

Delivering constructive feedback plays a crucial role in advancing students' oral communication skills. Teachers can incorporate various strategies to assess students' speaking abilities effectively. One useful method is recording students' speeches, presentations, or conversations, which allows them to listen to their own speech patterns and recognize areas that require improvement. Video analysis can also be employed to help students observe their body language, facial expressions, and articulation, fostering a more comprehensive self-assessment process. Additionally, peer feedback sessions create an interactive learning environment where students exchange insights and suggestions, encouraging a collaborative approach to learning. By using structured assessment criteria such as rubrics and progress-tracking tools, students can systematically evaluate their performance, set specific improvement goals, and work towards refining their pronunciation, fluency, and overall speaking confidence. Regular feedback sessions contribute to continuous learning and help students become more self-aware and motivated to enhance their oral communication abilities.

Conclusion

Enhancing oral communication skills in a national group of students necessitates a multifaceted approach that integrates interactive discussions, task-based learning, and technological innovations. By creating a dynamic and engaging learning environment, educators can facilitate meaningful speech practice and foster students' confidence in real-world communication. The incorporation of pronunciation drills, drama-based activities, and feedback mechanisms further supports students in refining their articulation, fluency, and overall speaking proficiency. As language learning continues to evolve, adapting teaching strategies to students' cultural backgrounds and utilizing modern resources will ensure effective and sustainable skill development. Ultimately, a well-rounded approach empowers students to express themselves with clarity and confidence in various academic, professional, and social contexts."

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SPECIFIC FEATURES OF PROVERBS REFLECTED NATIONAL MENTALITY

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Abstract: *This article will explore the unique characteristics of proverbs found in both English and Karakalpak literature. This article will conduct a thorough analysis of some proverbs that have been transcribed by English writers, as well as some other proverbs found in Karakalpak folk literature. Every proverb holds some kind of literary, cultural, or educational meaning; every example will be examined in detail, and a description of the moral message of these proverbs will*

be investigated. Several proverbs written by English writers, including W. Shakespeare, G. Chaucer, J. Milton, and A. Pope, will be examined in detail. In addition to this, some appropriate examples of Karakalpak folk proverbs will be presented and investigated deeply in order to provide the understandable meanings of them.

Keywords: *proverb, psychology, moral message, expressive meaning, literature, folk tale, education, competence, mankind, analysis, and behavior.*

Introduction

Since the development of languages in the history of mankind, learning and investigating the literary peculiarities of languages has become of great importance. The semantic meaning of the literary stylistic devices and expressive meanings of every language attracted the attention of scholars all over the world. The linguists have been trying to examine the moral message of the literary works, as every single literary piece of writing holds unique and peculiar educational or cultural meaning to humans. For this reason, the specific features of proverbs should be learned in more detail by those who would like to discover their magical impact on the general behavior of the nation. The usage of proverbs plays an important role in both English and Karakalpak literature. The proverbs used in the huge works of each language play an essential role in educating people to live a sound life and make the world a better place by making good deeds. As it is said in Karakalpak folk literature: «Naqıldı bir aytpasa, aqılsız aytpaydı, aqıllı adam sózin naqılsız aytpaydı», the person who uses proverbs in their speech tends to be more knowledgeable than those who do not normally utter proverbs in the purpose of expressing their ideas more effectively. Owing to this fact, the semantic meanings and specific peculiarities of proverbs, according to the national mentality of English and Karakalpak literature, have been examined and shown in detail, providing appropriate examples.

Main Body

The works of English writers and poets include a great deal of proverbs in order to make people sensible and give appropriate directions for them to live a proper life. William Shakespeare is one of the playwrights who utilized proverbs in his literary career. For instance, he employs the proverb "Brevity is the soul of wit" in his play "Hamlet." This proverb highlights the value of concise and intelligent speech. In psychology, an intelligent or wise person is known as someone who does not speak a lot and only utters the most suitable, short, but effective utterance in their speech. It emphasizes that the natural behavior of a knowledgeable person excludes very long and useless sentences. Another brilliant proverb used by Shakespeare is «What is done is done». Shakespeare wrote this proverb in the play "Macbeth," encouraging people to accept their past actions as unchangeable. People are expected to summarize the mistakes in the past and try not to repeat them again in life later. The proverb indicates the positive direction of looking at the future in an optimistic way by understanding the practical value of drawbacks observed in the past without caring too much. One more good illustration of the proverb may be: «Many a true word hath been spoken in jest». It is written in the play called "King Lear". The word "jest" means an act performed for amusement or a joke. This implies that humor can occasionally reveal the truth. In fact, the truth is commonly thought to be bitter and expected to be told seriously without funny expressions. However, the proverb in the work by Shakespeare says that truth may be presented in an amusing way, not to hurt the souls of other people. For this reason, telling every truth in a strict position is not considered the most appropriate solution.

Geoffrey Chaucer also used a wide range of proverbs in his literary works. In the work called “The Canterbury tales”, different proverbs are incorporated to reflect the wisdom and values of time. One example of those proverbs is that «Time and tide wait for no man». This proverb is taken from the story of “The Clerk’s tale”. It emphasizes the unstoppable nature of time. The moral message of that utterance is to show people that time is considered the most precious wealth in life. Every person is expected to appreciate every moment of their life journey before it is too late. And this might also explain everything that could be found or restored except for time. This fact leads to the belief that time conservation is crucial for human beings. Another proverb in his works is that «Love is blind». This is extracted from “The Merchant’s tale”. It suggests that love often overlooks flaws. This means the person who loves someone does not generally care about the mistakes or negative personality of the loved one. This may be betrayal, disrespect, or inappropriate behavior towards the relationship. However, the lover may overlook the partner's flaws due to their unconditional love. The next meaningful proverb is that «As good as a wink to a blind house». It conveys that an action is pointless or unnoticed. This proverb warns people about those who do not appreciate the hard work done for their sake. The author aims to convey that in life, individuals should be able to distinguish between those who are honest and those who are dishonest. Some humans do not usually notice the assistance or other important actions performed by others and may complain all the time instead.

John Milton, in his “Paradise Lost”, used some educational proverbs for mankind. For instance, «The childhood shows the man» implies that early habits and behavior shape a person’s character. It tries to express that whatever the person does in childhood is about to play a central role in forming the characteristics, behavior, and attitude for the next chapters of life. For this reason, this proverb challenges humans to give up negative or useless habits and behavior on time and focus on truly positive habits, which can help in life later on.

Alexander Pope’s “An Essay on Criticism” is filled with proverbial wisdom. One illustration of the proverbs used by Pope is that «A little learning is a dangerous thing». It warns against shallow understanding. This proverb encourages people to learn everything more thoroughly and form competence in every sphere of life. It claims that commencing to complete something without enough knowledge will certainly lead to failure and is considered to be dangerous for a person. Therefore, we encourage humanity to acquire sufficient knowledge about the crucial choices we make in life.

Karakalpak literature is also well-known for its usage of proverbs in folk literature. These types of proverbs hold educational meaning in the process of directing people to the correct way of life. For instance, «Qolı qıymıladağannıń awzı qıymıldaydı» [7; p 19] means people should be hardworking and love labor, as it is the only correct way to have a sound life with abundant goods reached with pure work. This proverb tells people not to be lazy people who wait for everything without taking action. Another great example of proverbs in Karakalpak folk literature is that “Nannıń usağı da nan” [7; p 20]. It teaches people to appreciate every tiny slice of bread, as it is commonly thought of as the most important food in national mentality. This proverb tells mankind not to waste any other food, not just bread. Another brilliant proverb is «Úndemegen úydey báleden qutıladı» [7; p 21]. To some extent, its meaning is similar to that of William Shakespeare. This proverb also emphasizes the importance of maintaining silence. In the moments of chaos, it is useful for human beings to stay calm and silent instead of panicking and uttering useless sentences. In these circumstances, people may process the situation and make up their mind by

thinking and staying quiet. The next excellent example of Karakalpak proverbs is that «Jaqsılıq jerde qalmas» [7; p 20]. This proverb encourages people to do charitable deeds as much as possible. Because it says that every good action done by a person is their potential assistance in the future. Owing to this fact, humans are commonly motivated to perform good actions and help others more. One last illustration of Karakalpak proverbs is «Altın gúmis tas eken, Arpa, biyday as eken» [7; p 20]. It is used in order to show the importance of crops, which is highly valued among the Karakapak nationality. Given that the majority of Karakalpak people have been peasants for many centuries, crops hold great significance for them. For this reason, people widely use this proverb to educate their children to save the harvest instead of chasing unnecessary metals like gold or silver. They believe that food is the source of survival, while metals cannot solve catastrophic situations such as famine, drought, or flood. This is a unique characteristic of Karakalpak proverbs, based on their usage and interpretation.

Conclusion

The practical value of using proverbs in both English and Karakalpak literature is of huge importance. As a result of utilizing the educational, cultural, and more importantly, literary proverbs, the writers and poets may educate people to live a proper life and do charitable deeds. Ordinary readers, in turn, may develop a strong understanding of how to behave appropriately in challenging situations. Every single proverb has its own moral message for humans and impacts the psychology of readers. Through reading the literary works or folk tales, people can get positive directions and summarize their mistakes in life. When a person knows a wide range of proverbs, they are considered to be a knowledgeable person who could cope with difficult troubles. For this reason, people should continue learning other proverbs in the works of English and Karakalpak literature, as proverbs are appreciated as one of the fundamental and inseparable units of the literature of mankind.

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THE PECULIARITIES OF WORD FORMATION IN ENGLISH AND UZBEK

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Abstract: *This article explores the peculiarities of word formation in English and Uzbek, two languages from distinct linguistic families. The study highlights major word formation processes such as affixation, compounding, blending, reduplication, and borrowing, using examples from literature. By comparing these methods, the research provides insights into the similarities and*