

Proverbs and Foreign language teaching

Alidjanova Nodira Murodilloyevna

Samarkand State Institute of Foreign
Languages, 2nd year master student of
the Faculty of Foreign Language and Literature,
Tel: +998915515552
nodira.alidjanova@mail.ru

Abstract: this article investigates the importance of proverbs in teaching foreign languages. It shows that proverbs play an important role in language teaching, getting cultural knowledge, figurative comprehension and communicating skills. It gives definition to the proverb and explains what it is, reveals how it is used in teaching and learning process of foreign language.

Key words: Proverb, Phraseology, Figurative Meaning, Communication, Collocations, Linguistic Competence.

Introduction. Proverbs are widely believed to play an important role in language education as part of the acquisition of cultural knowledge, figurative understanding and communication skills. Proverbs are part of all languages and cultures. Proverbs have been used from ancient times to modern times to spread knowledge, wisdom, and truth about life. They are considered an important part of raising children because they show moral values and encourage them to act together. The general explanation for the proverb is: "Proverbs are short, well-known phrases of people that contain wisdom, truth, morality, and traditional views in a figurative, fixed and memorable way, passed down from generation to generation. From generation to generation." The proverb is used and should be used in the classroom as a doctrine aid for the content of educational wisdom. In foreign language learning, proverbs play a role in the classroom as part of cultural and figurative learning. Linguists also argue that the use of proverbs in teaching English as a second or foreign language is important for learners' ability to communicate effectively.

Main part. The aim of teaching a foreign language is to enable students to communicate in a language that is not their native language. This means providing them with the most useful vocabulary and grammar material and the communication strategies needed to properly apply their knowledge. Therefore, the starting point should be a characteristic feature of language use in the target language. Research has established that phraseology is fundamental to the way language is used (Biber & Conrad, 1999; Moon, 1998; Wray, 2002, 2008; Schmitt, 2004; Granger & Meunier, 2008). Phraseology includes a set of fixed polylexemic linguistic units which are characterized by semantic and syntactic stability and to a great extent by idiomaticity (Fiedler, 2007: 28), such as formulae, phrasal verbs, proverbial sayings, similes, binomials, and proverbs.

Proverbs are used as interesting lead-in activities because they are expressive, and they include many good features that can be studied in everyday life. If we relate them to the building of character, proverbs carry some didactic features which can be used to learn the learner's character.

Despite the proliferation of proverbs in oral and written communication, there is no accepted consensus on their role in foreign language education. On the other hand, because teachers have limited time in foreign language education, teaching proverbs in situations where word pronunciation and grammatical structure still cause problems seems like a pure luxury. When the importance of vocabulary units is totally recognized, it makes sense to prioritize subtypes such as collocations and phrasal verbs over proverbs. These can cause serious problems in language generation and need to be acquired as active language skills. On the other hand, textlinguistic research and discourse analysis have revealed that proverbs realize a large number of referential, communicative and textual functions and that they are also used in academic discourse (Gläser, 1990). It is due to the progress in phraseodidactics and its interconnectedness with other

disciplines that the majority of researchers today agree on including proverbs in foreign language teaching (e.g. Mieder, 2004d; Hallsteinsdóttir, 2011; Nuessel, 2003; Lennon, 1998; Baur & Chlosta, 1996).

Proverbs are a ubiquitous phenomenon and an integral part of real language use. This seems to be especially true of the situations and genres faced by the majority of our language learners, high school and college students. Pop music is rich in proverbs (Mieder, 1989; Lenk, 2001); so are films (Winick, 2003); funny proverbs are used as status updates on *Facebook*, and manipulated proverbs are popular in genres of youth culture (e.g. T-shirt slogans, flyers, false logos). Including proverbs in the curriculum gives learners the opportunity to apply their acquired linguistic knowledge outside the classroom, while teachers use classroom materials to develop their core vocabulary, grammatical patterns, and voice rules. You can get used to it. interest. This may be called a basic language debate or a linguistic competence debate. Proverbs are an integral part of the whole language and show an important function in discourse.

Another factor that makes the significance of proverbs for foreign language teaching evident is its extensive reliance on figurative speech. The majority of proverbs are metaphorical or involve some kind of metaphor (Norrick, 1985). Examples are proverbs such as *Too many cooks spoil the broth* and *Make hay while the sun shines*. As Lakoff & Johnson (1980: 5) put it, "the essence of metaphor is understanding and experiencing one kind of thing in terms of another". A metaphor involves a transition from one (usually relatively specific) cognitive domain to another (usually more abstract) cognitive domain, based on similarity or similarity relationships. You can explain the world by using existing categories to capture new concepts.

Conclusion. Dealing with proverbs and idioms in the classroom not only helps diversify the educational process, but also makes it more colorful and interesting. In addition, it helps solve many very important educational problems: classroom proofs can improve students' learning experience, their language skills, and their understanding of themselves and the world.

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