

Measuring progress can also be tricky. New methods often necessitate reevaluating traditional assessment tools. How do we effectively gauge the impact of a virtual exchange program or a gamified learning app on complex communication skills?

Finally, successful implementation often hinges on collaboration and exchange. Learning from colleagues abroad is invaluable, but forging strong international partnerships takes time and effort. Sharing best practices and adapting successful strategies requires a strong network of educators willing to bridge geographical and cultural divides.

In conclusion, while foreign experience and innovative technologies hold immense potential for improving foreign language learning, navigating the challenges is critical. By carefully considering cultural context, ensuring equitable access, and investing in teacher training, educators can turn borrowed brilliance into effective learning experiences for all students.

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ENHANCING STUDENTS' SPEAKING ABILITY BY USING APHORISMS

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Abstract. The article discusses how aphorisms could be implemented in the educational process as a means of developing students' speaking skill. Aphorisms are authentic material with broad educational potential. Aphorisms play an important role in getting the communicative competence of the target language and the cultural knowledge as well. Careful selection of authentic language material, the use of appropriate methods and techniques contribute to the effective development of students' speaking skill.

Keywords: teaching method, speaking skill, teaching speaking, aphorisms, authentic material, communicative competence, cultural values.

Annotatsiya. Maqolada aforizmlarni ta'lim jarayonida talabalarning og'zaki nutqni rivojlantirish vositasi sifatida qanday amalga oshirish mumkinligi muhokama qilinadi. Aforizmlar keng ta'lim salohiyatiga ega haqiqiy materialdir. Aforizmlar maqsadli tilning kommunikativ kompetentsiyasini va madaniy bilimlarni olishda muhim rol o'ynaydi. Haqiqiy til materiallarini sinchkovlik bilan tanlash, tegishli uslub va usullardan foydalanish talabalarning og'zaki nutqini samarali rivojlantirishga yordam beradi.

Kalit so'zlar: o'qitish uslubi, og'zaki nutq, og'zaki nutqni o'rgatish, aforizmlar, haqiqiy material, kommunikativ kompetentsiya, madaniy qadriyatlar.

Аннотация. В статье обсуждается, как афоризмы могут быть использованы в образовательном процессе как средство развития навыков устной речи у студентов. Афоризмы — это аутентичный материал, обладающий широким образовательным потенциалом. Афоризмы играют важную роль в приобретении коммуникативной компетенции на изучаемом языке, а также культурных знаний. Тщательный отбор аутентичного языкового материала, использование соответствующих методов и техник способствуют эффективному развитию навыков устной речи у студентов.

Ключевые слова: методика обучения, навыки устной речи, обучение устной речи, афоризмы, аутентичный материал, коммуникативная компетентность, культурные ценности.

The changes taking place in the current education system require not only professional development of the teacher in accordance with his/her specialty, but also decisive changes in the professional activities of teachers who participate in the implementation of the new standard. The most important task of modern education system is the formation of a student's ability and desire to master new activities and knowledge, as well as the ability to build further aspirations of the education. The main purpose of foreign language classes is the formation of communicative awareness. Of all the four types of speech activity (reading, writing, speaking, listening), speaking is considered the most important when learning a foreign language. The success in learning a foreign language at first can be seen from the ability of the learner's speaking. However, it is very hard for the students to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak.

Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. To cope with the challenges of teaching

speaking, the language teachers are required to be able to create and employ certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the teacher plays an important role in determining what technique can best encourage students' participation in the learning speaking process, because studying English without speaking English is useless.

Kayi gives some suggestions for teachers to do in teaching speaking. He suggests to provide maximum opportunity to students to speak the target language, involve each student in every speaking activity, reduce teacher speaking time, show positive signs when commenting on a student's response, ask eliciting questions to prompt students to speak more, provide written feedback, do not correct students' pronunciation mistakes very often, involve speaking activities out of class, go around classroom to ensure whether the students need help, provide the vocabulary that students need, and help the students who have difficulty.

A good teacher can prepare various and up-to-date techniques. Teachers need to be able to find the materials and make them interested and happy in the teaching and learning process in the classroom. They have become aware of the importance of didactic tools in the process of learning a foreign language. Due to this, learning through these tools is very useful for language proficiency. One of the richest didactic materials for teaching foreign languages in educational institutions is the use of aphorisms in classes. With the development of the methodology of teaching foreign languages, the attention of researchers turned to aphorisms, proverbs and winged expressions as one of the objects of teaching foreign languages.

Aphorism has been viewed and defined by different linguists. To mention but a few, Procter and Cudden define aphorism as a wise statement of truth expressed in few words. Aphorism is also seen as a concise pithy formulation of a truth or sentiment. Gross views aphorism as a concise statement of a moral philosophical principle. It offers a comment on some recurrent aspect of life clothed in terms which are meant to be permanently or universally applicable. Aphorism can therefore be seen as a concise and terse statement of truth or sentiment.

Aphorisms as a unit of language, preserve and transmit the information about the most diverse aspects of people's life — their social structure, moral experience, crafts, healing, beliefs, nutrition, traditions, clothing, environmental views, metric system, children's games, historical events, etc.

Thus, while studying a foreign language, students master not only the types of speech activity, but also get acquainted with the culture of the country whose language they are studying, which undoubtedly enriches their ways of thinking and helps to better understand the uniqueness of their people's culture, because aphorisms are not only language signs, but along with them works of verbal art.

The outstanding Czech teacher *John Amos Comenius* believed that learning a foreign language should follow the path from a gradual understanding of the content of a foreign-language utterance to the perception of the beauty of words, expressions, the richness of all linguistic possibilities and, finally, to the ability to penetrate the aesthetic essence of the language, to master the speech treasury.

That is, comprehension of a foreign language should be not only pragmatic, but also spiritual. Aphorisms represent a rich authentic material, which, on the one hand, does not need to be adapted, and on the other hand meets the most artistic requirements. Thus, aphorisms are an accessible means, the role of which is difficult to overestimate, since a real command of a foreign language implies the ability to speak using expressions characteristic of this language, phraseological phrases.

The use of aphorisms at English lessons, primarily serves as a means to stimulate students to learn English, as well as forming an integral part of the communicative competence of students. They make students think, inspire, learn to express their own opinions in English. Aphorisms as a means of learning can be used as any kind of verbal techniques in the classroom: the story, lecture, explanation, discussion, conversation.

From a linguistic point of view aphorism is a full text and can serve as material for different kinds of work: individual, front, team, group, independent. According to linguists, even minimal literary text, which consists of a single sentence, is a three-dimensional field for discussion and reflection.

According to A. Sadykova, M. Yashina and A. Sharafieva aphorisms in the classroom can perform a range of tasks.

Firstly, knowledge of the aphoristic fund facilitates memorization of complete grammatical and syntactical structures.

Secondly, aphorisms are the basis for the replenishment of vocabulary, and for mastering a variety of clichés and comparative turns of speech. For example: “Difficulties strengthen the mind, as labour does the body” (Seneca).

Thirdly, due to the special phonostylistic organization aphorisms are often performed in a poetic form. Memorization helps to improve their pronunciation skills, to intone phrases in English correctly and clearly, to form expressive skills, facing the audience speech. To cap it all, the study of aphorisms allows students to broaden their outlook and learn cultural values, priorities, history and habits of other people.

A good foreign language teacher should teach aphorisms in a communicative and meaningful way that reflects the culture of that target language in order to foster the pragmatic competence in it. By doing so, the teacher not only helps the student understand the culture, but also makes the aphorism more memorable because the more frequently an aphorism is heard, the more easily it will be retained and recalled in the future. Foreign language teachers may have problems with the textbooks they

are using in classes due to the lack of exercises dealing with aphorisms, so there is a need for teachers to create activities to teach various language skills. If aphorisms chosen by teachers to be used in classes are frequently used ones with less difficult vocabulary, then aphorisms help keep the students' attention. Foreign language teachers should be careful not to overload students with too many aphorisms. Seven is probably a good number for one class. If teachers teach aphorisms in context by using texts rather than teaching them in isolation, it may be more effective and enjoyable. Foreign language teachers can prepare a list of aphorisms in advance to encourage students to use the aphorisms in meaningful contexts or motivate learners to use aphorisms as topics for speaking activities.

Here are some techniques of teaching speaking through aphorisms. We took some commonly used aphorisms as an example to implement in these techniques.

Activity 1. Getting the whole class talking

In this activity a teacher may write an aphorism in the paper and show one of the students, for instance: Early to bed and early to rise makes a man healthy, wealthy, and wise. - Benjamin Franklin.

Meaning: said to emphasize that someone who gets enough sleep and starts work early in the day will have a successful life.

A student who has been shown the aphorism draws a picture which represents or gives the meaning of a phrase or word in the aphorism.

The other students need to guess which aphorism it is. The "artist" cannot use words in the picture and can only answer yes or no to questions. The picture can be embellished as the guessing continues until the word/words are said.

Activity 2. Interpretation of the meaning of aphorisms.

Students are offered a task that is performed individually or in pairs:

I. Good friends, good books and a sleepy conscience: this is the ideal life. - Mark Twain

II. A friend to all is a friend to none. - Aristotle

III. Time is what we want most, but what we use worst. - William Penn

1. Make sense of three aphorisms. (What does each one says? What is the idea of each?)

2. Choose one aphorism you like (with which you wholeheartedly agree) or extremely disliked (which you will never agree with).

3. Retell its contents in your own words.

4. Formulate your understanding of the meaning of the aphorism (its idea).

5. Express your opinion, comment on it, explain your agreement / disagreement.

The practice of teaching a foreign language shows that students are interested in culture, art, history, and the customs of the native speaker's people. In this regard, the widespread use of aphorisms in the context of presenting educational material in the

classroom can, firstly, diversify the course of the lesson, secondly, develop the imagination of students, activate their mental activity, thirdly - maintain motivation to study the discipline, and as a result increase their success in mastering a foreign language. The use of aphorisms in practical classes effectively affects not only to increase the motivation for mastering a foreign language, but also it is important in the development of speaking skill of the students.

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