

PROVERBS AND USING OF THEM IN TEACHING ENGLISH TO DEVELOP LOGICAL THINKING OF LEARNERS

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Annotation: Learning a foreign language is not only about mastering grammatical features, writing, fluent speech, and reading, an important role is also played by the opportunity to get to know the history, traditions, and culture of the country of the given language. It's no secret that proverbs, sayings, and aphorisms, which are wisdom, the age-old value of the people, constitute an integral part of the spiritual culture of the language, therefore, their skillful use in a suitable situation makes speech richer and brighter.

Key words: proverbs and sayings, language skills, listening, reading, speaking, writing.

Аннотация: Изучение иностранного языка заключается не только в овладении грамматическими особенностями, письмом, беглой речью и чтением, важную роль играет также возможность ближе познакомиться с историей, традициями и культурой страны данного языка. Ни для кого не секрет, что пословицы, поговорки и афоризмы, являющиеся мудростью, вековой ценностью народа, составляют неотъемлемую часть духовной культуры языка, поэтому их умелое использование в подходящей ситуации делает речь богаче и ярче.

Ключевые слова: пословицы и поговорки, языковые умения, аудирование, чтение, устная речь, письменная речь.

There are several stylistic devices that are often used in proverbs. These include:

- using a certain rhythm and size;
- repetitions, giving simplicity and balance to the form;

- brevity and brevity;

- metaphorical.

It is thanks to the unity of form and content that proverbs are easily remembered, and their successful use decorates speech, gives it depth 142 and imagery. It is no coincidence, both in meaning and in form, many proverbs in different languages sound almost the same, and this is not a fact of borrowing. This is further proof that true wisdom is universal¹.

Proverbs and sayings are of great importance when teaching a foreign language at school, especially in the initial stages. The use of proverbs and sayings allows the student to participate in the dialogue, to get primary information about grammar, syntax, and phraseology. Knowledge of proverbs and sayings will allow students to correctly interpret audible speech messages and adequately respond to them, express their own thoughts and feelings so as to be understood by the interlocutor, which ultimately determines the success of communication and the achievement of goals.

Proverbs and sayings began to be used in the process of teaching a foreign language a very long time ago (in medieval Europe, they taught Latin with their help), and now their use in English lessons at school helps students master not only aspects of the language, but and the most important type of speech activity - speaking.

Currently, there have been major changes in the understanding of the purpose and meaning of education. In the formation of communicative competence to prepare a specialist for successful work, the emphasis is not only on the development of fluency in speech, reading, etc. but on the complex formation of communicative-informational, communicative-social skills, and personality traits. That is, it is not so much how a person speaks that comes to the fore, but what he says, how much he

¹ Zhigulev A.M. Working with proverbs and sayings in an English lesson. - M., 2005 .-- 142 p.

takes into account the real situation, the speaker's status, speech tasks of communication.

The upbringing and developmental elements of education again come out on top, so it is difficult to overestimate the role and educational opportunities for working with proverbs and sayings in the lessons of any language, since this type of activity is not just reduced to mechanical memorization and reproduction in a strictly defined context. With the correct use of the potential of proverbs, the teacher can shape the thinking process of students, using tasks related to the comparison and interpretation of proverbs in several languages, revealing a deep philosophical meaning, reflecting the unity of universal human values along with the unique and distinctive properties of the national mentality. With their help, it is possible to form critical thinking, promote the development of logical skills in analysis and synthesis, as well as design a repetition of already studied material and check the strength of its assimilation at the level of "residual knowledge".

Idioms, proverbs, sayings are essential language and speech material for any foreign language course. They are necessary both for the development of receptive skills in speaking and writing and for the formation of skills in speaking and writing. The volume of understanding not only the content but also the meaning of the interlocutor's speech largely depends on how large the learned repertoire of idiomatic means of the language being studied is. The use of proverbs and sayings in one's own utterances can significantly increase the imagery and expressiveness of speech, give it greater depth, an element of philosophical understanding of the situation².

Proverbs and sayings in foreign language lessons can be used to solve a wide variety of tasks: to activate vocabulary, grammar, form and control various types of reading, develop the skills of monologue and dialogical speech and writing.

² Solovova E.N. Methods of teaching foreign languages: a guide for ped. Students. universities and teachers. - M., 2008. - S. 153–154.

Development of language skills. Proverbs and sayings are fertile material for the formation of lexical skills. For example, the keywords in the proverb “An apple a day keeps the doctor away” are “apple” and “doctor”, and all other words, not being part of the active vocabulary, are memorized automatically due to the rhythmic properties of the proverbs.

Similar examples can be found for the formation and development of grammatical skills. Proverbs often use different groups of tenses, degrees of comparison of adjectives and adverbs, the passive voice of verbs, inversion, suffix-prefix methods of word formation, conversion, the use of various parts of speech in the function of subject and predicate. In proverbs and sayings, one can find interesting illustrations for studying various sections of both morphology and syntax.

Development and control of listening and reading skills. The most effective exercise can be the simultaneous use of the texts of several proverbs or proverbs and a commentary text that explains its essence and the specifics of its use in speech. The purpose of the assignment is to correlate the text of a proverb with other types of texts for one reason or another. The degree of difficulty of the task will depend on how close the selected proverbs are in content and meaning.

The more coincidences, the more difficult it is to make the right choice. Understanding the nuances of meaning presupposes a higher level of receptive skills; it is fashionable to consider it a simpler task where the correlation is not at the level of meaning, but at the level of content, according to more formal lexico-thematic features.

Development of speaking and writing skills. Tasks related to the interpretation of proverbs, their commenting are multifunctional, contribute to the complex formation and development of linguistic, speech, socio-cultural knowledge, skills, and abilities. Proverbs and sayings go well with the use of different texts from different subject areas. The metaphoric nature of proverbs allows them to be successfully used in various situations and in relation to solving various problem-communication tasks.

Here are examples of tasks using proverbs and sayings.

1. Describe the picture using the appropriate proverbs.
2. Make a dialogue on the given situation with proverbs corresponding to the topic.
3. Which of the following proverbs can serve as the title of the text? Why?
4. What proverb matches the content of this picture? Why?
5. Make an outline for the text using proverbs.
6. Compose a story using the maximum number of proverbs.
7. Write a collective essay of a story (fairy tale) on the topic of a proverb or saying.
8. Create a situation from an illustration that would confirm the given proverb ³.

Identify and write	
Aim	Reading and controlled writing
Material	A handout with one or more proverbs written as one word
Procedure	Learners have to divide one long word composed of words in a proverb and write it.
Examples	<p><i>My house is my castle.</i></p> <p><i>Don't judge a book by its cover.</i></p> <p><i>He laughs best who laughs last.</i></p>

Read and draw	
Aim	Reading, vocabulary, drawing
Material	A list of several proverbs/sayings
Procedure	Learners copy the proverbs and instead of writing all words, they

³ Seidl, Jennifer & McMordie, W. English Idioms and How to Use Them. - M.: Higher school, 1983. -- 7 p.

	draw meaning of deleted ones.
Example	<p><i>As you make your _____ (bed) so you must lie on it.</i></p> <p><i>The way to a man's _____ (heart) is through his stomach.</i></p> <p><i>You cannot teach old _____ (dogs) new tricks.</i></p>

Read and link	
Aim	Reading comprehension, introduction to the topic of the lesson - traveling
Material	A table with divided proverbs/sayings – see the table below
Procedure	Learners have to read the texts of proverbs and link separated parts. See examples.

<i>When in Rome</i>	<i>do as the Romans do.</i>
<i>Every country</i>	<i>has its customs.</i>
<i>Bad news</i>	<i>travels fast.</i>
<i>There is no</i>	<i>like home.</i>
<i>All roads</i>	<i>lead to Rome.</i>

Read, translate and write	
Aim	Reading comprehension, translation, comparison od proverbs and sayings
Procedure	Learners translate and write second part of the text. Compare the English proverb and Slovak one.
Material	<p>A list of proverbs/sayings with the second part in the mother tongue. e.g.</p> <p>A tree is known _____ (<i>by its fruit</i>)</p> <p>Far from eye _____ (<i>far from heart</i>)</p> <p>Actions speak _____ (<i>louder than words</i>)</p>

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Read, mime and guess	
Aim	Reading, developing creativity
Procedure	Learners read list of several proverbs, choose one, mime it to the partner and s/he has to guess it.
Material	List of proverbs meaning of which can be conveyed by miming: <i>You cannot eat your cake and have it.</i> <i>Keep your mouth shut and your eyes open.</i> <i>An apple a day keeps the doctor away</i> ⁴ .

In conclusion, it should be noted that proverbs and sayings are the most characteristic part of the folklore heritage of the people. Each culture reflects in it its original and special understanding of the world, centuries-old experience, love, and respect for its language, but how often this understanding coincides with the experience of other peoples.

Proverbs undoubtedly adorn our speech, helping to avoid tautology, making it more expressive, more accurate, and correct. This is why it is very important to encourage students to use them in their statements. K. D. Ushinsky spoke about the need to develop a linguistic instinct in a child, which helps him select linguistic means for figurative speech. Proverbs and sayings keep grains of folk wisdom in the language. They reflect the history and worldview of the people who created them, their traditions, customs, customs, common sense, and humor. They are a kind of standard by which you can measure different life circumstances that are not subject to other systems of measures. As D. Addison wrote, "a good proverb is a gift bequeathed by the author to the human race."

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