

Using English Proverbs in Speech

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Abstract:

It is clear, to begin with, that sentences and words do not have meaning in the same way. If we consider meaning in terms of reference in the wide sense of the term, as saying something about the world about us, it is reasonable to believe that only sentences can have meaning. English and Uzbek people always use proverbs in speech. That is why, we want to share our thoughts about how to use the proverbs in speech and its importance in improving of the students and pupil's conversational English.

Technically speaking, a proverb is a sentence, which has the following characteristics:

1. It is not created in the process of speech but exists and is reproduced as a ready - made unit.
2. It is characterized by the stability and reative contency of its structure.
3. It expresses some well-known truth or some kind of admonition and always has a generalized meaning.
4. It is brief and vivid and often contains parallel or contrasting parts, rhyme, alliteration, and a certain rhythm.

Proverbs are subdivided into two main groups: Declarative sentences, constituting the larger group, and Imperative sentences. As to their syntactic structure, there are Simple, Compound and Complex sentences, the examples respectively being:

Every cloud has a silver lining- hayotda har bir kishining o'z o'rni bor.

Two is company, but three is none- ikki kishi sherikligida uchinchisi ortiqcha.

Where there is a will, there is a way- xohish bor joyda siljish bor.

Then there is a number of sentences which might be termed as 'peculiar to proverbs', such as: *Out of sight, out of mind- Har kallada, har hayol.*

Once bitten, twice shy- Chumchuqdan qo'rqan, tariq ekmas.

Nothing venture, nothing have- Tavakkalchi o'yiga etgunicha, dangalchi ishini bitiradi. etc.

All the components of a proverb are very important and independent. As a rule, a proverb does not contain long and complicated constructions; homogeneous parts, more than one subordinate clause, and such components as might be omitted without affecting the meaning of the proverbs.

Certain categories and forms widely used in proverbs determine their generalized meaning. They are Declarative sentences, verbs in the Present Indefinite, Indicative Mood, nouns in their generic sense, the adverbs *always, ever, never*, and some others.

A typical feature of many proverbs is contrast, which may be expressed by various antonyms. Very often, they are not antonyms proper, but contextual antonyms, here are some examples which English and Uzbek people use proverbs are contrasting with antonyms:

Ayshni nodon surib, kulfatni dono toptadi - One beats the bush and another catches the bird.

Uyatli hayotdan sharaflı o'lim yaxshiroqdir - Better a glorious death than a shameful life.

Proverbs may be introduced into the text either with the help of various sentences or clauses such as: *You know old proverb, we have a saying, this proverb applies here and suchlike, Uzbeks say, Englishmen know*, or without accompanying words. Compare: *"We have a proverb," said Shelton: "A bird in the hand is worth two in the bush."* (J. Galsworthy).

Here we should give explanatory notes for students.

"A bird in the hand is worth two in the bush." - a sure advantage is better than an expected advantage. It is better to accept something tangible, if not very valuable thing which is however beyond our reach, so far. *"A bird in the hand"* is something that one already has as opposed to something one may possibly obtain, *"is worth two in the bush."* Compare: **Uzoqdagi** quyruqdan **yaqindagi** o'pka yaxshi, **Daraxt shohidagi** ikkita qushdan ko'ra **qo'ldagi** bir qush yaxshi.

Explanatory notes should be given in established forms of the proverbs and phraseological units, explanations of their meaning and sometimes usage, their Uzbek equivalents if any, and examples of their actual use. The explanations have been chiefly borrowed from books and dictionaries of proverbs.

Then we may give various examples from fiction and examples have been drawn extensively from fiction, notably modern fiction, and sparingly from dictionaries of quotations, so that together they present a fairly coherent picture of proverb and proverbial phrase application through the ages both in England and America¹. You may give them by the help of handouts:

Handout1

But he has still a junior, and many younger men than he had already taken silk. It was necessary that he should, too, not only because otherwise he could scarcely hope to be made a judge but on her account also; it mortified her to go in to dinner after women ten years younger than herself. But here she encountered in her husband an obstinacy which she had not for years been accustomed to. He was afraid that as a K.C.² he would get no work. "A bird in the hand is worth two in the bush" he told her. (W.S. Maugham)

Handout2

¹ W.G. Smith, The Oxford Dictionary of English Proverbs; A. Taylor, a Dictionary of American Proverbs and Proverbial Phrases.

² K.C. – Q.C. King's or Queen's Counsel, a barrister taking precedence before all the others. English K.C. and Q.C. wear silk gowns in court.

He [Soames] was in favour, too, of that was said about growing food and making England safe in the air. And then, slowly, he turned against it. He complained to Fleur that the book dealt with nothing but birds in the hand is worth two in the bush; it was impractical (J.Galsworthy)

Handout3

He [Cowperwood] even dreamed of a combination between Butler, Mollenhauer, Simpson, and himself. Between them, politically, they could get anything. But Butler was not a philanthropist. He would have to be approached with a very sizable bird in the hand. The combination must be obviously advisable. (Th. Dreiser)

The aim of exercises is to improve the students' understanding and use of proverbs, and help them master spoken English in general. The exercises are meant for oral work, although some of them are better to be done in writing, especially, those with the task of translating from English into Uzbek or from Uzbek into English.

Lexically, connection of a proverb with the text may be expressed through the use of the same words or their derivatives, also through synonyms, antonyms, and words belonging to the same semantic sphere. When used in speech, proverbs may undergo various changes and these changes, or derivatives, may be subdivided into several types:

a) **Lexical changes** (insertion, omission, or substitution of certain words), for example:

Look twice before you leap- etti o'lchab bir kes. (so'zma-so'z tarjimasi: sakrashdan avval ikki marta qara);

b) **Morphological changes** (substitutions of one grammatical category or form for another), for example:

"A bird in the hand is worth two in the bush,"- he told her. (translation has given above)(W.S. Maugham).

c) **Syntactic changes** (substitutions of one type of sentence for another), for examples:

It's only child that burns its fingers that dreads the fire- Olovdan faqatgina bolalargina aziyat chekmaydi. (tarjimasi: olovdan birgina bola qo'lini kuydirib olaman deb qo'rqadi.)

Lexical, Morphological and syntactic changes may occur in the same sentence, and in fact, they often do. A good many proverbs gave rise to phraseological units. These latter generally consists of two or more words which correspond to a syntagm (context) in the proverb.

Nominal phraseological units usually originate from the subject, object or predicative with an attribute, for example:

Argues comes on horse back but go away on foot- Olloh kasalni botmonlab berib, misqollab oladi.

Verbal phraseological units are mostly based on the predicate accompanied by the secondary parts of the sentence, for example:

to fall between two stools - ikki o't orasida qolmoq;

to catch at a straw – cho'pga tirmashmoq.

Phraseological units are widely used in speech than proverbs, and some of them are even more popular than the corresponding proverbs. It should be remembered that proverbs and phraseological units used to the point and not too often, greatly contribute to the vividness and expressiveness of one's speech, while their excessive use makes it sound unnatural and produces a comic effect.

If the teacher thinks it advisable, the students may be given additional exercises, such as:

1. Build up a dialogue around a situation covered by this or that proverb;
2. Explain the meaning of the following proverbs and phraseological units in English;
3. In the book you are reading find proverbs which may be commented upon by certain proverbs;
4. In the book you are reading find proverbs or phraseological units originated from them and comment on their use;
5. Translate from English into Uzbek the following passages containing proverbs that given from fiction.

So, we can say that again phraseological units are widely used in speech than proverbs, and some of them are even more popular than the corresponding proverbs. And we should recommended to use proverbs carefully in speech. It should be remembered that proverbs and phraseological units used to the point and not too often, greatly contribute to the vividness and expressiveness of one's speech, while their excessive use makes it sound unnatural and produces a comic effect.

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