

**RESEARCH ARTICLE**

# Didactic Opportunities of Folklore Materials in Russian Language Lessons

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## Abstract

The article examines the didactic opportunities of folklore materials in Russian language lessons and substantiates their methodological significance in the development of linguistic, communicative, cultural, and moral competencies of learners. Folklore is considered not only as a source of national culture and artistic thinking, but also as an effective educational resource that enriches the content of language teaching. The study analyzes the use of proverbs, sayings, riddles, fairy tales, legends, songs, and other oral folk genres in the process of teaching Russian. Particular attention is paid to the role of folklore texts in vocabulary development, grammar acquisition, speech practice, reading comprehension, creative thinking, and intercultural communication. The article is based on the principles of communicative, cultural, linguodidactic, and activity-based approaches. The results show that the systematic use of folklore materials increases learners' interest in Russian language lessons, strengthens their motivation, improves their ability to understand figurative meanings, and forms respect for cultural traditions. Folklore materials also create favorable conditions for integrating language learning with moral education, aesthetic perception, and national-cultural awareness. The study concludes that folklore texts should be purposefully selected according to learners' age, language level, educational objectives, and thematic relevance.

## KEYWORDS

Russian language teaching, folklore materials, didactic opportunities, oral folk art, communicative competence, cultural competence, linguodidactics, proverbs, fairy tales, language education.

## INTRODUCTION

In modern language education, the teaching of Russian requires not only the formation of grammatical knowledge and lexical skills, but also the development of communicative, cultural, and value-based competencies. A language lesson becomes effective when it connects linguistic material with living speech, cultural memory, national traditions, and moral experience. In this regard, folklore materials occupy an important place in Russian language lessons, because they reflect the historical experience, worldview, ethical ideals, figurative thinking, and artistic expression of the people.

Folklore is a specific form of oral folk creativity that has been preserved and transmitted from generation to generation. It includes fairy tales, proverbs, sayings, riddles, songs, legends, epics, tongue twisters, counting rhymes, and other genres. Each of these genres has its own linguistic, stylistic, semantic, and educational potential. In the process of teaching Russian, folklore texts can serve as a rich source of vocabulary, phraseology, grammar constructions, expressive means, cultural concepts, and communicative situations. Therefore, their use in lessons is not limited to literary illustration; they

become a didactic tool for developing speech, thinking, imagination, and cultural understanding.

The relevance of this topic is connected with the need to increase learners' interest in language learning and to enrich the educational process with texts that are meaningful, emotionally expressive, and culturally significant. In many cases, learners perceive grammar rules and lexical units as abstract elements. However, when these elements are presented through folklore materials, they become more understandable and memorable. For example, proverbs help learners understand the compactness and expressiveness of Russian speech, fairy tales introduce narrative structures and character descriptions, riddles develop logical thinking and lexical associations, while tongue twisters improve pronunciation and articulation.

The didactic value of folklore is also related to its educational function. Folklore texts contain moral ideas about honesty, diligence, courage, wisdom, kindness, friendship, respect for elders, and love for the motherland. In Russian language lessons, such texts create opportunities for combining linguistic education with moral and aesthetic upbringing. Learners do not only master language forms, but also become familiar with cultural values and patterns of behavior reflected in the language.

The purpose of this article is to analyze the didactic opportunities of folklore materials in Russian language lessons and to determine their methodological functions in the development of learners' linguistic and communicative competencies. The object of the study is the process of teaching the Russian language, while the subject is the use of folklore materials as didactic resources in this process.

The study is based on theoretical analysis of pedagogical, linguodidactic, psychological, and folklore studies devoted to the role of oral folk art in education. The methodological basis of the research includes the communicative approach, the cultural approach, the activity-based approach, and the principle of integration of language and culture. These approaches make it possible to consider folklore not as an additional decorative element of the lesson, but as an organic component of language education.

The materials of the study include Russian proverbs, sayings, riddles, fairy tales, tongue twisters, short folk songs, and legends that can be used in school and higher education Russian language lessons. The selected materials were

analyzed according to their linguistic complexity, thematic relevance, cultural content, educational value, and suitability for classroom activities. Special attention was paid to those folklore genres that can be adapted for vocabulary work, grammar exercises, oral speech development, reading comprehension, and creative writing.

The research methods include descriptive analysis, comparative analysis, linguodidactic interpretation, classification, and generalization of pedagogical experience. Descriptive analysis was used to reveal the linguistic features of folklore texts. Comparative analysis helped to determine the difference between ordinary educational texts and folklore materials in terms of expressiveness, cultural content, and motivational potential. Linguodidactic interpretation made it possible to identify how particular folklore genres can be used for specific teaching purposes. Generalization was applied to formulate practical conclusions about the didactic effectiveness of folklore materials in Russian language lessons.

The analysis shows that folklore materials have wide didactic opportunities in Russian language teaching. Their effectiveness is explained by the fact that they unite linguistic, cultural, psychological, and educational functions. A folklore text is usually short, expressive, rhythmic, and memorable. These features make it convenient for classroom use, especially when the teacher needs to organize active work with vocabulary, pronunciation, grammar, and oral speech.

One of the most productive genres in Russian language lessons is the proverb. Proverbs are concise expressions of folk wisdom, and they contain deep semantic meaning in a compact linguistic form. Their didactic value is connected with the development of lexical competence, phraseological awareness, and figurative thinking. When learners analyze proverbs such as "Без труда не вытащишь и рыбку из пруда" or "Семь раз отмерь, один раз отрежь," they learn not only separate words, but also cultural meanings and metaphorical structures. Proverbs can be used to explain antonyms, synonyms, imperative constructions, verbs of action, cases, and sentence structure. At the same time, they stimulate discussion because each proverb expresses a certain life principle that can be interpreted, compared, and applied to real situations.

Sayings and idiomatic expressions are also valuable for developing speech expressiveness. They help learners understand that language is not only a system of rules, but

also a means of emotional and figurative expression. Through sayings, learners become familiar with stable combinations, national images, and semantic shades. This is especially important for students who study Russian as a second or foreign language, because literal translation often does not reveal the real meaning of figurative expressions. Work with sayings teaches learners to identify context, distinguish direct and figurative meanings, and use expressive units appropriately in speech.

Riddles have a special role in developing logical thinking, lexical associations, and attention to semantic features. A riddle requires the learner to identify an object through its indirect description. This process activates mental operations such as comparison, classification, generalization, and inference. In Russian language lessons, riddles can be used for studying nouns, adjectives, verbs, colors, animals, plants, natural phenomena, household objects, and professions. They are also effective in teaching descriptive speech. When learners create their own riddles, they learn to describe objects without naming them directly, which develops both vocabulary and creative thinking.

Fairy tales represent one of the richest folklore genres for language teaching. They contain plot, characters, dialogue, descriptions, repetitions, and stable formulas. These features make fairy tales suitable for reading, retelling, dramatization, grammar analysis, and creative writing. Russian fairy tales such as "Колобок," "Репка," "Морозко," and "Царевна-лягушка" introduce learners to traditional narrative patterns and cultural symbols. In the classroom, fairy tales can be used to teach past tense forms, verbs of motion, adjectives describing characters, direct and indirect speech, sequence markers, and narrative composition. The repetition typical of fairy tales supports memorization and gives learners confidence in oral reproduction.

The didactic potential of fairy tales is not limited to language development. They also contribute to moral education. Fairy-tale characters usually embody certain qualities such as kindness, laziness, wisdom, greed, courage, or justice. By discussing these characters, learners express their opinions, justify their judgments, and compare behavior patterns. This creates a natural communicative situation in which language is used for meaningful interaction. As a result, learners develop not only linguistic competence, but also the ability to evaluate actions and formulate personal attitudes.

Tongue twisters are especially effective in pronunciation

training. Russian has a rich system of consonants, soft and hard sounds, stress patterns, and intonation models that may be difficult for learners. Tongue twisters help practice articulation in an engaging form. They can be used at the beginning of the lesson as phonetic warm-up exercises or during work on difficult sounds. For example, tongue twisters with the sounds "р," "ш," "ж," "ч," and "ц" improve pronunciation accuracy and speech tempo. Since they are rhythmic and playful, learners usually perceive them positively and repeat them with interest.

Folk songs and short rhythmic texts have important didactic value in developing listening skills, pronunciation, intonation, and emotional perception of language. Rhythm and melody support memorization and help learners feel the natural flow of Russian speech. Songs also introduce cultural realities, traditional images, and emotional vocabulary. In lessons, they can be used for listening comprehension, vocabulary analysis, discussion of themes, and creative tasks. However, the teacher should select songs carefully, considering learners' age, language level, and the educational purpose of the lesson.

Legends and historical folklore materials provide opportunities for connecting Russian language teaching with cultural and historical knowledge. Such texts enrich learners' worldview and help them understand the relationship between language, history, and collective memory. They are especially useful in higher classes and university education, where learners are ready to analyze more complex texts and discuss cultural meanings. Legends can be used for reading comprehension, summarizing, identifying main ideas, comparing facts and fiction, and developing monologic speech.

The use of folklore materials also supports the formation of communicative competence. Folklore texts create meaningful contexts for speaking, listening, reading, and writing. For example, after reading a fairy tale, learners can retell it from the point of view of another character, continue the plot, compose a dialogue, describe the main hero, or compare the tale with a similar story from their own culture. After studying proverbs, learners can choose a proverb that matches a life situation and explain their choice. Such tasks transform the lesson into an active communicative process.

Another important didactic opportunity of folklore materials is their role in intercultural education. In multilingual and multicultural classrooms, folklore creates a bridge between different cultures. Learners can compare Russian proverbs

with Uzbek, English, or other national proverbs, identify similar moral ideas, and discuss differences in imagery. This helps them understand that each culture has its own linguistic forms, but many human values are universal. Such comparative work develops tolerance, respect for cultural diversity, and deeper understanding of both native and studied languages.

Folklore materials are also effective in developing grammatical skills. Grammar is often perceived as difficult when it is taught separately from context. Folklore texts provide natural examples of grammatical forms. In proverbs, learners can observe imperative mood, infinitive constructions, negation, comparative forms, and word order. In fairy tales, they can analyze past tense verbs, aspectual pairs, cases, prepositions, and conjunctions. In riddles, adjectives and nouns are used in descriptive structures. Thus, grammar becomes connected with meaning and communication.

The motivational function of folklore should be emphasized separately. Folklore texts are emotionally rich and often contain humor, mystery, conflict, or wisdom. They attract learners' attention and create a positive atmosphere in the classroom. Motivation is one of the key factors in successful language learning, and folklore can increase it by making the lesson more vivid and culturally meaningful. Learners are more willing to participate when the material is interesting and when they can connect it with life experience, imagination, or cultural knowledge.

At the same time, the use of folklore materials requires methodological accuracy. The teacher should not overload the lesson with texts that are too archaic or linguistically difficult. Some folklore units contain outdated words, dialect forms, or cultural references that need explanation. Therefore, the selection of materials should be based on the learners' level and the objectives of the lesson. For beginners, short proverbs, riddles, tongue twisters, and simple fairy tales are more suitable. For advanced learners, longer tales, legends, and comparative analysis of folklore texts may be used.

The teacher's role is to organize work with folklore in a purposeful way. It is not enough simply to read a proverb or a fairy tale. The text should be included in a system of pre-text, text, and post-text activities. Before reading, the teacher may introduce key words and cultural background. During reading, learners may identify main ideas, characters, grammatical forms, or expressive means. After reading, they may discuss, retell, dramatize, compare, or write their own

text. Such a structure ensures that folklore materials serve clear didactic goals.

The integration of folklore materials into Russian language lessons also corresponds to modern requirements of competency-based education. Learners acquire knowledge not mechanically, but through activity, communication, interpretation, and creativity. Folklore encourages learners to think, speak, compare, evaluate, and create. It helps form linguistic competence through vocabulary and grammar, communicative competence through speaking and discussion, cultural competence through national traditions, and personal competence through moral reflection.

The study confirms that folklore materials possess significant didactic opportunities in Russian language lessons. Proverbs, sayings, riddles, fairy tales, tongue twisters, songs, and legends can be effectively used to develop vocabulary, grammar, pronunciation, reading comprehension, oral speech, creative writing, cultural awareness, and moral values. Their educational value lies in the unity of language, culture, thought, and emotion.

Folklore materials make Russian language lessons more meaningful and engaging because they present language in a vivid cultural context. They help learners understand figurative meanings, enrich their speech, develop communicative skills, and become familiar with the spiritual heritage of the Russian people. At the same time, folklore creates favorable conditions for intercultural comparison and for the development of respect toward different national traditions.

The effective use of folklore in Russian language teaching depends on careful selection, methodological adaptation, and purposeful organization of classroom activities. Materials should correspond to learners' age, language proficiency, interests, and lesson objectives. When folklore texts are used systematically and creatively, they become an important didactic resource that increases the quality of Russian language education and strengthens the connection between language learning and cultural development.

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