

The Role of Proverbs and Sayings in the Language Learning Process

M. I. Gadoeva

Professor of Asia International University

Asadova Feruza

2nd year master student of the Asia International University, Uzbekistan

Abstract. *This article is devoted to the study of the role of proverbs and sayings in the language learning process. Proverbs are also known as sayings. Proverbs give some form of life advice. Every language and culture has them, and many proverbs exist in more than one language. It is important not to miss any of the words in most proverbs because the meaning can be lost if even one word is changed or left out. This list of English proverbs includes definitions and examples, and is meant to improve English vocabulary and English cultural knowledge.*

Key words: *proverbs, sayings, methodology, communication, skills, teaching, cultural knowledge.*

Introduction

The main point of modern methodology is the maximum competence of the conditions for the formation of communication skills in a foreign language, the use of the speech means of the foreign language in communication. Learning a language from scratch should take place in real communication conditions, which should more accurately imitate these conditions.

Therefore, the great methodological and practical importance of using proverbs and sayings in the process of teaching a foreign language in secondary schools cannot be ignored. Proverbs and sayings are effective material for teaching how to express the same idea with different words. They are considered indispensable in teaching monological and dialogical speech, making speech lively and colorful, so that the chosen topic seems relevant. Proverbs and sayings are a widespread genre of folk oral creativity. The time of the emergence of proverbs and sayings is unknown, but one thing cannot be denied: proverbs and sayings originated in ancient times, and since then they have accompanied people throughout their history.

Linguistics has not yet developed a generally accepted view of proverbs and sayings. In general, proverbs and sayings are figurative dictations (usually a household word) that express a variety of life phenomena and have the form of a complete sentence. A proverb expresses a complete sentence. A proverb is a short figurative expression that differs from a saying in that it cannot be concluded. A similar definition is found in all explanatory dictionaries, as well as in many specialized articles and studies. In phraseology, the main difference between a proverb and a saying is that a proverb expresses a general judgment, and a proverb is a partial judgment.

Methodology

The methodology employed in this study involves a qualitative analysis of the role of proverbs and sayings in the language learning process. The research primarily focuses on understanding how these linguistic elements contribute to the acquisition of language skills, especially in the context of Uzbek learners. To achieve this, a combination of literary review and empirical observation is utilized.

Initially, the study reviews existing literature on the significance of proverbs and sayings in language learning, drawing on a range of sources from both linguistic theory and educational practices. This provides a theoretical framework to understand how cultural idioms, idiomatic expressions, and proverbial sayings are embedded in language structure and use.

Following the literature review, the study incorporates case studies involving Uzbek language learners. A series of surveys and interviews are conducted to assess the learners' familiarity with proverbs and sayings, and to analyze how these elements enhance their comprehension and retention of language. The participants' responses are then analyzed to identify common patterns in how proverbs influence vocabulary acquisition, sentence structure, and cultural understanding. In addition, the study includes an observational component, wherein classroom interactions are recorded and analyzed to assess how instructors integrate proverbs and sayings into their teaching methods.

The research approach is both inductive and exploratory, seeking to uncover how learners intuitively use proverbs and sayings to strengthen their language skills. By combining theoretical research with empirical data, the study aims to provide a comprehensive understanding of the educational value of proverbs and sayings in language learning.

Results and Discussion

According to these linguists, not only proverbs, but also sayings can take the form of a complete sentence. A proverb is a fixed sentence that has the same structure as a proverb, but is devoid of didactic content.

Sometimes it is very difficult to distinguish a proverb from a proverb, since it is difficult to draw a clear line between these genres. A proverb borders on a proverb, and if a word is added to it or the word order is changed, the proverb becomes a proverb. In oral speech, words are often transformed into proverbs, and proverbs are transformed into proverbs. The materials and methods of proverbs and the sources of proverbs are very diverse. In order for a proverb to be a proverb, ordinary people must understand and possess it. In this case, the source of the saying is often forgotten. Once a proverb is adopted, it becomes part of the public consciousness; it does not matter who invented the proverb. In certain circumstances, it is easy to assume that a certain person invented a proverb, but for many old proverbs, the source of their origin is completely unknown.

Many of Shakespeare's proverbs in English have survived in their original form, for example: Brevity is the soul of the mind. Sweet is the use of difficulties.

Others have adapted his sayings, for example: *A rose by any other name would smell lovelier*.

Many sayings in literature are occasionally used as proverbs, but they never stand between a quotation and a proverb. These include, for example, the following:

The wages of sin is death (Romans). Thus, proverbs are in motion and are in constant motion. They are always outdated.

It is necessary to distinguish between idiomatic revolutions, which are often used as articles, and articles themselves.

Proverbs and sayings are a rich material for using in teaching. It's hard to find an English course without them. It is known that in England in the 10th century, proverbs were used as a means of teaching Latin language.

Proverbs and sayings, in general, cover a large part of human experience. Due to the generalized nature of proverbs and sayings, they can be used in all classes to teach the art of allegory, that is, to illustrate your idea and summarize it in a concise form. The use of proverbs and sayings in the practice of teaching English undoubtedly contributes to a better understanding of this topic, to expand knowledge about the language, vocabulary and features of its functioning. On the other hand, their study is considered an additional source of regional knowledge. The formation of pronunciation skills from the first lessons should take place in real communication conditions, imitating these conditions as closely as possible. In other words, students should not be forced into speech, as is the case in introductory oral courses, but should immediately begin to learn.

Proverbs and sayings help to create a realistic atmosphere at the lesson, to introduce an element of play into the process of mastering the sound side of speech in a foreign language. In addition, proverbs and sayings are firmly established in the memory. Various harmonies, rhymes, rhythms contribute to their assimilation. Proverbs and sayings can be used. When introducing a phonetic phenomenon, when performing exercises to consolidate phonetic material and repeating it, during phonetic exercises. The experience of educators shows that one of the effective ways to ensure children's interest in reading, their activity and work is the use of proverbs and sayings in English lessons at various stages. At the initial stage, you can resort to proverbs and sayings to work on the sound side of speech. They help to pronounce individual hard consonants, especially those that are not in Russian. Instead of individual words and phrases that take on one sound or another, you can offer proverbs and sayings specially selected for the class.

Then, during the lesson, the proverb is repeated, the pronunciation of the sound is discussed. This type of work can be included in the lesson at its various stages, it serves as a kind of flow for the children. You should choose the proverb depending on how the sound is being worked on. For example, you can offer such proverbs and words to repeat the sound [v]:

Where there's a will there's a wow.

Watch which way the sat jumps.

Whish way the wind blows.

Sound [m]: too many men, too many minds.

To make a mountain out of a molehill.

One man's meat is another man's poison.

Sound [h]: running with hares and hunting with dogs.

Beautiful as beautiful;

Sound [b]: don't burn our bridges behind you; business before pleasure.

Combination of [t] and [r] sounds: Don't make a problem until it bothers you.

Treat others as you would like to be treated.

Proverbs and sayings can be used not only at the initial stage of learning English, when developing pronunciation skills in children, but also at the middle stage of training. Their use not only contributes to the preservation and improvement of students' pronunciation skills, but also stimulates speech activity.

Proverbs and articles can also be used in teaching grammar.

You can also use proverbs and adverbs to learn irregular verbs in English. These include the following proverbs:

The work done cannot be undone.

One link is broken, the whole chain is broken.

If one claw is caught, the bird is lost.

Better late than never.

The best fish swim on the bottom.

You can also learn from proverbs and idioms when learning modal verbs:

What you can do today, never put off for tomorrow.

When pigs fly.

You can't have your cake and eat it too;

An apple a day keeps the doctor away.

A man may die but once.

The devil is not as black as he is painted.

A wise man changes his mind, a fool never will.

It is practically impossible to build grammatical exercises entirely on the material of proverbs and sayings, but it seems appropriate to use them to illustrate grammatical phenomena and combine them in speech. The lexical and grammatical richness of proverbs and sayings allows them to be used not only to explain and activate a large number of grammatical phenomena, but also to enrich the lexical reserve. Proverbs and sayings can be used in speech development exercises, where they are used as stimuli. The same proverb or saying can be interpreted in different ways. Therefore, based on this proverb or saying, students can learn to express their thoughts, feelings, experiences, that is, they can demonstrate different ways of expressing them in speech.

Therefore, the use of proverbs and sayings in foreign language lessons develops students' creative initiative through expressive and non-expressive speech. Knowledge of English proverbs and sayings enriches students' vocabulary, contributes to the study of the figurative system of the language, develops memory, and acquaints them with folk wisdom. In some figurative sentences that take the whole idea into account, it is usually easier to remember the words. For example, it is possible to simplify the task of memorizing numbers, which usually creates interest in the student, and proverbs and sayings that take the numbers into account to give encouragement are called:

A bird in the hand is equal to two in the bush.

Two is a company, three is not.

If two people ride a horse, they have to walk behind.

Rain before seven, good before eleven.

A cat has nine lives.

Habit is the second nature.

Two heads are better than one.

Studying proverbs and sayings not only develops the student's memory, but also allows him to learn to adequately select lexical units and develops the emotional expressiveness of speech. The need for search engines to translate phrases into their native language equivalents develops translation skills.

In addition, working with proverbs and sayings instills in students an interest in working with vocabulary. Proverbs are a widespread genre of oral folk art. They have accompanied people since ancient times. Expressive means such as clear rhyme, simple form, and brevity make proverbs and sayings permanent, memorable and indispensable in speech.

Proverbs and sayings are an ancient genre of folk creativity. They have been around for a long time, and their roots go back centuries. Most of them were popular even when they were not in the original language. Therefore, the question of the source is still a mystery. Proverbs should be distinguished from proverbs. The main feature of a proverb is its completeness and didactic content. This word is distinguished by its incompleteness and its instructive character.

Conclusion

The functionality of proverbs and sayings allows them to be used in the practice of teaching the English language. The use of proverbs and sayings allows students to easily and fluently work out the pronunciation of individual sounds, to master rhythmic and intonation skills. The use of proverbs and sayings contributes to the automation and activation of many grammatical phenomena. Proverbs and sayings develop creative initiative, enrich students' vocabulary, contribute to the study of the structure of the language, and develop memory and emotional expressiveness of speech.

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