see Picture 1) To focus learners’ attention to British culture and architecture, remarkable shape of the tower is used, which is recalled as the Elizabeth Tower in 2012[1]. It is not a communicative activity as it is intended to check students’ paremiological knowledge acquired in a unit or units. For instance, students are asked to divide in groups of three or four to build “Proverb Tower”. Every member of the group is expected to contribute to complete the task quickly and correctly. To complete the task teacher hands out posters and stickers. Students write the proverbs on a special topic on the stickers and start to attach them on the posters. They are required to stop at appointed time. The teacher gives the prepared printed top(s) of the clock tower to the winner group and asks them to stick to the top of the proverb tower. It is an effective activity, because the teacher groups the students mixedly which motivates all types of students to achieve the desired effect together.



Picture 1. Sample proverb tower

It is suggested to use proverbs to develop students' integrated skills in the lesson, and at the same time to assess their acquired knowledge as regularly as possible. Because the brain will not keep information if it is not repeated frequently. Perhaps some proverbs seem useless or contradictory, but this argument should not be generalized to all of these kinds of fixed phrases. Learning paremias and revising them regularly helps not only to develop a particular language skill but also introduce with foreign culture as well as keep national culture significantly.

REFERENCES

1. Betts, J. D. (2024, February 27). Big Ben. Encyclopedia Britannica. <https://www.britannica.com/topic/Big-Ben-clock-London>
2. Boyxanov SH.M. Ingliz tili amaliy kursida talabalarning paremiologik kompetensiyasini rivojlantirish: Ped.fan.bo'yicha fals.dokt. (PhD) ... diss. — Chirchiq: Chirchiq pedagogika universiteti, 2023. — 155 bet.
3. <https://www.clipartof.com/portfolio/seamartini/illustration/navy-blue-line-drawing-of-a-travel-landmark-1392717.html>

4. <https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0057%3Aentry%3Dparoimi%2Fa>
5. Mieder, Wolfgang *Proverbs: a handbook*. — *Westport, Connecticut*: Greenwood folklore handbooks, 2004. —321 pages.
6. παροιμία, Henry George Liddell, Robert Scott, *A Greek–English Lexicon*, on Perseus.