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## PROVERBS IN LANGUAGE TEACHING AND LEARNING

**Abstract:** The article deals with the particular theoretical views of paremiology, the notion of proverbs. This work shows that proverbs can be collected and anthologized as small self-contained texts. They can be explained in relation to other proverbs, in the context of discourse. They provide highly recognizable, fixed textual forms with unique rhetorical potential. It also includes different definitions of proverb said by paremiologists, and its several specialities. The main purpose of the article is to reflect the usage of paremiological units with proper names, giving different examples of it, and for consolidating the investigation compare and analyze paremiological units with proper names in English and Uzbek languages.

**Keywords:** phraseology, idiomaticity, proverbial sayings, similes, binomials, proverbs, polylexemic, linguistic

**Аннотация:** В статье рассматриваются особенности теоретических взглядов паремиологии на понятие пословиц. Данная работа показывает, что пословицы можно собирать и составлять антологии как небольшие самостоятельные тексты. Их можно объяснить по отношению к другим пословицам, в контексте дискурса. Они обеспечивают легко узнаваемые, фиксированные текстовые формы с уникальным риторическим потенциалом. Также включает в себя различные определения пословицы, сказанные паремиологами, и ее несколько особенностей. Основная цель статьи – отразить употребление паремиологических единиц с именами собственными, привести различные примеры этого, а для закрепления исследования сравнить и проанализировать паремиологические единицы с именами собственными в английском и узбекском языках.

**Ключевые слова:** фразеология, идиоматичность, пословицы, сравнения, биномы, пословицы, полилексемность, лингвистика.

**ANNOTATSIYA:** Ushbu maqolada paremiologiyaning o'ziga xos nazariy tomonlari, maqol tushunchasi o'rganiladi. Ushbu tadqiqot ishi maqollarni to'liq kichik matnlar sifatida to'plash va antologiyalash mumkinligini ko'rsatadi; ularning boshqa maqollar bilan munosabati, nutq kontekstida tasvirlanishi mumkinligini ko'rsatadi. Ular noyob ritorik kuchga ega bo'lgan, muayyan matn shaklini taqdim etadi. Shuningdek, tadqiqot ishi paremiologlar tomonidan aytilgan maqolning turli xil ta'riflarini va uning bir qancha xususiyatlarini o'z ichiga oladi. Ishning asosiy maqsadi paremiologik

birliklarning o'ziga xos atoqli otlar bilan qo'llanishini aks ettirish, unga turli misollar keltirish hamda tadqiqotni mustahkamlash uchun ingliz va o'zbek tillarida atoqli otlarga ega paremiologik birliklarni solishtirish va tahlil qilishdan iborat.

**Kalit so'zlar:** frazeologiya, idiomatik, maqollar, o'xshatishlar, binomlar, maqollar, polileksemik, lingvistik.

### Introduction

Many people believe that proverbs play an important role in language teaching because they help students develop cultural knowledge, metaphoric understanding, and communicative competence.

Proverbs are present in every language and culture. From ancient times to the present, proverbs have been used to spread knowledge, wisdom, and life truths. They have long been regarded as an important part of child development because they convey moral values and encourage appropriate behavior. Proverbs are traditional verbal folklore genres, and their wisdom has served as guidance for people all over the world in their social interactions throughout the ages. Because of their content of everyday experiences, proverbs are concise, easy to remember, and useful in any situation in life.

### Materials and methods

The proverb is widely believed to serve a significant role in language teaching and learning, particularly in terms of accumulating cultural knowledge, metaphorical comprehension, and communicative competence.

### Results

The proverb is a cultural heritage that is passed down from generation to generation. They are considered to be items of traditional knowledge that have existed for centuries all over the world. These human mind expressions can be regarded as not only a written monument of a nation, but also as having practical value, which will be learned further in the current research work. The scope, meaning, and worldview of proverbs and sayings in different languages are diverse.

The wisdom contained in proverbs has been proven to be valuable over time. When compared, the valuable insights gained from their study and application will help students better understand their own language and culture. Because these pearls of wisdom can provide culturally specific insights, translators, interpreters, and linguists will benefit from constantly updating their understanding and application of them.

### Discussion

The goal of foreign language teaching is to teach students how to communicate in a language that is not their native tongue. This entails providing them with the most useful lexical and grammatical material, as well as the necessary communicative strategies, in order for them to apply their knowledge adequately. The characteristic features of language use in the target language should thus serve as a point of departure. According to research, phraseology is fundamental to the way language is used [Wray; 224].

Phrasal verbs, proverbial sayings, similes, binomials, and proverbs are examples of fixed polylexemic linguistic units that are characterized by semantic and syntactic stability and, to a large extent, idiomaticity. Proverbs are considered a subtype of phraseology and a part of a language's phrasicon. They are required for both native and non-native language speakers to communicate effectively.

Despite the prevalence of proverbs in both oral and written communication, there is no universal agreement on their role in foreign language education. On the one hand, because teachers' time in language classes is limited, teaching proverbs in a context where word pronunciation and grammatical structures are still problematic appears to be a luxury. If the significance of phraseological units is acknowledged at all, it may be reasonable to prioritize subtypes such as

collocations or phrasal verbs over proverbs, because these may pose a serious problem for language production and must be managed as an active language ability. Text-linguistic research and discourse analysis, on the other hand, have revealed that proverbs perform a wide range of referential, they have communicative and textual functions, and they are also used in academic discourse. The majority of researchers today agree on including proverbs in foreign language teaching because of advances in phraseology and its interconnectedness with other disciplines (e.g. Mieder, 2004d; Hallsteinsdóttir, 2011; Nuessel, 2003; Lennon, 1998; Baur & Chlosta, 1996).

The Common European Framework of Reference for Languages (CEFR), which aims to provide a common foundation for the development of curricula, teaching materials, and assessments, and levels of proficiency for foreign language learning in Europe, recognizes the importance of phraseology in communication, foreign language learning, and teaching. Proverb knowledge and appropriate use are regarded as an important component of a learner's lexical competence as well as a key factor in the development of students' sociolinguistic competence.

Proverbs, in essence, reflect human experience across cultures and languages, and they contain folk wisdom that has stood the test of time. They can be used in language teaching to teach, among other things, speaking, writing, grammar, vocabulary, culture, and values. To begin, teachers can ask students to compare English proverbs with local proverbs.

Finding similarities and differences in proverbs from two different cultures may pique students' interest in learning more. The use of proverbs can be used to introduce a foreign culture and values. Additionally, using English proverbs as an additional lead-in activity to begin new lessons can help keep students interested in the lesson from the start. Teaching can be successful when students are interested in the lesson from the beginning, as the English proverb states: "Well begun is half done". Having an effective lead-in activity is critical for this purpose. Maintaining students' interest is important, because interest motivates students to seek out more experiences during the learning process.

To get off to a good start, a teacher must do something to motivate or warm up the students so that they will feel pleasure while learning. A good lead-in activity is required for this purpose. Reciting or applying English proverbs can be a powerful way to begin a new lesson. A teacher can compare English and Uzbek proverbs when necessary. A teacher, for example, might ask his or her students to compare the English proverb "East or West, Home is Best" with the Uzbek proverb "O'z uyning ,o'lan to'shaging" and the Russian proverb "В гостях хорошо, но дома лучше". A teacher can help students to learn English faster and have a more enjoyable learning experience by using proverbs. A good start may ensure a happy and profitable time while learning takes place.

At first, proverbs can be used to help students improve their pronunciation. They aid in the difficult pronunciation of certain consonants, particularly those not found in the first language. Instead of single words and phrases with a specific sound, you could teach a class on proverbs and sayings. The proverb or saying is then repeated within two or three lessons, and the pronunciation is corrected. It is necessary to choose a proverb or saying based on the sound that is fulfilled. Such proverbs and sayings can be used to train different sounds.

For example:

1. Sound [w]: Where there is a will there is a way. Watch which way the cat jumps.
2. Sound [m]: Many men, many minds. To make a mountain out of a molehill.

Proverbs and sayings in foreign language lessons can be used to accomplish a wide range of tasks, such as activating vocabulary, grammar, forming and controlling various types of rearing, and developing monologue and dialogical speech and writing skills.

**Improvement of lexical abilities.** Proverbs and sayings are rich material for the development of lexical skills. For instance, the keywords in the proverb "When in Rome, do as the Romans do" are

"Rome" and "Romans," and all other words that are not part of the active vocabulary are automatically remembered due to the rhythmic properties of the proverbs.

Before teaching the material in detail, a teacher can begin his or her grammar class with certain proverbs. For example, if a teacher wants to teach the gerund, he or she could use the following proverbs as warm-up activities: Seeing is believing; Before you criticize a man, put yourself in his shoes; Lighting never strikes the same spot twice; The trees are missing the wood; Always prepare for the worst by thinking the worst; Winning equals earning; Losing is a learning experience.

A teacher can use the following proverbs as a warm-up activity when teaching imperative sentences. It is possible to use both positive and negative imperative sentences. Positive: Fool me once, shame on you; Fool me twice, shame on me; Look before you leap; Make hay while the sun shines. Negative: Don't bite the hand that feeds you; Don't burn your bridges before they're crossed; Don't count your chickens until they hatch; Don't cry over spilt milk; Don't judge a book by its cover; Never trouble till trouble troubles you.

Similar examples exist for the formation and development of **grammar abilities**. Proverbs frequently use various tenses, degrees of comparison of adjectives and adverbs, the passive voice of verbs, inversion, suffix-prefix word formation methods, conversion, and the use of various parts of speech in the function of subject and predicate. Proverbs and sayings provide useful examples for studying various sections of morphology and syntax.

Control and improvement of **listening and reading abilities**. At the same time, the most effective exercise is to use the texts of several proverbs or proverbs and a commentary text that explains the essence and specifics of its use in speech. The goal of the assignment is to correlate the text of a proverb with other types of texts for a variety of reasons. The difficulty of the task will be determined by how similar the selected proverbs are in content and meaning.

**Enhancement of speaking and writing abilities**. Proverb interpretation and commentation tasks are multifunctional, contributing to the complex formation and development of linguistic, speech, socio-cultural knowledge, skills, and abilities. Proverbs and sayings are used to supplement the use of various texts from various subject areas. The metaphoric nature of proverbs allows them to be used successfully in a variety of situations and in relation to problem-solving and communication tasks.

Here are some examples of tasks that make use of proverbs and sayings.

1. Use appropriate proverbs to describe the image.
2. Create a dialogue about the given situation using topical proverbs.
3. Which of the following proverbs can be used as the title of the text? Why?
4. What proverb best describes the content of this image? Why?
5. Create a text outline using proverbs.
6. Write a story using the most proverbs possible.
7. Create a group essay based on a story (fairy tale) about a proverb or saying.
8. Construct a scenario based on an illustration that would support the given proverb [ Seidl; 7].

Below is a list of the proverbs which are used most commonly and very often in foreign language teaching classes:

1. When in Rome, do as the Romans do.
2. East, West home is best.
3. Easy come , easy go.
4. Do not judge a book by its cover.
5. Beauty is in the eye of a beholder.
6. Beggars can not be choosers.
7. Birds of a feather flock together.
8. The early bird catches the worm.

9. All's well that ends well.
10. Two heads are better than one.
11. Practice makes perfect.
12. A picture is worth a thousand words.
13. Better late than never.
14. Honesty is the best policy.
15. Early to bed and early to rise, makes the man healthy, wealthy and wise.
16. All that glitters is not gold.
17. Curiosity killed the cat.
18. A friend in need is a friend indeed.
19. Like father like son.
20. Easier said than done.
21. Money talks.

Because proverbs convey the values and metaphors shared by a culture, both the structure and content of proverbs are thought to be useful in ESL teaching, particularly when it comes to teaching and understanding culture. Proverbs are also useful for teaching the differences between spoken and written language, which frequently confuses language learners; they write in a conversational style. Proverbs can assist students in understanding the distinction between oral and written English.

One of the scholars compares proverbial content, such as metaphors, to "a microcosm of what it means to know a second language." He emphasizes that proverbial competence necessitates knowledge of both the linguistic structure of a target language (i.e. morphology, syntax, lexicon, pronunciation, and semantics) as well as the rules and regulations required to use a proverb correctly.

All of the functions of the brain's right and left hemispheres are involved in the processing of proverbial language. The left hemisphere interprets incoming linguistic data, such as text, whereas the right hemisphere aids in context understanding. Because of a proverb's metaphorical content, the right hemisphere's function is to create a literal meaning using the contextual features in which the proverb is used, while the left hemisphere works on the linguistic structure of the proverb. As a result, proverbs play an important role in the second-language classroom.

Using proverbs and sayings in lessons not only diversifies the educational process and makes it more colorful and interesting. Furthermore, it aids in the resolution of a number of critical educational issues: Proverbs in the classroom can help students improve their learning experiences, language skills, and understanding of themselves and the world.

Proverbs are a common occurrence and an important component of authentic language use. This appears to be especially true for the situations and genres encountered by the vast majority of our language learners, school students, and university students. Pop music is full of proverbs, as are films; funny proverbs are used as Facebook status updates, and manipulated proverbs are popular in youth culture genres (e.g. T-shirt slogans, flyers, false logos). The inclusion of proverbs in the curriculum allows students to apply their linguistic knowledge gained outside of the classroom and allows teachers to familiarize their students with vocabulary, grammatical patterns, and phonetic rules based on the material that is of interest to them. This is known as the linguistic reason or the language competence argument. Proverbs are a significant component of language in general, and they illustrate important functions in discourse.

Another factor that highlights the importance of proverbs in foreign language teaching is their extensive use of figurative language. The vast majority of proverbs are metaphorical or contain some form of metaphor. Examples that include the proverbs "Too many cooks spoil the broth" and "Make hay while the sun shines." The essence of metaphor is understanding and experiencing one thing in terms of another. Metaphors entail a transfer from one (usually relatively concrete) cognitive domain

to another (usually more abstract) one based on a similarity or analogy relationship. Because we grasp new concepts using pre-existing categories, they allow us to describe the world. Proverbs can be metonymic as well because they are based on an objectively existing relationship between two entities. For example, two heads are preferable to one, and absence makes the heart grow fonder, and the two parts of the human body are used in a pars pro toto (a part for the whole) relationship. Metaphor and metonymy are both important in discourse because they serve important functions. Metaphors and metonymies in proverbs are not freely created, but rather pre-fabricated. However, the decoding processes are similar. As a result, incorporating proverbs and discussing their meanings into foreign language learning can help students develop the ability to better understand figurative language.

A person who does not learn to use proverbs will be limited in conversation, will have difficulty understanding a wide range of printed matter, radio, television, songs, and so on, and will not understand proverb parodies that assume familiarity with a stock proverb.

### **Conclusion**

Thus, idiomatic expressions such as proverbs should not be overlooked during the learning process, and every language learner must be prepared to deal with real language in a variety of contexts, as such expressions occur frequently in all forms of discourse: conversations, lectures, movies, radio broadcasts, and television programs. Nonetheless, foreign language learners will undoubtedly struggle to understand and produce the second language proverbs because they are difficult for them. However, if they want to produce and understand the target language, they must be prepared to meet the challenge, because a lower level of linguistic competence in the target language will put them at a disadvantage in understanding figurative expressions in the second language.

Furthermore, because proverbs are simple to learn, they are ideal for pedagogical purposes. Proverbs contain commonly used vocabulary and demonstrate the full range of grammatical and syntactic structures.

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