INTERACTIVE METHODS OF WORKING WITH PROVERBS IN ENGLISH LESSONS AT A LANGUAGE UNIVERSITY

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Abstract: This article discusses the specifics of using interactive methods in teaching English proverbs at a language university. Proverbs, being an important part of the cultural heritage of the people, have significant didactic potential. They not only contribute to enriching the vocabulary of students, but also develop their intercultural competence, form critical thinking and the ability to interpret semantic nuances. The author emphasizes that the use of interactive methods such as group work, quests, project assignments, role-playing games and digital tools makes the learning process more exciting and effective. The article reveals specific forms and techniques of working with proverbs in English classes, as well as provides examples of methodological exercises.

Keywords: interactive methods, English proverbs, language university, intercultural communication, critical thinking, creative learning, group work, project activities, digital tools, communicative competence.

Introduction: Modern methods of teaching foreign languages are aimed not only at developing language skills, but also at developing students' ability to understand the culture, values and worldview of native speakers. Proverbs are one of the most striking carriers of the national picture of the world, as they reflect the centuries-old experience of the people, their moral attitudes and peculiarities of thinking. In this regard, working with proverbs in English lessons is becoming particularly important, especially in language universities, where future specialists are preparing for professional activity in a multilingual and multicultural environment.

However, traditional teaching methods (reading, translation, memorization) often turn out to be insufficiently effective, since they do not arouse students' active cognitive interest. That is why the introduction of interactive methods is becoming an urgent task for teachers who strive to make the learning process lively, creative and motivating.

2. Theoretical foundations of the use of proverbs in education: Proverbs have a high didactic value. They are concise, expressive, easy to remember, and often contain stable grammatical and lexical constructions that can be used to teach various aspects of the language. Firstly, proverbs allow students to expand their vocabulary by introducing them into the context of stable expressions and idiomatic constructions. Secondly, they contribute to the formation of socio-cultural competence, as they familiarize students with the norms of behavior, ethical attitudes and cultural realities of the country of the target language.

Thirdly, proverbs develop critical thinking, as they encourage students to analyze, compare and interpret the meaning of expressions, finding analogies in their native culture. In addition, working with proverbs contributes to the development of communicative competence, because the discussion of their meaning, context and usage takes place in the process of live communication and exchange of opinions.

3. Interactive methods of working with proverbs: Interactive methods involve the active participation of students in the learning process, where everyone becomes not a passive listener, but a participant in a joint creative search.

1. Discussions and brainstorming. The teacher suggests several proverbs on a specific topic (for example, "friendship", "work", "time") and organizes a discussion. Students explain how they understand the meaning of statements, cite similar proverbs from their native language,

and discuss differences in cultural beliefs. This type of work contributes to the development of analytical thinking and oral speech.
2. Role-playing games. Proverbs can be used as replicas of characters in mini-skits. For example, when studying the proverb “Actions speak louder than words”, one group of students can prepare a scene illustrating the meaning of this statement, and the other can determine what kind of morality it contains.
3. Quests and game tasks. Students receive assignments related to the search for "hidden" proverbs in texts, songs, films or on online platforms. Such exercises arouse great interest and create conditions for informal learning of the material.
4. Project activities. Projects can be aimed at researching English proverbs on topics ("Wisdom and Foolishness", "Love and Friendship", "Work and Success") or comparing them with Uzbek equivalents. The result of the project can be a presentation, a mini-video or a poster.
5. Digital technologies. Using online platforms (Kahoot, Padlet, Quizlet, Mentimeter) allows you to create interactive quizzes, tests and flash cards. Digital forms of work make learning flexible, modern and accessible even in a remote format.

4. Methodological recommendations:

1. Selection of the material. Proverbs should be chosen thematically, in accordance with the lexical material of the textbook or the current topic.
2. Contextual learning. Each proverb should be used in context: in a text, dialogue, or situation, and not in isolation.
3. Comparative analysis. It is important to compare English proverbs with their counterparts in the students' native language, discussing differences in mentality and perception of the world.
4. Discussion and reflection. After completing the assignments, students are invited to discuss which proverbs they liked, which ones they consider relevant today, and which ones are outdated. This stimulates a personal attitude towards language.
5. Integration with other activities. Proverbs can be used in teaching writing (essays, letters), reading (texts in which proverbs occur), as well as in developing listening skills (songs, podcasts).

5. Practical implementation and results: Practice shows that the use of interactive methods of working with proverbs increases students' motivation to learn a language, activates their speech activity and promotes better memorization of the material.
For example, during a lesson on “Work and Success”, students are introduced to proverbs:
“No pain, no gain.”
“Hard work pays off.”
“Rome wasn’t built in a day.”
After discussing the meaning and context, the teacher organizes a mini-debate on the topic of diligence, where students use the learned proverbs in speech. This form of work helps to integrate lexical and communication skills.
Students note that with the help of interactive tasks, they begin to perceive proverbs not as formal linguistic units, but as living elements of culture capable of expressing deep thoughts in simple words.

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