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TIL O'RGANUVCHILARIDA INGLIZ TILIDAGI MAQOL VA MATALLARDAN FOYDALANGAN HOLDA CHET TILIDAGI KOMMUNIKATIV KOMPETENTSIYALARNI SHAKLLANTIRISH**FORMATION OF FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCES IN LANGUAGE LEARNERS USING ENGLISH PROVERBS AND SAYINGS****ФОРМИРОВАНИЕ ИНОЯЗЫЧНЫХ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У УЧАЩИХСЯ С ИСПОЛЬЗОВАНИЕМ АНГЛИЙСКИХ ПОСЛОВИЦ И ПОГОВОРОК****Abbasova Nargiza Kabilovna**

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Annotatsiya

Ushbu maqola ingliz maqollari va maqollariga duchor bo'lgan talabalar tarjima aniqligi va ravonligini oshirishga olib keladigan manba va maqsadli tillar va madaniyatlarni yaxshiroq tushunishlari haqidagi gipotezani o'rganishga qaratilgan. Shuningdek, Farg'ona davlat universiteti talabalari o'rtasida taklif etilgan gipotezani qo'llab-quvvatlash maqsadida olib borilgan tadqiqotlar natijalari ham isbotlanmoqda.

Аннотация

Целью данной статьи является проверка гипотезы о том, что учащиеся, знакомящиеся с английскими пословицами и поговорками, будут лучше понимать языки и культуры перевода, что приведет к повышению точности и беглости перевода. Также это подтверждается результатами исследования, проведенного среди студентов Ферганского государственного университета, в поддержку предложенной гипотезы.

Abstract

This article aims to examine the hypothesis that students who are exposed to English proverbs and sayings will develop a better understanding of the source and target languages and cultures, leading to improved translation accuracy and fluency. Also, it proves the results of the research that was conducted among Fergana State university students to support the proposed hypothesis.

Kalit so'zlar: maqollar, madaniy jihatlar, kommunikativ kompetentsiya, til o'rganish, tarjima qobiliyatlari, madaniy xabardorlik.

Ключевые слова: пословицы, культурные аспекты, коммуникативная компетентность, изучение языка, навыки перевода, культурная осведомленность.

Key words: proverbs, cultural aspects, communicative competence, language learning, translation skills, cultural awareness

INTRODUCTION

The examination of English proverbial well-known expressions and the understanding of these cultural aspects through the prism of the foreign speaker's communicative competence levels reveals exceptional phenomenon of learning language's capabilities and cultural vision. At FSU a case study demonstrates the principle of the use of proverbs not only as a mean of understanding of a non-native language better but also as a tool for advanced translation skills. This paper reviews the hypothesis that has proved that knowledge of proverbs and sayings in English can much enhance a student's competence in both the source and target language besides his cultural awareness.

LITERATURE REVIEW

Fahrutdinova et al. (2014) underscore the importance of computer-assisted instruction as a basis for building students' communicative foreign-language competence volume one. The research team, Kazan Federal University-based, exemplified the ultimate significance of skillful teachers' teaching who are adequately ready to function properly in the diverse and

communicational activity through required communicative competence. Another illustration comes from the article of Saitova et al. (2022) concerning the effectiveness of technology in foreign language studies, and especially at the non-linguistical university level, in terms of the development of foreign language skills. They claim that the project method extends knowledge and calls skills into point use of the language in the given context, which, in my view, the goal of the Fergana State University study.

Besides that, it is known that there are articles on the fact that the English proverbs and sayings influence the process of language learning. Each language has its own dictums and idioms, which are being used for different purposes. The learning how to use these phrases is a gradual process and requires a great amount of effort. Study in Eton Institute indicates that proverbs is the useful way of maximizing cultural survival and communicating figuratively, which is of great importance to the language learning. This is substantiated by researches which stands by the fact that teaching English as illustrated by idioms and proverbs through idioms and proverbs is a tool that helps in increasing the student's vocabulary, structural understanding and the feeling of confidence to use English.

METHODS

The survey was conducted via an online Google Form questionnaire to examine the hypothesis that exposure to English proverbs and sayings leads to improved translation accuracy and fluency. The questionnaire consisted of 9 personal questions and was designed to gather insights from senior students at Fergana State University. The survey was anonymous and included participants from three different groups and years: 2nd, 3rd, and 4th year students, totaling 11 participants. The gender distribution among the participants was 27.3% male and 72.7% female. The age range of the participants was as follows: 9.1% 18 years old, 9.1% 19 years old, 27.3% 20 years old, 45.5% 21 years old, and 9.1% 23 years old.

Participant selection

The participants were selected from the senior student population at Fergana State University, representing three different groups and years. The survey aimed to gather diverse perspectives from students with varying levels of exposure to English proverbs and sayings.

Data analysis

The data collected from the survey will be analyzed to assess the relationship between exposure to English proverbs and sayings and the participants' understanding of source and target languages and cultures, as well as their translation accuracy and fluency. The responses will be evaluated to determine if there is a correlation between exposure to English proverbs and sayings and the development of language and cultural understanding.

RESULTS

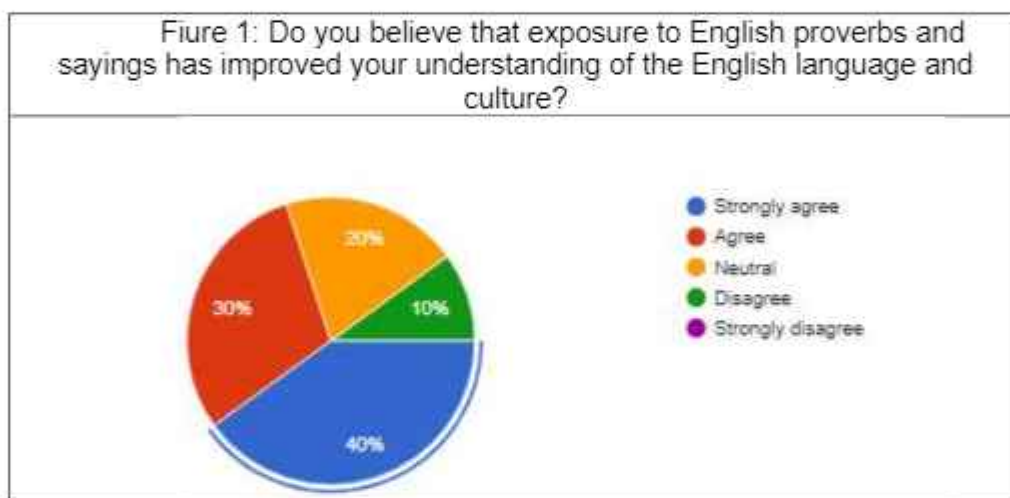
The analysis about the question "which among the statements below best describe your exposure to English proverbs and sayings?" shows that approximately 5 increase individual (about half of the studied) often come in with proverbs and sayings. Now it is obvious that a big number of students of senior classes at Fergana State University constantly meet with English proverbs or sayings. Furthermore, 27.3% of subjects revealed an occasional exposure, while 18.2% occupied the roles of disappointing ears that could hardly manage to get in touch with the topic. This pattern demonstrates that most of participants have at least some amount of English proverbs and proverbial sayings proficiency. It, in its turn, may be connected to their comprehension about the source country and target country language and culture, and may also be the determinant of their translation accuracy and fluency. This way helps us to analyze the entire group's familiarity with English proverbs and sayings, which is the critical point in the process of verifying the hypothesis we are working on.

The expression of the second question "How do you feel about your understanding of mother tongue and culture when translating from English?" showed that nearly one of three respondents, 36.4%, felt that their understanding of mother tongue and culture was at the excellent level when translating from English. Moreover, 45.5% of those who took part said that they felt good and the second group (18.2%) said that they would describe it as fair. The latter result was observed in that they reported a lack of feeling poor about their ability in source-language and culture in the course of translation activity. This information hints that, for the most part, translators

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interpret and give their opinion in terms of the level of their understanding of the target language and culture from English very high, and some quite well say "excellent." The focus group data technique has revealed the significance of this knowledge as you should consider the confidence of participants in their language and culture when you get into the thesis topic to discuss the translation accuracy.

A study on the statement "Sayings and English proverbs how much have helped you in comprehending the language and culture of English?" points out that 70% of the individuals as a whole either strongly agree or agree that resulting from the exposure of English proverbs and sayings helped them to understand the language and culture of English (figure 1). That shows the positive perception among the participants this might improve their understanding between the language and culture that they have got from English proverbs and sayings. Apart from this, a total of 20 % of the participants remained neutral on one hand; whereas 10% disagreed or strongly disagreed with it. This data shows the opinions of the participants about the influence of proverbs and sayings in foreign language to whose understanding they can be applied which would give us an idea about the hypothesis related with translation quality and readability.



The analysis of the question "Have you acquired a better grasp of the English language after constant exposure to English proverbs and sayings?" revealed that ten people from a pool of 20 participants are of the school of thought that "English proverbs and sayings enabled them fetch the essence of the language". Furthermore, the same number of participants had an opinion that proverbs and sayings display the peculiarities of the language's culture what is more, the same number of participants said that proverbs and sayings were a mirror of different ways of reflecting ideas. The data illustrate that the effect English proverbs and sayings have on language learning is perceived as being that the target language might become more easily structured for learners at the subtle language level. The replies indicate that a person's awareness of fables and maxims is the key success factor in acquiring and gaining experience in a language and culture, which has to be one of the factors you address if you investigate the question of translation precision and fluency.

As the issue "Are proverbs and sayings an effective tool for teaching foreign language translation?" has been investigated the majority of respondents who made 90.9% of them have answered that they either totally agree or agree that proverbs and sayings are effective tools for teaching foreign language translation. On the issue of empowering women, 54.5% think "yes, strongly agree" with it, and another 36.4% think "yes, agree" with it. As for the question whether film impacts teenagers' behavior only 9.1% of participants expressed a neutral position. I can note out missing out that there is no doubt being refuted or strongly refuted which shows that there is presently the common positive attitude of their effectiveness as the translation tools being used in the teaching of foreign or other languages. This dataset verifies the assumption in hand, where proverbs oftentimes are relied upon for teaching translators of foreign languages.

A review of the question "How did proverbs and sayings helped me improve my analytical and interpretation abilities while translating?" revealed that 45.5% of participants think that those sayings and proverbs enabled them to go beyond the words as it motivated them to analyse and interpret the meanings of sayings and proverbs. On the other hand, more than a quarter, or 27.3%, of the participants explained that proverbs and sayings made them to realize that varied approaches to solving translation issues exist, whereas 27.3% of them indicated that these linguistic elements have taught them the meaning of culture behind translation. This group of figures confirms the multifaceted effect of proverbs and metaphorical statements on the promotion of the critical thinking in the translation process, thus being the source of the analytical thinking, problem solving abilities and cultural awareness. With such, the researchers are often able to appreciate the reason why proverbs and sayings are considered to be of great use in the development of critical thinking essential for translation.

DISCUSSION

We found out by the survey results which they give a chance to learn and discover the connection between a health of English proverbs and sayings and the language comprehension, translation skills, critical thinking of senior students of Fergana State University. The most recurrent response been the common appearance of English proverbs and sayings which show significantly interaction with those lexic semantic elements. The effects of this type of input will be of major importance for them to comprehend tone of both the source and target languages and cultures as well as the accuracy and fluency of the translation.

Remarkable among the participants' perception of the self-rated measure of their understanding of the source language and culture is how translating from English helped them develop the thought. The great majority of the participants expressed their faith in comprehension as well as in good feeling of their knowledge with a significance lesson. The fact that citizens trying to grasp English proverbs is not a surprise as they may find it one of those elements that increase the accuracy of their translation.

On the other hand, the custom, which had an overwhelmingly positive impact on the understanding of the language and culture by the participants, suggests that the language comprehension and cultural awareness, which can be contributed through exposure to English proverbs and sayings, are difficult to ignore. The participants' becoming familiar with the language peculiarities as well as aspects typical of different ways of thinking by using proverbs and sayings demonstrate the necessity of learning the target language among their best learning techniques.

In addition, the questions and the answers set forth clearly that most participants seemed convinced that proverbs and sayings are the best tools to use when learning foreign language translation. But what also is eye-opening is the fact that a significant part of participants somehow understands that proverbs, as well as other sayings, are very decisive in the development of critical thinking, that is analytical thinking, problem-solving, and cultural awareness, which further proves the multi-faceted effect of these linguistic elements on language learning and translation proficiency.

CONCLUSION

Survey results show clearly how having to get used to particular English proverbs and sayings influences the level of understanding, translating, and critical thinking of these students that are in their last year of university. To corroborate, we learners, as continued interaction with linguistic elements and having a positive attitude towards comprehension and translation, we proved the need of incorporating proverbs and sayings in the language learning and translation instruction.

The findings suggest that the saying and the proverbs are great tools to teach translators how to deal with lexical complexity, demonstrating by the participants' clear agreement that they work well as such tutors. Moreover, their usefulness as intellectual devices in developing logical thinking to give better clarity of thought and language translation is also one of the values the idioms serve.

The survey results, thus, correlate with the above hypothesis that the students of Fergana State University at the final year of their study have a higher level of language comprehension, translation performance, and issue analysis skills because of their English proverbs and sayings

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knowledge. According to the study, proverbs and sayings help to develop the lexical knowledge of the language students as well as contribute to the discarding of the meaning of words in the commentators and the translators.

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