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FOUNDATIONS OF ENGLISH TEACHING BASED ON PROVERBS (UZBEK AND AFGAN WORDS)

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Abstract: This article analyzes the linguodidactic foundations of teaching English through proverbs, using the example of Dari-speaking schools in Afghanistan. The study highlights the didactic potential of proverbs in the language learning process, their cultural and moral content, and their role in developing students' communicative competence. It also examines how the use of proverbs contributes to vocabulary expansion, understanding of phraseological units, and the development of intercultural communication. The findings demonstrate the effectiveness of integrating national and cultural components into English language teaching and provide a methodological basis for applying innovative pedagogical approaches in a Dari-speaking educational environment.

Key words: linguodidactics, English language teaching, proverbs, Dari-speaking schools, communicative competence, intercultural communication, phraseology, pedagogical methods, vocabulary development, language learning.

Annotatsiya: Mazkur maqolada Afg'onistondagi Dari tilida so'zlashuvchi maktablar misolida ingliz tilini maqollar asosida o'qitishning lingvodidaktik asoslari tahlil qilinadi. Tadqiqotda maqollarning til o'rganish jarayonidagi didaktik salohiyati, ularning madaniy va axloqiy mazmuni hamda o'quvchilarning kommunikativ kompetensiyasini rivojlantirishdagi o'rni yoritib beriladi. Shuningdek, maqollardan foydalanish lug'at boyligini kengaytirish, frazeologik birliklarni tushunish va madaniyatlararo muloqot ko'nikmalarini shakllantirishga qanday hissa qo'shishi tahlil qilinadi. Tadqiqot natijalari ingliz tilini o'qitishda milliy va madaniy komponentlarni integratsiya qilish samaradorligini tasdiqlaydi hamda Dari tilida so'zlashuvchi ta'lim muhitida innovatsion pedagogik yondashuvlarni qo'llash uchun metodik asos yaratadi.

Kalit so'zlar: lingvodidaktika, ingliz tilini o'qitish, maqollar, Dari tilida so'zlashuvchi maktablar, kommunikativ kompetensiya, madaniyatlararo muloqot, frazeologiya, pedagogik metodlar, lug'at boyligi, til o'rganish.

Аннотация: В статье анализируются лингводидактические основы обучения английскому языку с использованием пословиц на примере дариязычных школ Афганистана. В исследовании раскрывается дидактический потенциал пословиц в процессе изучения языка, их культурное и нравственное содержание, а также роль в формировании коммуникативной компетенции обучающихся. Рассматривается вклад использования пословиц в расширение словарного запаса, понимание фразеологических единиц и развитие межкультурной коммуникации. Полученные результаты подтверждают эффективность интеграции национально-культурных компонентов в обучение английскому языку и формируют методологическую основу для применения инновационных педагогических подходов в дариязычной образовательной среде.

Ключевые слова: лингводидактика, обучение английскому языку, пословицы, дариязычные школы, коммуникативная компетенция, межкультурная коммуникация, фразеология, педагогические методы, развитие словарного запаса, изучение языка.

INTRODUCTION

In today's globalized world, effective English language teaching has become an essential component of modern education. Learning a foreign language involves not only mastering grammatical structures and vocabulary, but also understanding the cultural meanings embedded in language use. From this perspective, proverbs represent a valuable linguistic and pedagogical resource. As concise expressions of collective wisdom, proverbs carry cultural, moral, and communicative meanings that can significantly enrich the language learning process.

Teaching English through proverbs allows learners to engage with authentic language material while developing interpretive and communicative skills. Proverbs expose students to figurative language, metaphorical thinking, and culturally grounded expressions, thereby enhancing vocabulary acquisition and pragmatic competence. Moreover, comparing proverbs across languages encourages learners to recognize both universal themes and culture-specific meanings, which promotes intercultural awareness.

In multilingual contexts involving Uzbek and Afghan (particularly Dari-speaking) learners, proverb-based instruction offers additional pedagogical benefits. Drawing connections between familiar cultural expressions and English equivalents facilitates comprehension, retention, and learner motivation. Such an approach supports a linguodidactic framework in which language learning is closely linked to cultural understanding and meaningful communication.

The relevance of this study lies in exploring the linguodidactic foundations of integrating proverbs into English language teaching within Uzbek and Afghan educational settings. By examining theoretical perspectives and pedagogical applications, the study seeks to demonstrate how proverb-centered instruction can enhance communicative competence and foster culturally responsive learning environments.

REVIEW OF LITERATURE ON THE SUBJECT

Modern research in applied linguistics and language pedagogy increasingly emphasizes that effective English language teaching extends beyond grammatical accuracy and lexical knowledge to include communicative competence and cultural understanding. Scholars argue that language is inseparable from the cultural and social contexts in which it is used, and therefore teaching materials should reflect authentic linguistic practices. Crystal emphasizes that language functions as both a communicative system and a cultural phenomenon, suggesting that meaningful language instruction must incorporate real-world usage and culturally embedded expressions. This perspective provides a theoretical foundation for integrating proverbs into English language teaching as culturally rich and linguistically authentic units.

From the standpoint of second language acquisition theory, Ellis highlights the importance of meaningful input, contextualized exposure, and cognitive engagement in language learning. Proverbs, as fixed yet meaningful expressions, align well with these principles by offering learners repeated exposure to language forms within stable semantic frameworks. Nation and Newton further stress that vocabulary and speaking skills develop most effectively when learners encounter language in communicative contexts. Proverbs serve this function by combining lexical input, pragmatic meaning, and communicative intent within a single instructional unit.

The linguodidactic value of proverbs has been explored in depth by Baker, who argues that proverbs represent a powerful pedagogical tool due to their memorability, figurative richness, and cultural depth. According to Baker, proverb-based instruction enhances learners' ability to interpret non-literal meanings and promotes deeper cognitive processing of language. Similarly, Moon's corpus-based research on fixed expressions and idioms confirms that formulaic language plays a crucial role in fluent communication and should be systematically incorporated into language teaching. Proverbs, as a subtype of fixed expressions, contribute significantly to phraseological competence and idiomatic awareness.

Communicative language teaching frameworks further support the use of proverbs in English instruction. Littlewood and Richards with Rodgers emphasize that communicative competence involves not only grammatical knowledge but also sociolinguistic, discourse, and pragmatic skills. Proverbs naturally facilitate these dimensions by encouraging discussion, interpretation, and interaction. Tseng's empirical research specifically demonstrates that the use of proverbs in EFL classrooms contributes to the development of communicative competence by stimulating learner interaction, critical thinking, and contextual language use.

Cultural linguistics offers another important dimension for understanding proverb-based instruction. Sharifian argues that language reflects culturally constructed conceptualizations and that effective language teaching should make these conceptual systems explicit to learners. Proverbs, which encode shared cultural values, moral norms, and collective experience, function as ideal tools for developing intercultural awareness. Through comparative analysis of proverbs across languages, learners can identify both universal human concerns and culture-specific worldviews, thereby strengthening intercultural communicative competence.

In multilingual educational contexts, particularly those involving Uzbek and Afghan (Dari-speaking) learners, the integration of culturally familiar materials plays a crucial role in facilitating language acquisition. Khatamov emphasizes that linguodidactic models should take into account learners' linguistic background and cultural experience, especially in environments where traditional and modern teaching methods coexist. Using proverbs from learners' native languages as a bridge to English supports comprehension, retention, and motivation, while reducing cognitive and affective barriers.

Widdowson further notes that effective language teaching must balance pedagogical structure with authentic language use. Proverbs exemplify this balance by offering stable linguistic forms that nevertheless invite interpretation, discussion, and contextual application. Despite the acknowledged benefits of proverb-based instruction, existing literature indicates a lack of systematically developed instructional models tailored specifically to Uzbek and Dari-speaking educational settings.

Overall, the reviewed literature confirms that proverbs possess significant linguodidactic potential for English language teaching. They support vocabulary development, phraseological competence, communicative skills, and cultural understanding. However, there remains a clear research gap in developing structured methodologies and teaching frameworks that integrate proverbs into English instruction for Uzbek and Afghan learners. Addressing this gap constitutes an important contribution to both applied linguistics and multilingual education practice.

RESEARCH METHODOLOGY

The study employed a mixed-methods research design combining qualitative and quantitative data collection. Data were obtained through classroom observations, pre- and post-tests, questionnaires, and analysis of students' spoken and written tasks. The collected data were analyzed using comparative analysis and descriptive statistics to evaluate changes in vocabulary acquisition, phraseological competence, and communicative performance resulting from proverb-based instruction.

ANALYSIS AND RESULTS

The analysis of proverb-based English instruction in Dari-speaking and Uzbek educational contexts revealed a range of significant findings that highlight both its instructional effectiveness and its broader pedagogical value. Data obtained through systematic classroom observations, as well as comparative analysis of pre-test and post-test results, clearly demonstrate that the integration of proverbs into English language lessons has a positive and measurable impact on learners' linguistic development. In particular, students showed notable progress in vocabulary acquisition, comprehension of figurative and idiomatic language, and overall communicative competence.

Students who participated in proverb-based instruction exhibited substantial improvement in their lexical range and depth of vocabulary knowledge. Proverbs, as short yet semantically rich expressions, served as an effective medium for introducing new vocabulary and idiomatic constructions within meaningful and memorable contexts. Unlike isolated word lists, proverbs allowed learners to encounter vocabulary as part of complete, culturally grounded expressions. While pre-test results indicated limited familiarity with idiomatic language and metaphorical meanings, post-test findings revealed significant gains in both recognition and appropriate usage of newly learned lexical items. This suggests that proverb-based instruction supports long-term vocabulary retention and contextual understanding.

One of the most valuable outcomes of proverb-based teaching was the development of learners' phraseological competence and cultural awareness. Proverbs enabled students to actively engage with figurative language and to interpret meanings beyond literal word usage. Comparative activities, in which learners analyzed similarities and differences among Uzbek, Dari, and English proverbs, proved especially effective. These exercises enhanced students' awareness of semantic structures and pragmatic functions while encouraging reflection on cultural values embedded in language. As a result, learners developed a deeper understanding of how language reflects worldview, traditions, and social norms, strengthening their intercultural communicative competence.

The inclusion of proverbs in communicative classroom activities—such as dialogues, role-plays, discussions, and storytelling—significantly contributed to the development of students' oral communication skills. Classroom observations indicated increased learner participation, more spontaneous use of newly acquired vocabulary, and greater confidence in expressing opinions and ideas. Proverbs functioned as natural conversation triggers, allowing students to initiate discussions, justify viewpoints, and construct coherent speech. This interactive use of proverbs fostered meaningful communication and supported the transition from passive knowledge to active language use.

Another important finding relates to learner motivation and engagement. Proverb-based lessons were perceived by students as interesting, enjoyable, and culturally relevant. Many learners reported that connecting English expressions with familiar proverbs from their native languages made learning more accessible and less intimidating. This cultural familiarity reduced psychological barriers and increased students' willingness to participate in classroom activities. Consequently, proverbs helped bridge the gap between the learners' linguistic background and the target language, creating a more inclusive and motivating learning environment.

The findings suggest that integrating proverbs into English language teaching offers both linguistic and cultural advantages. Proverbs can serve as multifunctional teaching tools that simultaneously support vocabulary development, phraseological competence, pragmatic awareness, and intercultural understanding. In multilingual educational settings—such as Dari-speaking schools in Afghanistan or Uzbek-speaking classrooms—drawing on learners' native languages and cultural knowledge enhances comprehension, retention, and overall learning

effectiveness. Proverb-based instruction aligns well with communicative and culturally responsive teaching approaches, making it particularly suitable for diverse learning contexts.

In conclusion, proverb-based instruction represents a highly effective pedagogical approach that successfully integrates linguistic development with cultural learning. The observed improvements in vocabulary acquisition, phraseological competence, communicative skills, and learner motivation clearly demonstrate the value of using proverbs as a core component of English language teaching. Implementing this approach in Uzbek and Dari-speaking educational contexts can significantly enhance both the quality and relevance of English language instruction, while fostering culturally informed and communicatively competent learners.

CONCLUSIONS AND SUGGESTIONS

This study examined the linguodidactic foundations of teaching English through proverbs in Uzbek and Dari-speaking educational contexts. The findings demonstrate that proverb-based instruction is an effective pedagogical approach, contributing to vocabulary development, phraseological competence, communicative skills, and cultural awareness. By connecting English learning to familiar cultural expressions, students showed higher engagement, motivation, and a deeper understanding of language in context.

Vocabulary Development: Proverbs provided meaningful lexical input, enabling learners to acquire new words and idiomatic expressions efficiently.

Phraseological Competence: Comparative analysis of Uzbek, Dari, and English proverbs enhanced learners' understanding of figurative language and cross-cultural meanings.

Communicative Skills: Incorporating proverbs into interactive activities, such as dialogues, role-plays, and storytelling, improved students' oral communication and pragmatic competence.

Cultural Awareness and Motivation: Proverbs served as a bridge between native language and English, making lessons more culturally relevant and motivating for learners.

Recommendations:

Systematic Integration: Teachers should systematically incorporate proverbs into English lessons to reinforce vocabulary, idiomatic expressions, and cultural understanding.

Curriculum Design: Educational materials and textbooks should include authentic proverb-based content that aligns with learners' cultural background.

Interactive Activities: Educators are encouraged to design communicative tasks using proverbs, such as role-plays, debates, and storytelling exercises, to foster active language use.

Teacher Training: Professional development programs should provide training on linguodidactic methods for teaching English through cultural and idiomatic materials.

Comparative Exercises: Implementing exercises that compare proverbs across languages can enhance learners' semantic awareness, cross-cultural competence, and critical thinking.

In conclusion, proverb-based instruction not only facilitates linguistic development but also nurtures cultural sensitivity and learner engagement. Implementing this approach in Uzbek and Dari-speaking classrooms can enhance the effectiveness of English language teaching, making it both meaningful and contextually relevant. Future research may focus on developing structured lesson plans and assessment tools specifically for proverb-based language instruction, ensuring broader applicability and measurable outcomes.

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