

The Place of Proverbs in Developing Speech of ESP Students

Saodatkhon Saidullayevna Khodjaeva

Senior Teacher, Uzbek State University of World Languages, Tashkent, Uzbekistan

ABSTRACT: This article discusses the place of proverbs in the development of speech in English. Proverbs and sayings, phrases are important in teaching speaking activities instead of English pronunciation and are explained with examples.

KEYWORD: Learning proverbs and sayings, accuracy of pronunciation, speech activity, national mentality, a direct translation, learning sounds.

In the process of learning a foreign language, the accuracy of pronunciation and the beauty of speech are important. Sometimes when we speak in a foreign language, we have a hard time conveying our thoughts clearly and clearly to the listener due to the lack of vocabulary. We can encounter such difficulties in the process of speaking English, teaching students to speak English fluently, using various proverbs to develop their speech will give good results. Phonetics is one of the most important materials of speech activity.

English pronunciation plays an important role in teaching speaking skills. Proverbs and expressions used in the speech serve to make it more beautiful. With this in mind, it is effective to teach students various proverbs and expressions during the lesson. This shows new ways of teaching a foreign language. Proverbs are created on the basis of a person's intelligence, life experience, lifestyle, and thoughts of each nation. National mentality is manifested in them, various ideas are put forward. Taking this into account, it is important to correctly explain the meaning of proverbs to the reader. A student who understands their meaning correctly also knows where to apply proverbs correctly.

For example:

"A labor of Sisyphus" - *Меҳнат қилсанг хайрли қил.*

"A stitch in time saves nine" (Do everything on time) - *Ҳар ишни ўз вақтида қил.*

"An idle brain in the devil's workshop" - *Ишчанлик тўрға тортар, ялқовлик гўрға.*

"Time and tide wait for no man." - *Вақт ганимат. У ҳеч кимни кутмайди.*

Proverbs like these encourage students to work hard and do everything on time: "*Many hands make light work*" (Many hands make light work) - *Кўпчилик кўтарган юк енгил.*

"*There is safety in numbers*" (Many people together can bring down a mountain) - *Кўпчилик бирикса тоғни қулатар* - encourage them to work together.

A direct translation of some English proverbs may not give the desired meaning in Uzbek.

Therefore, in the process of teaching proverbs, it is necessary to pay special attention to their correct translation.

Proverbs are mainly used in literary speech. Incorrect translation leads to the distortion of the meaning of the proverb. This leads to the distortion of our speech or various misunderstandings.

The use of various proverbs in the educational process also serves to increase the vocabulary of students. Depending on the text of the proverb, students can learn new words and increase their vocabulary.

Students may face some difficulties in pronouncing words in English. The main reason for this is that some sounds in the English language are not found in the Uzbek language. Proverbs can help overcome such difficulties. With the help of various exercises, students can be taught to pronounce the word in the proverb correctly. In such exercises, the teacher first introduces students to new sounds, chooses proverbs with new sounds. Then he writes the new words in the proverb on the board and reads them together with the students.

In the proverb "**Wealth nothing without health**", the sound [θ], which is given by the combination of **th** - letter in the composition of the words "**wealth and health**", is not found in the Uzbek language. This can cause difficulties in pronouncing the sound. But learning sounds using the above methods will help to overcome difficulties.

Various exercises can be done using the following proverbs:

a) find the sounds [ŋ] and [n] in the text of the proverb, identify their similarities and differences in pronunciation.

Saying and doing different things.

No news is good news.

b) finding the sound [j] in the text of the proverb, analyzing the places of its use:

Respect yourself or no one will respect you

c) to find the letter "w" in the text of the proverb and analyze the difference in pronunciation according to the place where it is used:

Where there is a will there is a way.

d) finding the letter "s" in the text of the proverb and analyzing the difference in pronunciation depending on where it is used:

Business before pleasure

It should also be mentioned that it is impossible to learn English only with the help of proverbs. The reason for this is that there are few proverbs and expressions in the textbooks. This makes the students bored during the lesson. In this situation, a special skill is required from the teacher. He | she should also use proverbs during the lesson to interest the students outside of the topic, to attract their attention and to strengthen the topic. Instead of individual words and phrases containing one or another sound, you can offer the class specially selected proverbs and sayings.

Then, during two or three lessons, the proverb or proverb is repeated, the pronunciation of the sound is adjusted. This type of work can be included in the lesson at its various stages; it serves as a kind of discharge for educators. You need to select a proverb or a proverb depending on what kind of sound is being worked out.

You can offer, *for example*, such proverbs and sayings for *sound processing* [w]:

148	ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 4 Issue: 5 in May-2023 https://globalresearchnetwork.us/index.php/ajshr
	Copyright (c) 2023 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY).To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

Where there is a will there is a way.

Watch which way the cat jumps.

Which way the wind blows;

1. sound [m]:

So many men, so many minds.

To make a mountain out of a molehill.

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

2. sound [h]:

To run with the hare, and hunt with the hounds.

Handsome is as handsome does;

3. sound [b]:

Don't burn your bridges behind you;

Business before pleasure;

4. combination of sounds [t] and [r]:

Don't trouble until trouble troubles you.

Treat others, as you want to be treated yourself.

5. Measures for measures. [3]

Eat at pleasure, drink with measure.

Measure twice and cut once.

Proverbs and sayings can be used not only at the initial stage of learning English, when children develop pronunciation skills, but also at the middle stage of training, when their use not only helps to maintain and improve the pronunciation skills of students, but also stimulates speech activity.

In order to encourage students' creative initiative through prepared and spontaneous speaking, proverbs and sayings are used in foreign language training. Students' vocabulary is enriched, their memory is improved, they learn the figurative language, and they are exposed to folk wisdom when they are familiar with English proverbs and sayings. It is typically simpler to recall new words when they are used in figurative phrases with a complete thought. For instance, it is possible to make the task of learning numbers, which is typically tough for the learner, easier by using proverbs and sayings that contain numbers as a guide:

Two in the bush are worth one in the hand.

Three is not company; two is.

When two people ride a horse, one of them must ride in back.

Rain before seven, then fine until eleven.

Cats have nine lives.

A typical **example** is the saying: "One is not a warrior in the field". It shows that no matter how skillful and strong a person is, he can solve the problem only with the help of someone else. "One foot here,

another - there." This expression shows figuratively that a person moves very quickly, did not have time to leave this place - as already returned. Most often this proverb is admonished, if it is necessary that the time of absence is minimal. Another expression containing the unit is "one beaten better than two unbeaten. " It means gaining experience that will help in the future to cope with difficulties, whereas those who have not experienced - "unbeaten" may not be able to cope with the situation. And such a saying as "one field berries", speaks about the similarity of two people or that a person is well suited for something.

"Two boots of steam" - this could mean that two people are well suited to each other, they have a similar opinion and act similarly. "Like two drops of water" - they say something that has a strong resemblance. It can be either an inanimate object, or a living being or a person.

Learning proverbs and sayings not only develops the student's memory, but also allows you to learn how to adequately select lexical units and develops emotional expressiveness of speech. The need for search tools for the equivalent translation of expressions into the mother tongue develops translation skills.

In addition, working with proverbs and sayings stimulates students' interest in working with the dictionary. Proverbs and sayings – a widespread genre of oral folk art. They have been accompanying people since ancient times. Such expressive means as exact rhyme, simple form, brevity, made proverbs and sayings persistent, memorable and necessary in speech.

In conclusion, the use of proverbs during the lesson not only attracts students' attention, but also helps to correct their pronunciation and increase their English vocabulary. At the same time, it also makes their speech more beautiful.

REFERENCES:

1. Iriskulov M. T. English phonetics. Tashkent, 2011.
2. Akhmedova U. Q. Linguistic and semantic features of English and Uzbek proverbs. Urganch, 2014
3. Khodjaeva S. S. Using Motivational Techniques to Develop Speaking and Reading Skills of ESP Learners "Europe, Science and we" International Scientific and Practical Conference June, 2020 / PRAHA, CZECH REPUBLIC ISBN 978-80-907845-0-5 DOI: http://doi.org/10.37057/CH_1Conference Proceedings Available at virtualconferences.press
4. Khodjaeva S. S. The Influence of Teaching Media in Learning English Language. Jamiyat va innovasiyalar Общество и инновации Society and innovations Journal home page: <https://inscience.uz/index.php/socinov/article/view/635> Special Issue – 3 (2021) / ISSN 2181-1415
5. Khodjaeva S. S. Cultural awareness for intercultural communication in English language learning. Jamiyat va innovasiyalar Общество и инновации Society and innovations Journal home page: <https://inscience.uz/index.php/socinov/article/view/637> Special Issue – 3 (2021) / ISSN 2181-1415
6. Khodjaeva S. S. MIND MAPS AS A VISUAL TEACHING METHOD *Eurasian Scientific Herald (ESH)*, Volume 4|January, 2022, Belgium <https://geniusjournals.org/index.php/esh/issue/view/39>
7. Khodjaeva S. S. Features of English Collocations and Problems of their Translation into Uzbek. *Eurasian Journal of Learning and Academic Teaching*, Volume 4| January, 2022. <https://geniusjournals.org/index.php/ejlat>
8. S. S. Khodjaeva. Развитие креативного мышления студентов Вуза в процессе изучения иностранного языка. Innovation in the Modern Education System: A Collection Scientific Works of

the International Scientific Conference (25th January, 2021) – Washington, USA: "Cess" (Central Eurasian Studies Society), 2021. Part 1 – 172 P.

9. S. S. Khodjaeva. The Usage and Role of Interactive Technologies in Teaching English to Students - Guide – Interpreters. *Miasto Przyszłości Open access Indexed Research Journal from Poland Vol .33 (2023)ISSN 2544-980X* www.miastoprzyszlosc.com
10. S. S. Khodjaeva. Use of Games in Learning Foreign Language at the University. International Journal of Trend in Scientific Research and Development (IJTSRD) Special Issue on Modern Trends in Science, Technology and Economy vol-7| Issue 2 26 fevral 2023. Available Online: www.ijtsrd.com