

**АНГЛИС ТИЛИ САБАГЫ АРКЫЛУУ ЧЫГАРМАЧЫЛЫК
(КЫРГЫЗ ЖАНА АНГЛИС МАДАНИЯТЫН САЛЫШТЫРУУНУН МИСАЛЫНДА)
ТВОРЧЕСТВО ЧЕРЕЗ УРОКИ АНГЛИЙСКОГО ЯЗЫКА
(НА ПРИМЕРЕ СРАВНЕНИЯ КЫРГЫЗСКОЙ И АНГЛИЙСКОЙ КУЛЬТУР)
CREATIVITY THROUGH ENGLISH LESSONS
(USING A COMPARISON OF KYRGYZ AND ENGLISH CULTURES AS AN EXAMPLE)**

Аннотация: Азыркы учурда замандын талабына жооп берүү зарыл, андыктан заманбап сабак прогрессивдүү, кызыктуу, мазмундуу жана чыгармачыл болушу керек. Ал үчүн сизге чоң каалоо, чыгармачылык, маалыматтык технологияларды билүү, өзүңүзгө жана акылдуу, изденүүчү студенттериңизге ишеним керек. Студенттерди чет тилин үйрөнүүгө кызыктыруу үчүн жогорку мотивацияны пайда кыла турган жана алардын сабактагы активдүүлүгүн камсыз кыла турган окуу процессин уюштуруу зарыл.

Аннотация: В настоящее время необходимо идти в ногу со временем, поэтому современный урок должен быть прогрессивным, интересным, познавательным и творческим. А для этого нужно огромное желание, творческий подход, знание информационных технологий, вера в себя и в своих умных и любознательных учеников. Чтобы заинтересовать учащихся в изучении иностранного языка, необходимо организовать такой учебный процесс, который вызывал бы высокую мотивацию и обеспечивал бы их активность на уроке.

Annotation: Currently, it is necessary to keep up with the times, so a modern lesson should be progressive, interesting, informative and creative. And for this you need a great desire, creativity, knowledge of information technology, faith in yourself and in your smart and inquisitive students. In order to interest students in learning a foreign language, it is necessary to organize such an educational process that would cause high motivation and ensure their activity in the lesson.

Ачык сөздөр: чыгармачылык, маданият, мурас, англис тили, кыргыз маданияты, сабак.

Ключевые слова: творчество, культура, наследие, английский язык, кыргызская культура, урок.

Keywords: creativity, culture, heritage, English language, Kyrgyz culture, lesson.

The practical application of technology in English language lessons involves utilizing folk pedagogy tools, such as folk sayings and proverbs, exploring national clothing and cuisine, fairy tales, myths and legends, and folk instruments, through the lens of a comparison with English culture. Given that the study of the English language cannot be divorced from the exploration of English culture, it is essential to learn how to construct phrases and sentences, which can be quite challenging, considering that individuals from different cultures tend to think slightly differently. On the other hand, this is also related to the fact that when traveling to another country with a different culture, one experiences certain inconveniences due to cultural differences. In their research, Mutiara Gayatri and Isna Nur Adhini found that foreign students in a cross-cultural setting initially experience discomfort. (Mutiara, 2019). Understanding another culture inherently implies comprehending the perspective of its people, and studying the culture of an unfamiliar nation becomes significantly more interesting and effortless when juxtaposed with one's own culture. In particular, comparing English culture with that of the Kyrgyz people allows for the identification of similarities and differences, which automatically systematizes information for students, resulting in a more holistic understanding.

During the lesson, visual aids are utilized, which are presented on an interactive board. Throughout the lesson, there is an immersive process into the cultures of both nations through the comparison of proverbs and sayings, national clothing, traditional food, myths and legends, folk musical instruments, and common literary characters. (S.A. Tagaykulova, A.J. Muratalieva, 2019)

In the initial stage, students are required to identify the distinguishing features of both cultures that they already know. For example, they can list English and Kyrgyz proverbs and sayings on a given topic. Subsequently, they receive new material to expand their vocabulary, enrich their speech with English proverbs and sayings, idioms, making comparisons with their Kyrgyz counterparts.

It's better to be safe than sorry- Береженного Бог бережет- Сактансан Кудай сактайт

Don't bite off more than you can chew- Не бери слишком много на себя- Алына жараша иш кыл

Still waters run deep- В тихом омуте черти водятся- Жооптон жоон чыгат

No man is an island- Один в поле не воин- Куч бирдикте

Like father, like son- Яблоко от яблони недалеко падает- Энесин көрүп кызын ал.

A liar is not believed when he speaks the truth- Раз солгал-навек луном стал- Калптын казаны кайна-байт.

You cannot teach old dogs new tricks- Молод-перебесится, а стар-не переменится - Жашында- алжанке, карыганда калжанке.

East or West, home is best – В гостях хорошо, а дома лучше- үңкүр да болсо, үйүн бар.

The use of proverbs and sayings helps students to practice pronunciation of individual sounds and improve their rhythm and intonation skills in a relaxed and playful manner. Proverbs and sayings foster creative initiative, enrich students' vocabulary, aid in understanding the structure of the language, develop memory and emotional expressiveness in speech, and promote better mutual understanding and closeness.

National clothing typically refers to antique clothing or its distinct elements assembled into a unified costume. Each nation has its own distinguishing features of such clothing, which reflect its history, culture, and predominant activities.

England, however, is an exception to this rule. There is essentially no English national costume. Historically, separate elements of antique clothing did not form a unified costume. The attire worn in England in past centuries slightly differs from the clothing of neighboring countries, but the crucial point is that it did not become recognizable, established, or distinctive in the same way.

Next, a comparison of national costumes takes place, with English national costume being exemplified by dancers performing the "Morris Dance", while Kyrgyz national costume is represented by traditional attire for men and women.

Costume is represented by traditional attire for men and women. Then the process of comparing traditional dishes takes place. Students are presented with authentic English and authentic Kyrgyz dishes such as beshbarmak, kurdak, shorpo, serke, kazy, as well as beef steak, roast beef, pudding, tikka masala, shepherd's pie. There should also be a comparison of myths and legends from both cultures. From the Kyrgyz folklore, legends associated with local landmarks are presented, such as the legend of Issyk-Kul, Burana, Koshoy Korgon, Jeti-Oguz, etc. It also includes epic poems like Er-Toshuk, Kanybek Batyr, etc. From English myths and legends - Beowulf, the dragon slayer, tales of King Arthur and the Knights of the Round Table, Robin Hood. Students should pay special attention to comparing the main characters and ideas of these works. Then comes the comparison of the common image of the girl in both cultures - Juliet and Romeo, and the poems Kishimzhan and Olzhobay. Students are given an example of their similar tragic fate. Another aspect of immersing in the culture of both peoples is the comparison of traditional musical instruments. These include komuz, ooz komuz, sybyzgy, chopo choir (Kyrgyz folk instruments) and violin, piano, English horn, whistle, Welsh triple harp (English folk instruments). To further immerse themselves, students listen to these instruments through an audio system. At the end of the lesson, students summarize and analyze the information they have received, placing particular emphasis on the similarities and differences between both cultures. As stated by the renowned scholar Mosina M.A., "The use of proverbs and sayings allows students to participate in dialogues, gain primary knowledge of grammar, syntax, and phraseology. Knowledge of proverbs and sayings enables students to interpret auditory speech messages correctly, react to them adequately, and express their thoughts and feelings in a way that will be understood by their interlocutors, ultimately determining the success of communication and the achievement of goals" (Mosina M.A., 2014).

In conclusion, students formulate a conclusion that the culture of each nation is unique. It reflects the life of the people and their distinct characteristics. Naturally, every culture has many differences, but when comparing English and Kyrgyz cultures, numerous similarities can be identified: in myths and legends, proverbs and sayings, and in everyday culture. For example, there are plenty of proverbial equivalents, and the main characters of myths and legends are brave defenders of the common folk. However, the most important thing is to embrace the best aspects of each culture in order to confidently move towards the future. The study of culture through comparison offers several advantages: it promotes an awareness of the traditions and customs of their ancestors among the students; it fosters a sense of unity and cohesion among the people of Kyrgyzstan; and it has an engaging and informative nature. The need to educate the younger generation and transmit to them one's life experience and knowledge, necessary for self-preservation and improving the quality of life, has existed since ancient times. Furthermore, proverbs and sayings firmly stick in memory. Memorizing them makes it easier to recall and apply them in everyday situations. The practical application of the developed methodology shows that the functional capabilities of folk pedagogy tools (proverbs and sayings, fairy tales, national games, etc.) allow them to be used in the practice of teaching the English language and contribute to the development of critical thinking skills in students. This methodology significantly enhances the effectiveness of acquiring new knowledge in English lessons, both in expanding vocabulary and memorizing new grammatical structures, as well as improving overall speech fluency and accuracy.

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