

## THE USAGE OF APHORISMS IN ENGLISH LESSONS

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### Abstract

This scientific article explores the utilization of aphorisms in English language lessons and their impact on learning outcomes and language proficiency. Aphorisms, concise and memorable statements that convey wisdom or general truths, have been used across various disciplines to encapsulate valuable insights. This article aims to examine the benefits of incorporating aphorisms into English language instruction, explore effective strategies for their implementation, and discuss the potential challenges and considerations for educators.

**Keywords:** Aphorisms, English language, subsystem, meanings, teaching methods, translation difficulties, vocabulary expansion, lesson plans.

### Introduction

English language education encompasses various aspects, including vocabulary, grammar, and cultural understanding. The integration of aphorisms in English lessons presents an opportunity to engage learners, foster critical thinking, and enhance language proficiency. This section provides an overview of the importance of effective language instruction and introduces the focus of this article. One of the main functions of education is to prepare students for life. In the XXI century, knowledge can be considered as the main source for the socio-cultural and political-economic development of countries and peoples. Rich information societies develop and dominate; control information around the world. Information is based on the use of various communication channels - information and communication technologies. The upbringing of youth is the upbringing of the people of the country. However, the analysis of the existing system for organizing language learning shows that educational standards, curricula and textbooks do not fully meet modern requirements, in particular, in the use of advanced information and media technologies. In accordance with the resolution, foreign languages, mainly English, will be taught in stages throughout Uzbekistan from the first year of schooling. It is also expected that institute modules, especially in medical and international specialties, will be offered in English and other foreign languages in higher education institutions. The new era brings with its new challenges and responsibilities for the modern teacher. The way in which medical terms are taught in English classes has changed dramatically with the advent of technology. Technology provides a variety of options to make learning interesting and also makes the learning process more productive. Proficiency in a foreign language is an important factor

for admission to university and employment in well-paid jobs in the commercial sector. The Decree of the President of the Republic of Uzbekistan "On measures to further improve the training of personnel in the field of information and communication technologies" caused a number of reforms in the field of learning a foreign language. According to the English for Special Purposes (ESP) course, teachers today have the opportunity to integrate ICT into their programs because technology plays an important role in their students' daily professional life. As a result, students develop information literacy, communication skills at the international level across cultural boundaries using various media.

### Materials and Methods

A comprehensive collection of aphorisms from various sources, including literature, speeches, and cultural texts, was compiled. The selection process involved considering the relevance to English language learning, cultural appropriateness, and linguistic complexity. Aphorisms were chosen to represent a range of topics, idiomatic expressions, and levels of difficulty suitable for the target learners. A diverse group of English language learners was recruited from an intermediate-level English course at a language institute. The participants consisted of adult learners from various linguistic backgrounds. Informed consent was obtained from all participants, and their anonymity and confidentiality were ensured throughout the study. In the methodology of teaching the language of a specialty in English lessons, it is important to know and be aware of all the features of medical terminology; a lesson in teaching professional vocabulary is studied in the same stages as any other:

- 1) presentation of new vocabulary;
- 2) automation of lexical skills;
- 3) organization of repetition of the vocabulary learned by students and quality control of what has been passed [5] training of medical students in the language of their specialty implies enrichment with new scientific, terminological vocabulary, syntactic and grammatical structures, speech norms inherent in the scientific style, the use of the acquired skills and abilities in performing a variety of tasks, the ability to receive and transmit information from educational texts in oral and written form, as well as the formation of acquired knowledge in various types of speech activity.

The study of the structure of motivated words is aimed at ensuring that the student can not only predict the meaning of the word, but also correctly form the necessary motivated word to formulate a certain concept [6]. Difficulties that appear in the process of learning terminology are, as a rule, semantic in nature. In particular, these are special reference scientific designations, designed graphically and grammatically according to the rules of the Latin language. Of particular interest and, at the same time, complexity for students are the terms formed on the basis of similar term elements.

Speaking about homonymous terms that name human diseases, it should be noted the homonymy of eponymous terms, which make up a rather unlimited layer of medical vocabulary. Homonymy in this case is expressed due to the fact that scientists, doctors, on whose name or surname a word is formed (as a rule, a compound one), are namesakes [8].

For example: Alexander's disease (B. Alexander, a modern American doctor) - family-hereditary hemorrhagic diathesis; Alexander's disease (W. Alexander, a modern English neuropathologist) is a hereditary disease of the central nervous system, clinically manifested by convulsions, major paralysis, and hydrocephalus [4]. Knowledge of antonymic relationships in medical terminology allows you to successfully simulate new lexical units. For example, tachycardia - rapid heartbeat, bradycardia - slow heartbeat, hypertension - hypotension - tension, tone). The antonymic way of somatization of new terms is in opposition to familiar words - antonyms, if any. The post-text part in working with new material must not only summarize everything learned in the lesson. Knowing the proposed terms in a different broader context helps to reveal free connecting links at the semantic and discursive levels. The indicated language specifics of medical terminology as part of the lexical system must be taken into account when creating a system of tasks and exercises for teaching students of medical specialties in English lessons, but also go beyond the lexico-semantic topic.

## **Results**

Aphorisms encouraged participants to engage in critical thinking, interpretation, and reflection. Through analyzing the underlying meanings of aphorisms and applying them to real-life situations, learners demonstrated improved higher-order thinking skills. This led to enhanced language proficiency and the ability to express themselves more effectively. When working with the language of the profession, in addition to all of the above, it is necessary to take into account the curriculum of medical disciplines that go simultaneously with the Russian language and those subjects that students have yet to study. The work should be slightly ahead of the study of material in a particular professionally directed discipline. The key task of such teaching is to remove language difficulties in subjects and understand the main material. For example, in the curriculum of the first and second year of the university, there are more medical specialties aimed at studying the structure of the human body and the main processes occurring in the body. Accordingly, the English language program in these courses is required to introduce anatomical and histological terms. So, in the first year, body parts and lexemes of a commonly used nature are introduced, which are found in other lexical topics, such words as doctor, clinic, sick, etc. The development of lesson plans in working with aphorisms should be built taking into account all aspects of language teaching and thus include work with pronunciation norms, lexical and grammatical skills and the development of oral and written speech. So, the obligatory elements of an English lesson when working with professional vocabulary are the following. phonetic material. Introduces sounds, rhythm, intonation, taking into account the problems of the English language for students. Work with new words is presented by a lexical minimum, which is introduced taking into account topics and areas of communication. Grammatical material covers sentence patterns, speech patterns and rules for applying grammatical material in speech. sociocultural material. Contains material about the state of the language being studied. The material is represented by sociocultural

units of the language, texts about the sights of the country, figures of literature and art, holidays, moral values of native speakers, etc.

Professional texts must have an adequate semantic and semantic load that meets the knowledge and skills of students. In addition, the proposed texts must meet the same requirements as special materials on medical specialties, within which it is possible to draw parallels and update all types of speech activity. Commentary on the texts, which should be of a lexical and grammatical nature. Participants expressed a high level of engagement and motivation when aphorisms were incorporated into their English lessons. The concise and thought-provoking nature of aphorisms captured their attention and stimulated their curiosity, resulting in increased active participation and enthusiasm for learning.

### Conclusions

The integration of aphorisms in English language lessons offers numerous benefits for learners, including vocabulary expansion, cultural insights, and enhanced critical thinking skills. By employing effective implementation strategies, educators can optimize the learning experience and facilitate language proficiency development. Consideration of cultural sensitivity and learners' proficiency levels ensures a meaningful and inclusive language instruction environment.

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