



**JOURNAL OF ADVANCED
SCIENTIFIC RESEARCH**

ISSN: 0976-9595

Editorial Team

Editorial Board Members

Dr. Hazim Jabbar Shah Ali

Country: University of Baghdad , Abu-Ghraib , Iraq.

Specialization: Avian Physiology and Reproduction.

Dr. Khalid Nabih Zaki Rashed

Country: Dokki, Egypt.

Specialization: Pharmaceutical and Drug Industries.

Dr. Manzoor Khan Afridi

Country: Islamabad, Pakistan.

Specialization: Politics and International Relations.

Seyyed Mahdi Javazadeh

Country: Mashhad Iran.

Specialization: Agricultural Sciences.

Dr. Turapova Nargiza Ahmedovna

Country: Uzbekistan, Tashkent State University of Oriental Studies

Specialization: Art and Humanities, Education

Dr. Muataz A. Majeed

Country: INDIA

Specialization: Atomic Physics.

Dr Zakaria Fouad Fawzy Hassan

Country: Egypt

Specialization: Agriculture and Biological

Dr. Subha Ganguly

Country: India

Specialization: Microbiology and Veterinary Sciences.

Dr. KANDURI VENKATA LAKSHMI NARASIMHACHARYULU

Country: India.

Specialization: Mathematics.

Dr. Mohammad Ebrahim

Country: Iran

Specialization: Structural Engineering

Dr. Malihe Moeini

Country: IRAN

Specialization: Oral and Maxillofacial Radiology

Dr. I. Anand shaker

Country: India.

Specialization: Clinical Biochemistry

Dr. Magdy Shayboub

Country: Taif University, Egypt

Specialization: Artificial Intelligence

Kozikhodjayev Jumakhodja Hamdamkhodjayevich

Country: Uzbekistan

Senior Lecturer, Namangan State University

Dr. Ramachandran Guruprasad

Country: National Aerospace Laboratories, Bangalore, India.

Specialization: Library and Information Science.

Dr. Alaa Kareem Niamah

Country: Iraq.

Specialization: Biotechnology and Microbiology.

Dr. Abdul Aziz

Country: Pakistan

Specialization: General Pharmacology and Applied Pharmacology.

Dr. Khalmurzaeva Nadira - Ph.D., Associate professor, Head of the Department of Japanese Philology, Tashkent State University of Oriental Studies

Dr. Mirzakhmedova Hulkar - Ph.D., Associate professor, Head of the Department of Iranian-Afghan Philology, Tashkent State University of Oriental Studies

Dr. Dilip Kumar Behara

Country: India

Specialization: Chemical Engineering, Nanotechnology, Material Science and Solar Energy.

Dr. Neda Nozari

Country: Iran

Specialization: Obesity, Gastrointestinal Diseases.

Bazarov Furkhat Odilovich

Country: Uzbekistan

Tashkent institute of finance

Shavkatjon Joraboyev Tursunqulovich

Country: Uzbekistan

Namangan State University

C/O Advanced Scientific Research,

8/21 Thamocharan Street,

Arisipalayam, Salem

PAREMIOLOGY AS AN OBJECT OF LINGUODIDACTICS AND LANGUAGE TEACHING METHODS

Mukhammadiyeva Madinabonu Eshmakhmat kizi

Teacher, Uzbekistan state university of world languages

Abstract: The article analyzes the study of paremiological units in the aspect of linguistics, didactics methodology of teaching English as a foreign language. This paper discusses paremiological units in the context of forming linguocultural competence of students. The work is dedicated to analyzing the cultural meaning of proverbs and sayings, principles of the material selection and peculiarities of teaching English to foreign students with different level of language competence. Variety of tasks with the proverbs and sayings are given in the article.

Keywords: English as a foreign language, teaching methods, paremiological units, didactics.

As we can see, one of the most significant aspects of paremiology is knowledge of the language and culture of that language, because we make mistakes in comprehending the proverb by measuring our own perspectives.

Of course, certain proverbs have meaning and mobility, so they must be aware of the linguistic culture in order to appreciate these distinctions. This adage addresses a specific situation: "Do not put all your eggs in one basket." It is only used when the word "five fingers in the mouth" is meant to be portable. These two proverbs are also understandable in Uzbek proverbs. This proverb can be used in terms of meaning and portability. The essence of the supplied proverbs can also be summed up in terms of meaning, and the particular meaning of proverbs is crucial.

In the case of M. Sadridinova [4], the linguistic features of Uzbek proverbs are studied not only according to the literal meaning, but also with dialectical variations, demonstrating that the essence of the proverbs varies with different variants of meaning and showing the statistics of using them over a wide range of contexts. Because some proverbs are used in different places, word-based lexemes or phrases may be incorrect, and by evaluating proverbs in terms of words, they may examine the meanings and make them understandable options to other regions.

-Yaxshi hamsoya guldir, yomon hamsoya cho'ldir. A good neighbor is a flower; a bad neighbor is a desert. The word "Hamsoya" (neighbor) is almost never used in our literary discourse in the provided proverb, but the phrase "Qo shni" (neighbor) is used instead. This aphorism is often used in the oasis region and is understood as a Persian term. From this example, we can conclude that even small regions have distinct ways of expressing their wisdom, thus we need be conscious of their language use in order to grasp local people's proverbs.

Phraseodidactics is a relatively new and little-known scientific discipline. She is born primarily as a result of the work of P.Kühn (1985, 1987, 1992), who gave his name to it, and other German linguists such as S.Ettinger (1998, 2011, 2012, 2013, 2014), R.Hessky (1992), and H.H.Lüger (1997), whose contributions helped to consolidate it through time. Before it became a science in its own right, phraseodidactics was a diffused tendency among linguists and didacticians concerned with the demands of the learners. Here are some examples of viewpoints: The study

of series, and, more broadly, all phraseological groups, is critical for comprehending a foreign language. In contrast, the employment of improper series indicates that a foreigner is not highly accomplished in the handling of the language or that he learnt it mechanically. 73 (Ch.Bally, 1909).

As soon as a language's lexical mastery is achieved, understanding of the more common syntagms, particularly those belonging to the code, becomes vital and an important object of learning.

According to I.González Rey (2007), the main goal of phraseodidactics would be phraseology didactics in a broad sense, that is, the teaching-learning of any element seen as a phraseological unit, namely idiomatic expressions, collocations, and pare-crumbs. These permanent phrases should be learned in both the native tongue and a foreign language, using an action-oriented approach that includes all components of communicative ability (linguistics, sociolinguistics and pragmatic) (I.González Rey (2007: 25)). Phraseodidactics is the study of the mechanisms of expression acquisition frozen of all sorts in one's own tongue in order to focus on teaching - learning in a foreign language. As a result, phraseology's didacticsPhraseodidactics and phraseotranslation focuses on everything linked to teaching - successful learning of fixedness as a linguistic, social, cultural, and pragmatic phenomenon at the level of foreign languages. The figure below depicts the objectives and fields of application of phrase-didactics:

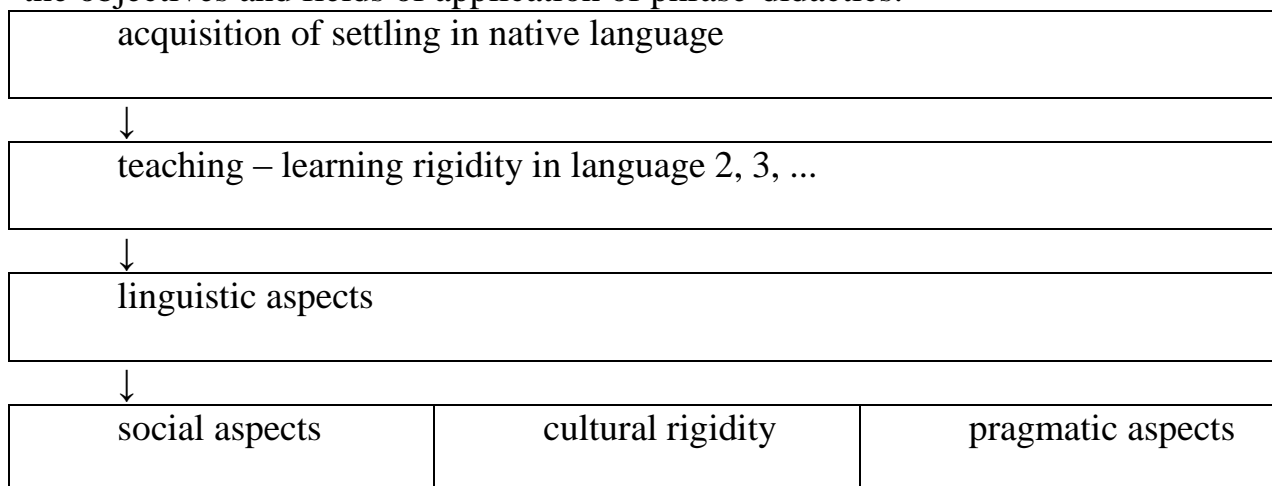


Figure 1: Objectives and fields of application of phraseodidactics.

Teachers of Uzbek as a foreign language face the tasks of understanding the principles of selecting material and ways of presenting it in the light of the formal and semantic specifics of proverbs, the boundaries of their identity and variance, speech functional features and displaying in them the linguistic picture of the world of the English ethnos. Within the framework of the phased formation of the linguocultural competence of foreign students as a "secondary" linguistic personality, an important point, in our opinion, is the adequacy of the selected material, which includes the following: 1) compliance with the level of language proficiency (lexical minimum, grammatical content, correlation with phonetic and intonational means of the language, representation of the main word-formation, morphological and syntactic

units); 2) compliance with both the studied communicative topic (the topic and situations of communication) and the grammatical material (morphological features, syntactic constructions, etc.); 3) the use of these units for mastering certain skills and abilities in the course of the educational process; 4) explanation of extralinguistic content; 5) the use of contexts with the studied paremiological units; 6) the possibility of deducing into speech (monologic statement, drawing up dialogues, role-playing games, etc.). When selecting proverbs and sayings, it is also necessary to take into account the degree of complexity of the proposed units, that is, adhere to the principle of gradualness - from simple to complex, from typical, frequently used, to situationally limited in use. In the process of teaching the Russian language, it is advisable to introduce paremiological units as part of a lexical-thematic group in accordance with the topics being studied.

Task 1. Read proverbs and sayings. Find nouns and form plural or singular forms.

- 1) Keep no more cats than will catch mice
- 2) Crosses are ladders that lead to heaven..
- 3) The laborer is worthy of his hire
- 4) Like masters like man

Task 2. Determine syntactic function of nouns which are in bold.

1. Why keep **a dog** and bark yourself
2. There is no disgrace in honest **labour**.
3. Beauty is in the eye of the **beholder**
4. **Work** expands so as to fill the time available.

Task 3. Find the proverbs and saying which have opposite meaning

- 1) Hard beginning makes a good ending
- 2) A life of leisure and a life of laziness are two things
- 3) February fill dyke, be it black and be it white
- 4) March comes like a lion and goes out like a lamb
- 5) He that labours is tempted by one devil; he that is idle is tempted by a thousand.

Task 4. Match the equivalents of the English and Uzbek proverbs and explain what peculiar feature of both languages have to describe 'Labour'

| |
|--|
| a) Birlashgan o'zar b) mehnat, mehnatni tagi rohat c) Mehnat qancha og'ir bo'lsa keti shucha shirin bo'lar d) Ko'z qo'rqqoq qo'l botir |
|--|

1. Many hands make light work _____
2. The eye of a Master, will do more Work than his Hand _____
3. A handful of trade is a handful of gold _____
4. A hard beginning makes a good ending _____

Task 5. Explain the connotative meaning of the body parts in the following proverbs and sayings.

- 1) Nothing got without pains but an ill name and long nails.
- 2) A light hand makes a heavy wound

- 3) Four eyes see more than two
- 4) The shoemaker's son always goes barefoot

Task 6. Analyze the national cultural semantics of English proverbs. What conclusion can be drawn about the attitude of English to labour?

- 1) the devil finds work for idle hands to do
- 2) Fools should not see half done work
- 3) Work and no play makes Jack a dull boy.
- 4) It is the pace that kills; it is not WORK that kills, but worry.
- 5) The laborer is worthy of his hire

Thus, proverbs and sayings in the curriculum is advisable already at the initial stage of learning English as a foreign language. Introduction sayings in the educational process contributes to organizing creative atmosphere in the audience, activates development of speech in students, forms linguoculturological competence, deepens knowledge about people who are native speakers. In this regard, it seems necessary to form a paremiological minimum as an integral part of the Program in English as a foreign language.

References

- 1) Bally, Charles. 1909. *Traité de Stylistique française*, v. I, II. Paris: Klincksieck.
etrangere. Terminology et Traduction 2/3.165–181.
- 2) Ettinger, Stefan. 2012. Einige phraseodidaktische Überlegungen zur Frequenz, zur Disponibilität und zur Bekanntheit französischer Idiome und Sprichwörter. Szavak,
3)Gonzalez Rey, Isabel. 2010. La phraséodidactique en action: les expressions figées comme objet d'enseignement. *La Culture de l'autre: l'enseignement des langues à l'Université* -
- 4)Hessky, Regina. 1992. Aspekte der Verwendung von Phraseologismen im Unterricht Deutsch als Fremdsprache. *Fremdsprachen Lehren und Lernen*, 21. 159–168.
- 5)Kuhn, Peter. 1985. Phraseologismen und ihr semantischer Mehrwert. "Jemandem auf die Finger gucken" in einer Bundestagsrede. *Sprache und Literatur in Wissenschaft und Unterricht*, 16. 37–46.
- 6)Luger, Heinz-Helmut. 1997. Anregungen zur Phraseodidaktik. *Beiträge zur Fremdsprachenvermittlung* 32. 69–120.