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INTEGRATING PROVERBS INTO EFL INSTRUCTION: A STUDY ON IMPROVING SOCIO-CULTURAL UNDERSTANDING AND LANGUAGE SKILLS

ABSTRACT

The study of language and culture often involves examining socio-cultural competence. Therefore, foreign language educators must create conditions that enhance students' linguistic and socio-cultural abilities for intercultural communication. One suggested approach is integrating authentic proverbial material into the language teaching process.

In recent years, as science and technology have made unprecedented advancements, there has been an increasing focus on the development and utilization of modern approaches to teaching foreign languages. While a wide variety of teaching methods is available, some are found to be more effective when supplemented with additional methodologies.

This article aims to analyze the role and significance of proverbs and sayings, which are part of phraseological units, in teaching and learning foreign languages. This analysis can assist educators in enhancing the efficacy and practicality of their instructional methods. Incorporating these elements at various stages in the foreign language learning process will serve as an additional resource for building knowledge

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INGLIZ TILINI CHET TILI SIFATIDA O'QITISHDA MAQOLLARDAN FOYDALANISH: IJTIMOY-MADANIY TUSHUNISH VA TIL MALAKALARINI OSHIRISH BO'YICHA TADQIQOT

ANNOTATSIYA

Til va madaniyatni o'rganish ko'pincha ijtimoiy-madaniy kompetensiyani o'rganishni o'z ichiga oladi. Shubois, chet tili o'qituvchilari talabalarning madaniyatlararo muloqoti uchun lingvistik va ijtimoiy-madaniy qobiliyatlarini oshiradigan sharoitlarni yaratishlarizur. Tavsiya etilgan yondashuvlardan biri – til o'qitish jarayoniga autentik maqol materiallarini integratsiya qilishdir.

So'nggi yillari fan va texnologiya misli ko'rilmagan darajada rivojlanishi bilan chet tillarni o'qitishning zamonaviy yondashuvlarini ishlab chiqish va qo'llashga e'tibor kuchaydi. Turli xil o'qitish usullari mavjud bo'lsa-da, ularning ba'zilari qo'shimcha metodologiyalar bilan to'ldirilganda yanada samarali natija berishi aniqlandi.

Ushbu maqolada frazeologik birliklar tarkibiga kiruvchi maqol va iboralarning chet tillarni o'qitish va o'rganishdagi o'rni va ahamiyati tahlil qilingan. Tahlillar o'qituvchilarga o'quv usullarining samaradorligi va amaliy qimmatini oshirishda yordam berishi mumkin. Chet tilini o'rganish jarayonining turli bosqichlarida ushbu elementlarni kiritish tili o'rganilayotgan mamlakatning madaniyati haqidagi bilimlarni

about the culture of the target language's country and will aid in assessing students' language proficiency and oral communication skills.

According to the results observed during the research, a survey on learning the effective use of proverbs and sayings in the educational process conducted with students of the 1st and 2nd level of the English Language Faculty 2 Uzbekistan State World Languages University demonstrated that phraseological units such as proverbs play a significant role in foreign language learning and can be utilized to teach various aspects of English, including phonetics and grammar.

The study's findings indicate that teaching phraseological units in foreign language instruction is important as they reflect the culture of nations. Furthermore, the lessons will be more effective if educators create diverse activities for teaching proverbs.

Key words: proverbs, teaching, learning, language, education, culture, methods, instruction, skills, communication.

shakllantirish uchun qo'shimcha resurs sifatida xizmat qiladi va talabalarning til bilimi va og'zaki muloqot ko'nikmalarini baholashga yordam beradi.

Tadqiqot davomida olingan natijalarga ko'ra, O'zbekiston davlat jahon tillari universiteti Ingliz tili ikkinchi fakulteti 1- va 2-bosqich talabalari o'rtasida o'quv jarayonida maqol va iboralardan samarali foydalanishni o'rganish bo'yicha o'tkazilgan so'rov natijalariga asosan maqollar kabi frazeologik birliklar chet tilini o'rganishda muhim rol o'ynashi va ingliz tilining fonetika va grammatika kabi turli jihatlarini o'rgatishda foydalanish mumkinligi aniqlandi.

Tadqiqot natijalari asosida xulosa qilish mumkinki, frazeologik birliklarni chet tilini o'rgatish jarayonida qo'llash muhim ahamiyatga ega, chunki ular har bir millatning madaniy xususiyatlarini o'zida aks ettiradi. Shuningdek, o'qituvchilarning maqollarni o'rgatishda xilma-xil va qiziqarli mashg'ulotlarni tashkil etishlari darslarning samaradorligini oshirishga xizmat qiladi. Mazkur metodologiyani amaliyotga tatbiq etish orqali talabalarning so'z boyligini oshirish va madaniy bilimlarini kengaytirishda sezilarli yutuqlarga erishildi. Qolaversa, til o'rgatish jarayonida maqollardan foydalanish talabalarning qiziqishini oshirish bilan birga chuqur lingvistik bilimlarni o'zlashtirishda ham muhim vosita ekanligi o'z tasdig'ini topdi.

Kalit so'zlar: maqollar, o'qitish, o'rganish, til, ta'lim, madaniyat, metodlar, ko'rsatma, malakalar, muloqot.

INTRODUCTION

The field of phraseology, which has a special place and weight in linguistics, has also reached a new level. Phraseological units are closely related to the spiritual culture, customs, profession, place and composition, aspirations, and attitude to reality of the people who speak the language [Peters, 2016; Khaydarova et al., 2020; 6374; Estaji & Hashemi, 2022].

Proverb is a short statement, usually known by many people for a long time, that gives advice or expresses some common truth [Rahmatullaev, 1978; Ochilova, 2022; 8]. Proverbs serve as an effective means of communication, allowing us to convey and share our thoughts, emotions, beliefs, and reactions. They act as the "vehicles" through which we express our needs and knowledge [Taylor, 1931; Arewa, 1979; 35; Lovell, 2001]. P.Hernadi and F.Steen state that "proverbs enhance the efficacy of

human cognitions, emotions, and volitions by helping to streamline the mental and communicative processes through which beliefs, feelings, and desires are articulated and shared in a species largely dependent for its continued survival on socially sanctioned individual decisions. Proverbs are needed to give us brief, memorable, intuitively convincing, and socially sanctioned guidelines” [Hernadi & Steen, 1999; 1].

Proverbs are one of the main sources for the people who work as sociologists, and psychologists, for they “contain a powerful message and help people express their distress indirectly and concisely” [Al-Krenawi, 2000].

K.J. Lau linked poetic, structural, and functional approaches, together with entextualization theory and intertextual theories of genre, to define the proverb: “Proverbs are short statements that convey wisdom, wit, and authority by referring intentionally to a tradition of similar wise sayings. This reference can involve repeating, imitating, or incorporating elements like rhyme, alliteration, and meter from previous wisdom expressions” [Lau et al., 2004; 8].

Proverbs and sayings are an integral part of any language and are a reflection of ancient history and culture. They represent an element of folk art, which allows figuratively to express popular wisdom, to reflect the history and worldview of people, their traditions, customs, and values. There are hundreds of proverbs and sayings in English. They were created by many generations of people and developed and improved over the centuries [Feldman & Voelke, 1992; Hou, 2013; Afonina et al., 2019].

Y.G. Kotova states that the essence of a nation’s culture and current language trends are most clearly and vividly displayed through the use of proverbs. Incorporating these paremiological units into foreign language learning at various stages can provide students with valuable insights into the culture of the target language country and help assess their language proficiency and speaking abilities. Through experimental and diagnostic training, the authors aim to demonstrate and support the benefits of utilizing authentic proverbs in teaching a foreign language to ninth-grade secondary school students [Kotova et al., 2021; 6].

In today’s society, there is a fast-paced lifestyle, rapid changes in politics and economics, globalization, and the growth of multiculturalism. The primary aim of teaching foreign languages in universities is to help students use a foreign language as a means of connecting with different cultures in the modern world. In addition to improving students’ language skills, learners must develop socio-cultural competence. This aspect is emphasized in modern foreign language teaching theory and practice. To engage in competitive interactions, individuals need to have high levels of linguistic and socio-cultural competencies. The use of proverbs with cultural and pragmatic significance is essential for developing socio-cultural competence when teaching a foreign language. The cultural and national identity of a native speaker is fully expressed in proverbs [“Globalization and its impact”, 2023].

N.F. Mamatkulova suggests that in recent times, researchers have been examining different elements of improving and developing phonetic, grammatical, and lexical

skills in language studies. Proficiency in the vocabulary of a language is essential for understanding and effectively communicating in that language. Towards the end of the 20th century and the start of the 21st century, it became evident that scholars and educators acknowledged the crucial role of vocabulary in communication, and language learners themselves understood its significance in being communicatively competent [Mamatkulova & Mamatkulova, 2022; 819].

W.Mieder states that almost everyone has encountered a proverb, with many individuals familiar with multiple sayings. Proverbs serve as a succinct repository of traditional wisdom, spanning oral history, written works, artistic expressions, and mainstream media over many generations. Among the diverse and captivating forms of folklore, proverbs are examined across various disciplines and captivate a broad audience [Mieder, 2004; 119].

Language teaching and learning requires to use of authentic materials in the classroom. Phraseological units like proverbs are some of the most interesting as well as difficult things to teach. Learners may face some difficulties in learning proverbs, especially in foreign languages. So, different interesting games and activities can be used to teach them. Proverbs will be funny if they are taught with interesting activities.

English proverbs have distinct characteristics that make them simple to grasp and recall [Hernadi & Steen, 1999; 4]. The usage of proverbs in language teaching and learning has been a topic of interest for educators for many years. This article discusses the impact of using proverbs in English teaching, exploring how they can enhance language proficiency, promote cultural understanding, and foster critical thinking skills.

When students encounter proverbs in foreign languages, they are exposed to authentic and idiomatic expressions that are commonly used by native speakers. To effectively integrate proverbs into English teaching, educators can employ a variety of practical strategies. One approach is to introduce proverbs through engaging activities such as role-plays, discussions, and games. These activities allow students to actively interact with proverbs, applying them in real-life situations and exploring their meaning in context. Furthermore, educators can design lessons that focus on the historical and cultural origins of proverbs, enabling students to appreciate the cultural significance of these expressions. By exploring the etymology and evolution of proverbs, students can develop a deeper connection to the language and gain an appreciation for the heritage and traditions associated with these expressions [Kotova et al., 2021; 2].

One key advantage of using proverbs is their ability to enhance vocabulary. Beyond vocabulary, proverbs serve as gateways to cultural understanding. Proverbs and sayings focus on aspects of a person's character, perception of reality, emotional response, and individual traits. They provide unique and authentic material to help students expand their vocabulary, improve their speech, and enhance their emotional expression. By using proverbs, students can stimulate intellectual and psychological abilities. Incorporating proverbs and sayings into exercises can make the teaching process more effective and accessible. Working with this material encourages students

to draw conclusions, analyze situations, and cultivate qualities like tact, punctuality, and generosity. Through practice, students can easily recall proverbs, identify equivalents, and use them appropriately in their speech [Tashieva, 2016; 38].

The issue of incorporating cultural elements into foreign language instruction is not new. The importance of understanding the culture, traditions, and customs of native speakers is widely acknowledged in modern teaching methods, despite the existence of various approaches to integrating cultural knowledge into language teaching. Currently, there is an increasing demand to reevaluate teaching methods and techniques for foreign languages. There is a growing emphasis on utilizing foreign linguistic elements that showcase national identity to expose students to a diverse range of cultures.

By utilizing modeling techniques and analyzing systems in foreign language teaching, drawing from both domestic and international training practices in theoretical language instruction methodologies, we have determined that the key to achieving educational objectives lies in incorporating essential elements such as modularity, self-organization, and contextualization. Based on this foundation, we propose a novel pedagogical approach aimed at ensuring the development of professional competence in language specialists [Mazlitdinova et al., 2019; 3160].

A. Nasirov states that proverbs and sayings are independent genres of folk art, and, naturally, a logical question arises as to how they can become a type of phraseology. If you look at the essence of the studied issue, it is not about the classification of genres specific to folklore, but whether it is in the form of literature, whether it is oral or written, the stagnation and figurativeness of the people's genius [Nasirov, 2016; 288].

Each country and culture possess unique lifestyles and core beliefs shaped by their heritage, customs, historical narratives, and personal encounters. Consequently, a myriad of proverbs, expressions, idioms, and sayings emerge within everyday discourse, reflecting the distinctiveness of each community [Khaydarova, 2024; 450].

There is one concept "realia" which means the real object and sometimes people find it difficult words realia into another language. The term "realia" originates from Latin, which was not the spoken language of the Romans but was adopted by scholars in several European countries during the Middle Ages as a scientific, research, and philosophical language. In Latin, the plural neuter nominative of an adjective transforms it into a noun. Therefore, "realia" signifies "the real things," contrasting with words that are perceived as neither "things" nor "real" [Isaeva, 2020; 142].

Sh. Isaeva pointed out that real-life examples of cultural objects specific to a particular nation, which highlight unique cultural aspects of the original language that may not have equivalents in the target language, hold significant value. In the realm of extensive intercultural interactions, these terms form a considerable category, and one prevalent method of rendering them in another language is through transcription or standard transliteration. Typically, these cultural objects can be introduced in a translated text using their full foreign language form or an approximate transcription until they are fully integrated, as demonstrated by their inclusion in the core vocabulary of the language [Isaeva, 2020].

The process of incorporating a cross-cultural approach into foreign language teaching at all stages can be outlined as follows: Initially, students are exposed to specific cultural concepts of a foreign country using authentic images and photographs. In the subsequent stage, they learn about language phenomena and the socio-cultural aspects of native speakers. The third stage involves consolidating the information acquired about the country being studied, including speech and behavioral patterns, to enhance students' integrative communication skills. Both formal and informal speech registers are considered, with a focus on teaching ethical discussion related to the culture and lifestyle of native speakers [Kotova et al., 2021; 3].

When determining the curriculum content, there is a point of contention regarding the cultural component, as the goal of teaching foreign languages extends beyond developing language skills. It encompasses a comprehensive process of acquiring and assimilating background information related to the target language. The primary objective of incorporating the national component into the learning process is to explore culture-specific concepts and specific speech patterns. These objective addresses various tasks such as stimulating students' cognitive activity, assessing language skills, fostering individual development intertwined with cultural studies, and encouraging cross-cultural communication and self-assessment.

It is significant to integrate elements of culture and specific information into language instruction. This approach underscores the importance of enriching the educational content with background information. Modern language teaching methods emphasize the pragmatic aspects of language learning due to the evolving role of language as a tool for communication and mutual understanding in the global community. Therefore, achieving high-level outcomes and adapting to foreign cultures are essential considerations in this approach.

Proverbs can serve various purposes in language teaching:

A. They can be utilized as warm-up activities at the start of a lesson.

B. During the lesson, they can be used to:

- introduce new vocabulary and grammar concepts;
- assess pronunciation skills;
- recap information that has been read or heard;
- prompt discussion topics;
- enhance students' background knowledge.

C. At the end of the lesson, proverbs can be used to evaluate students' participation and performance.

There are numerous engaging activities and resources that educators can utilize to incorporate proverbs in English lessons. Teachers do their best to make the lessons interesting, dramatic, and vivid. Now, let us see how proverbs can be used during lessons with examples. Proverbs can be utilized in grammar, phonetics, vocabulary etc. or they can be used just as a warm-up and lead-in activities to activate the students. Grammar, vocabulary and pronunciation are crucial language components that help learners to enhance their communication ability [Adilbayeva, 2023; 5].

As F.Nuessel said that “proverbs are effective and practical tools to teach

vocabulary, to exemplify and practice grammar points, to show creative use of language, and to teach and practice pronunciation because of their musical quality” [Nuessel, 2003; 395].

In teaching grammar, different proverbs can be given as examples for different grammar topics or instead of giving simple sentences to illustrate the grammar, proverbs would be more interesting samples. A teacher can use proverbs with gerund and infinitive form, with articles (a, an, the), and imperative sentences (positive and negative) and etc.

Be slow in choosing a friend,

Slower in changing him.

Doing is better than saying.

You can't make an omelet without breaking eggs.

Above given examples show that we can use them in teaching gerunds. Below, examples are given for using in teaching imperative sentences and articles:

Live and learn (positive imperative)

Cut your coat according to your cloth (positive imperative)

Don't count your chickens before they are hatched (negative imperative)

Don't cut off your nose to spite your face (negative imperative)

Articles:

An apple a day keeps the doctor away.

When there is a will, there is a way.

Strike while the iron is hot.

To teach possessive case, the following examples can be recommended:

An Englishman's home is his castle.

A friend's eye is a good mirror.

When teaching the passive voice, these proverbs can be suggested:

Ask no questions and you will be told no lies.

What is done cannot be undone.

Degrees of comparison of adjectives:

Better late than never.

He who laughs last, laughs longest/best.

Conditional sentences (If clauses):

Pigs might fly if they had wings.

If you play with fire, you'll get burned.

Teaching phonetics is difficult and somehow can be boring for students, and proverbs can make it easier to vowels, consonants and etc.

To practice the pronunciation of sounds [θ] and [ð], the following proverbs are suggested:

Wealth is nothing without health.

Something is better than nothing.

Vowels:

No joy without annoy.
A friend in need is a friend indeed.

Consonants:

Don't trouble trouble till trouble troubles you.
Watch which way the cat jumps.

Rhyme:

A good wife and health are man's best wealth.
Haste makes waste.
No pain, no gain [Preston, 2012; 85].

Culture:

An Englishman's home is his castle.
The proof of the pudding is in the eating.

Activities that can be used in EFL classes for all levels of language learners

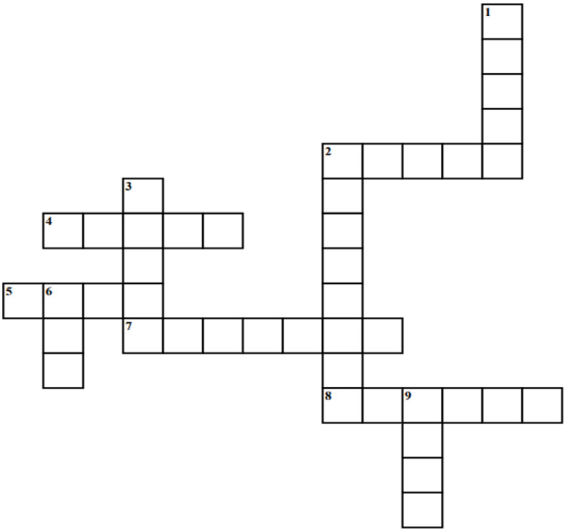
1. Find the second part of the proverbs. In this task students are given the first part of the proverbs and then they should find the second part.

1.	East or West.....
2.	Where there's a will.....
3.	Don't count your chickens.....
4.	Aide toi
5.	Petit à petit.....
6.	Telle mère.....

1. Describe the picture. Teacher shows the pictures, and students guess the proverbs by looking at them.

2. Say proverbs with these words: home, horse, practice, judge, apple, dog, count and so on.

3. Crossword.



Across

- [2] You shouldn't judge a book by this.
- [4] A bad workman blames these.
- [5] No news is this kind of news.
- [7] Don't cry over this kind of milk.
- [8] What you should do when the iron is hot.

Down

- [1] Blood is thicker than this.
- [2] Don't count these before they are hatched.
- [3] Actions speak louder than these.
- [6] Two heads are better than this.
- [9] This was not built in a day.

Such kind of activities can be used for EFL learners to teach proverbs in an interesting way. Or teacher can design other activities according to the students' levels.

METHODS

This study employed a mixed-methods approach to investigate the effectiveness of integrating proverbs into English as a Foreign Language (EFL) instruction to enhance students' learning levels and socio-cultural competence. A total of 32 students and 15 teachers from the English Faculty participated in the experiment. The research consisted of three stages, beginning with a diagnostic task where students attempted to translate English proverbs into their native Uzbek, assessing their initial understanding of cultural nuances. Following this, students engaged with realia words – culturally specific terms that lack direct translation – highlighting challenges in comprehension despite prior explanations. The final stage involved students matching proverbs to various situational prompts, which yielded more positive outcomes as familiarity with proverbs increased. To complement the experimental tasks, questionnaires were administered to both teachers and students, consisting of five targeted questions designed to gather insights on the perceived importance and application of proverbs in EFL teaching and learning. The data collected from these questionnaires supported the findings that proverbs are valuable tools for fostering cultural awareness and linguistic proficiency in language education.

During the 2023-2024 academic year at Uzbekistan State World Languages University, we examined the effectiveness of utilizing English proverbs and sayings to enhance foreign language proficiency, speaking abilities, and socio-cultural understanding among first-year and second-year bachelor's degree students within the context of experimental and diagnostic training.

There were survey questions for the teachers and students who participated in the experiment. Questions for the survey newly created according to the experiment procedure.

Target population for the experiment was the students who are studying at the English faculty and teachers that teach these students. Participants recruited for the experiment and survey participants were selected according to the teachers'

recommendations. Selected groups are the most active groups in the faculty.

The research was administered in person and research tasks and questions were handled in the classroom for each participant. The research took a month to complete each task and meetings with the groups held two times a week.

Experimental and diagnostic training was conducted with two groups in foreign languages and literature (English) department: the control group consisted of 16 students from group 2312 (first year), while the experimental group comprised 16 students from group 2215 (second year, French is the second language). The purpose of the pedagogical experiment was to teach proverbs in an effective and interesting way. In the experimental group, English was taught using English proverbs in addition to the standard learning materials. The experimental pedagogical work aims to achieve a successful and favorable outcome by implementing the concept proposed in the dissertation within a practical setting for testing.

The lesson procedures were monitored through scientific observation techniques, while also assessing students' English proficiency, their proficiency in different language aspects (such as communicative vocabulary), as well as identifying common errors and challenges they faced. The experimental and diagnostic training involved three stages:

Stage 1. Translation based task. The first stage involved administering an entrance test to evaluate the linguistic and socio-cultural competence of students in both groups. Students were required to complete various tasks to assess their proficiency:

1. Translate these proverbs into your mother tongue and give their Uzbek equivalents:

Doing is better than saying.

Time is money [Aliakbari et al., 2023; 204].

Better late than never.

Health is wealth.

What is done cannot be undone.

All that glitters isn't gold.

Heaven helps those who help themselves.

Don't count your chickens before they're hatched.

Where there's a will, there's a way.

Whoever laughs last laughs best.

Les chiens aboient, la caravane passe.

Il n'y a (tout n'est) qu'heur et malheur en ce monde.

Tourner sept fois sa langue dans sa bouche.

Mariage d'épervier (la femelle vaut mieux que la mâle).

Bien que chez soi [Nasirov, 2016; 288].

Stage 2. Culture based task. During this phase, the experimental group underwent training that focused on utilizing English proverbs extensively to enhance lexical and grammatical abilities, as well as to foster proficiency in foreign language writing and speaking. Emphasis was placed on incorporating socio-cultural aspects

into the use of proverbs. When needed, explanations regarding linguistic and cultural aspects were provided. The linguo-cultural commentary aimed to highlight national nuances in how non-linguistic concepts are perceived, offer background information essential for comprehending unfamiliar contexts, and uncover unique national, cultural, or everyday connotations.

In this stage students were asked to find proverbs and saying in the English, Uzbek and French languages with realia words and then describing their cultural features and tried to explain the meanings of these words. At the beginning of the second stage, examples were given to students:

The proof of the *pudding* is in the eating.

Easter so longed for is gone in a day.

Christmas comes, but once a year is enough.

There is no good accord where every man would be a *lord*.

My *home* is my castle [Alex, n.d.].

Yaxshi *to* 'n – *to*'y savlati, Yaxshi xotin – uy ziynati.

Bosh omon bo'lsa, *do* 'ppi topilar [Turdimov, 2005].

Yomon *atlas* bilan ham yomon.

Pulingdan bir puling qolsa *palov* ye, Kuningdan bir kuning qolsa *palov* ye.

Sumalak – bir yalamak [Madaev, 2010].

Stage 3. Critical thinking. Students had to find proverbs as a heading according to the situations:

A. There are such kind of people in this world who are not interested in what others say and are not interested in other people's lives also. They just continue on their way and show people the results of their work.

B. Jakhongir graduated from the faculty of journalism. But he could not find a well-paid job until a certain time. And now he is a famous blogger, he earns money through blogging. He creates interesting video contents to increase the number of his subscribers. He wants to continue blogging.

C. In a bustling city, a young entrepreneur rushes to catch a train for an important meeting. Every second counts as she navigates through the crowded streets, dodging traffic and pedestrians. With each passing moment, she feels the pressure mounting, knowing that every minute lost is a missed opportunity.

D. After years of living in the bustling city, Sarah longed for the tranquility of her childhood home in the countryside. One day, she packed her bags and left the chaos behind. As she sat on the porch, watching the sunset over the fields, she knew that home truly was best.

E. After a heated argument, Sarah impulsively quit her job. Regret flooded her as she realized the consequences of her actions. She tried to take it back, but her boss had already accepted her resignation. What is done cannot be undone, and Sarah learned that lesson the hard way.

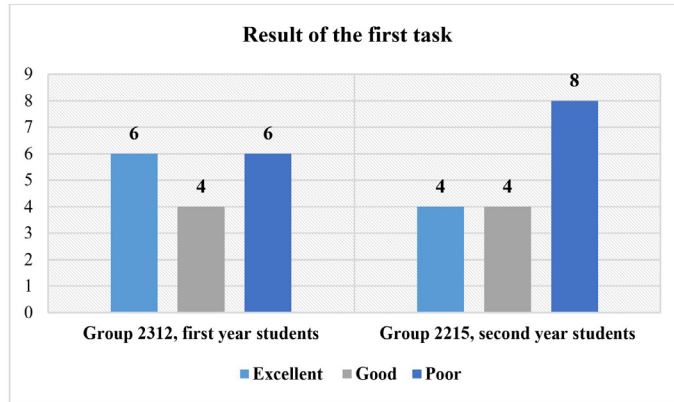
RESULTS AND DISCUSSION

Therefore, the experimental and diagnostic training that focused on enhancing

students' learning levels and socio-cultural competence through the utilization of proverbs in English instruction yielded positive outcomes, demonstrating its effectiveness.

According to the first task, almost 50% of the students failed to translate the proverbs and find their Uzbek equivalents. They found it difficult to translate for the first time. Before this experiment, the participants did not have such kind of research that is why firstly they were given easier task whether they can understand and translate authentic materials like proverbs into their mother tongue (See Figure 1).

Figure 1.



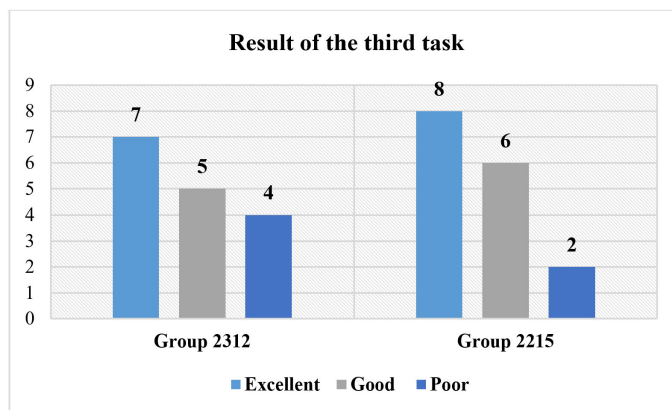
According to the 2nd stage, half of the experimental students could not do the task well because students cannot translate the realia words. Realia words are the words that can exist in only one nation and culture. There is no translation of realia. From the very beginning of the experiment teacher introduced realia words to students, but in spite of explanation it is difficult to catch the meaning without translation. In contrast to Figure 1, results of the second task is not satisfactory because of scarcity of cultural understanding (See Figure 2):

Figure 2.



According to the third stage, students had to read different situations and then find a heading with proverbs. The third task was more interesting than the others. Because till the third task student were aware of proverbs and their meanings that's why the last task's results were more successful (See Figure 3):

Figure 3.



Research supports the use of proverbs in all stages of foreign language teaching. Additionally, proverbs, as cultural elements present in all languages, provide insight into foreign cultures and aid in the study of linguistic aspects. By incorporating proverbs and anti-proverbs into language learning, students can enhance their social and cultural competence, gaining a deeper understanding of the culture, traditions, and customs of the target language country.

At the end of the experiment, questionnaire was held within teachers and two groups. Questionnaire was given to 15 teachers of the English Faculty 2, in order to find out whether teachers use proverbs in teaching or not, and proverbs can be used in EFL classes as different activities. There were five questions in the questionnaire. Teachers' and students' answers to the questionnaire were positive. Only 3 (2%) of the teachers consider that using proverbs and saying in modern EFL lessons would be boring and old-fashioned way of teaching and proverbs are not important in language teaching and learning. But most of teachers say that they are important due to the fact that they show culture and nationality of one nation and this is important in language and culture. Teachers answered from the teaching and students answered from the learning point of view. Overall, 15 teachers and 32 students took part in this pedagogical experiment.

Teachers' questions for the questionnaire:

1. Do you use proverbs in your teaching in EFL classes?
2. Do you think proverbs are important in foreign language teaching?
3. If you use proverbs in your teaching, how do you teach them? Share your methods.
4. Do you think learners need proverbs in language learning?
5. Your opinions about the role of teaching proverbs and sayings in EFL classes.

Students' questions for the questionnaire:

1. Do you think is it important to learn proverbs and saying in foreign language learning?
2. If you notice any new proverb and saying, what do you do to understand it?
3. Is it difficult to find equivalent of foreign proverbs in your mother tongue?
4. Are proverbs interesting and effective to learn?
5. Can you give examples for proverbs that you met in the experiment?

The results of the surveys that conducted at Uzbekistan State World Languages University showed that students should study the culture, history and phraseological units of the foreign language they are learning. Because it is possible to study the way of life and life experiences of a people through phraseological units. In fact, these questionnaires were conducted in order to determine how important phraseological units are in the educational process. And as a result, it was found that the process of learning phraseological units can be a little difficult for students. But at the same time, if they are integrated into the educational process, students will use them effectively in the future.

CONCLUSION

In conclusion, the utilization of proverbs in English instruction has a significant impact on language proficiency, cultural comprehension, and critical thinking skills. By incorporating proverbs into language pedagogy, educators can enhance students' language learning experience, expand their cultural awareness, and foster their analytical and reasoning abilities. Through the implementation of effective strategies and thoughtful integration, proverbs can serve as valuable tools to augment English language instruction, enabling students to engage with the language in a meaningful, impactful, and culturally sensitive manner.

According to the results of the questionnaire and experiment conducted among teachers and students of English Faculty 2, Uzbekistan State World Languages University, these phraseological units, such as proverbs and sayings, play a crucial role in foreign language teaching and learning. This finding suggests that proverbs and sayings should be more extensively incorporated into EFL lessons. In the process of learning foreign languages, students should acquire knowledge not only of the language but also of the culture and history of the target country, and proverbs can facilitate this cultural and historical learning. Proverbs and sayings are considered wise words that have been transmitted across generations and reflect the lifestyle of nations.

These concise and well-known sayings, which convey universal truths or advice, are essential for enriching the cultural and metaphorical understanding of learners. Proverbs provide a foundation for connecting everyday activities and experiences with worldly wisdom. Through the study and memorization of proverbs and sayings, students can compare and contrast different cultures, gaining insight into the relationship between language and society. This cross-cultural knowledge can benefit them in various aspects of life, including daily interactions, career opportunities, and international communication.

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