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Annotatsiya: Maqola maqollarni tayyorlovchi, tetiknatiruvchi va vaqtni to'ldiruvchi mashq sifatida o'qitishga bag'ishlangan. Maqolada tadqiqot materiallarini muhokama qilish uchun sifatiy analiz qo'llanildi. Taqiqot olib borish uchun bir necha bosqichlar amalga oshirildi. Avval hayvon nomlari qoʻllanilgan o'nta maqol tanlab olindi. Keyin tanlangan maqollarning ta'riflari muhokama paytida foydalanish uchun berildi. Undan soʻng, maqollarni ishlatmaslikning ichki va tashqi omillari aytib oʻtildi.Nihoyat, yangi mavzuni boshlamasdan avval qoʻllaniladigan tayyorlovchi "yangi mavzu nima haqida", tetiklantiruvchi "jumboqli maqol" va vaqtni to'ldiruvchi "uni baham ko'ring" mashqlari tavsiya etildi. Nihoyat, ushbu mashqlar dars jarayonida nafaqat talabalar diqqatini jalb qilishi, fikrlash ko'nikmalarini rivojlantirishi va fanga boʻlgan qiziqishlarini ushlab turishi, shu bilan bir qatorda maqollardan tez-tez foydalanishlariga turtki boʻlishi ta'kidlab oʻtildi.

Tayanch soʻzlar: koʻchma ma'no, maqollarni o'rgatish, oʻzaromunosabat, jumboqli maqol oʻyini, tayyorlovchi mashqlar, tetiklantiruvchi, vaqtni to'ldirish mashqi

Аннотация: Статья посвящена обучению пословицам как разминке, энерджайзер и наполнитель времени. В данной статье качественный метод используется для обсуждения материала исследования. Для проведения исследования проводится ряд процедур. Во-первых, десять пословиц с именами животных были отобраны. В-третьих, некоторые внутренние и внешние факторы избегать использования пословиц изложены. Наконец, рекомендуется использовать упражнения, такие как игры-разминка «угадай тему», энерджайзер «смешанная пословица» и наполнитель время «поделите это» не только привлекать внимание студентов, развивать навыки

мышления, мотивировать им во время урока, но и формировать их интерес к использованию пословиц часто.

Ключевые слова: подтекстное значение, обучение пословицы, взаимодействие, смешанные пословицы, игры-разминки, энерджайзеры, наполнители времени.

Abstract: The article is dedicated to teaching proverbs as a warm-up, energizer and time-filler activity. In this article qualitative method is used to discuss research material. Several procedures are accomplished to do this research. First, ten proverbs with animal names were selected. Second, the definitions of the selected proverbs are used for discussion. Third, internal and external factors are stated. Last, it is recommended to employ proverbs as warm-up "guess the theme", energizer "jumbled proverb" and time-filler "share it" activities not only to draw students' attention, develop thinking skills and to keep them motivated during the lesson, but also generate their interests to use proverbs frequently.

Key words: connotative meaning, teaching proverbs, interaction, jumbled proverbs, warm ups, energizers, time fillers.

Introduction: It is fact that having consecutive language exercises during lesson makes teachers and language learners exhausted. Tiredness of learners causes unsatisfactory result from the lesson. Teachers use number of are word games, board games, pictures, puzzles, tongue twisters, warm ups, energizers and time fillers in order to prevent this tiresome and boredom of the students. In this article we emphasize on studying some ways of maintaining student's attention, motivation and interest while having a lesson, namely using proverbs as warm ups, energizers and time fillers. In online Merriam-Webster dictionary warm-up activity is defined as "A preparatory activity or procedure."[1] The term energizer is used for the activity to warm up learners and encourage interaction among them.[2] Time-filler is an activity that occupies time which would otherwise be wasted.[3] From above mentioned definitions can be concluded that warm-up activities prepare students for the next activity, energizers activate students and time-fillers cover extra time of the lesson.

Literature review: The efficiency of warm up, energizer and time filler activities were studied by scholars from different perspectives. Adnan Zaid showed educational, moral and cultural values in his article "Using proverbs as a lead-in activity in teaching English as a foreign language.[4] Next research was done by Mahar in which he presented efficiency of using energizers during academic instruction with elementary schoolchildren.[5] In addition, using pop song[6] and movies[7] as a time filler activity during the lesson was scrutinized**.** In fact we also studied using proverbs during whole process of the lesson. But we focused on efficiency of Quizlet application to explain, revise and consolidate a new theme, especially during stylistics and English practical course.[8] In our article we would like to develop above mentioned study by suggesting some types of warm-up, energizer and time-filler activities to motivate students' interest towards lesson and learn proverbs through those activities.

Using proverbs as warm – up, energizer and time-filler activities

Teaching proverbs is probably not so difficult theme for teachers as they prepare carefully to explain it to students in a different manner and method. However in terms of applying proverbs, in practice, they are rarely used by students. Concerning the role of using idioms in speech Cooper stated that language became "a bookish, stilted, unimaginative tone without idioms."[9, p.258] We consider that there are some internal and external factors hinder frequency of proverbs in speech. We included learners' language problems in understanding the form, meaning and function of the proverbs as internal factors. These reasons resulted in appearing the feeling of being shyness and anxiety due to inability to use them correctly. We consider that teachers and textbooks are external factors that lead to this inability. Because some teachers even themselves do not understand the meaning and application of proverbs and avoid explaining them. Existing not supporting educational and social environment (friends and all the other people from different fields) causes language learners to prefer using ordinary language no matter they have acquired the proverbs quite well. Teachers should use proverbs as frequently as

possible in the beginning (as warm up), in the middle (as energizers) and in the end of the lesson (as time-filler) to create paremiological atmosphere in the classroom.

Research methodology: In our research we used qualitative method. Several procedures are accomplished to do this research. First, we selected the following animal proverbs from "Dictionary of proverbs and their origins" and "The facts on file dictionary of proverbs". Second, the definitions of the selected proverbs are used for discussion. Third, internal and external factors are stated and suggested special activities which support the theory.

Table 1. Additional material for warm-up, energizer and time-filler

	Proverbs	Definition
	Don't change horses in mid-stream.	If you must change your mind, choose your moment well; don't change direction or tactics in the middle of a difficult undertaking [10,136 p.]
	A leopard can't change his spots.	A person cannot change his basic nature [10, p.153]
	An elephant never forgets.	Said of someone with a prodigious memory, usually for slights and wrongs[10, p.88]
	Better be the head of a dog than the tail of a lion.	It is better to have a position of importance in a small organization than to be an unimportant member of a large group[11, p. 21]
	Curiosity killed the cat.	Beware of poking your nose into the affairs of others; it may get you into trouble[10, p.60]
	Don't let the fox guard the henhouse.	Do not put somebody in a position where he or she will be tempted to wrong doing [11, p.62]

	First catch your hare.	Do not act on the optimistic assumption that you will get or achieve something until you actually have it or are absolutely certain of success[11, p.60]
	If a pig had wings, it might fly.	Some things are not just improbable, but downright impossible; said to somebody who puts forward such a suggestion[11, p.133]
	The wolf in sheep's clothing.	Appearances are deceptive [10, p.4]
	There's a black sheep in every family.	Every family has one independent member who is disapproved of for not fitting into the general mould of family life[10, p.20]

Analysis and Results: There given 10 proverbs with the same number of animal names, such as horse, leopard, elephant, lion, fox, sheep, wolf, hare dog, and cat. Above mentioned proverbs can be used differently. It is based on what kind of activity is. If it is warm up activity teacher writes animal proverb and students **guess a new theme**. For instance, the proverb '**don't change horses in mid-stream'** is inferred and advised not to change our mind or direction suddenly while doing something and have already started it. If our theme concerning "Accomplishing and completing our duties and responsibilities" connotative meaning will be suitable. Sometimes the students find the answer easily from the component of the proverb "horse" that the new theme about animals and the connotative meaning of the proverb is remained to be discussed later.

Jumbled words or jumbled proverbs

Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters.[12] The word game jumbled proverb can be played as an energizer or a time-filler activity. In this word

game teacher writes the proverb in mixed order. Teacher divides the class into small groups and asks to unscramble the proverb "**catch your first hare**" (**first catch your hare**) in five minutes, the first winner group will be motivated with tangible (school things) or simply intangible support (let's applaud the winners). As it is accomplished cooperatively, it will improve students' language skills, problem-solving and social skills.

Share it

Normally teachers plan their lesson and even manage the time for every task of the lesson effectively so it will finish on time. But sometimes the lesson will be over five minutes before or even earlier than the teacher expects. This case generally happens with strong classes. In this situation flexible teachers usually prepare additional materials, typically related materials for the lesson for covering extra time as well as consolidating learnt material. For instance, we can utilize proverbs as time-filler for this purpose. We named this time-filler as **share it.**
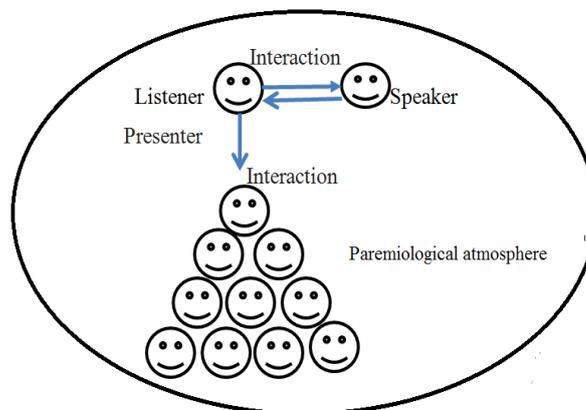
Pic.1. "Share it" time-filler activity

According to this activity teacher divides the class into two groups, such as listeners and speakers. The number of proverbs is based on students' size and level, averagely from six to ten proverbs will be selected. One by one listener group member takes a proverb leaflet without definition and reads out it. A member of another group who has the same proverb but with definition rereads loudly so the listener group member to come, listen and acquire it. Finally, listener group member shares his/her knowledge to whole class by retelling the proverb and its definition with his/her own word. This activity seems traditional, but it has nontraditional

peculiarity. The first distinctive feature is students' interaction, second is, a student presents the proverb with his/her own word to the class. The success of the activity is undoubtedly based on teachers' clear instruction and students' reaction towards it. Importantly "Share it" time-filler develops learners' paremiological knowledge and paremilogical fund and prepares students to use proverbs actively and effectively in four language skills, such as listening, speaking, reading and writing skills.

Conclusion: Teachers' motivation and classroom management play significant role in students' studies. If an instructor does not keep using the same method and technique, instead, apply interactive methods during whole process of the lesson, students will encourage learning proverbs more. In our article we studied the efficiency of teaching proverbs to use as warm up, energizer and time-filler activity. We recommended to apply three activities, that is, warm up "Guess a new theme" to prepare for a new theme, energizer activity "Jumbled proverbs" and time-filler activity "Share it" to give weak learners some break and encourage to work with strong students to learn the proverb incidentally. We consider that utilizing these activates result in contributing to increase students' motivation but also encourage acquiring proverbs cooperatively.

Recommendation: Regular exercises identify the development in every scope. Based on current research we propose the following recommendations to language teachers. First, the proverbial exercises that we suggested are motivating and additional activities that do not require any special preparations from the teacher. This means that they should be not only applied for the students whose specialties are English, but also for the students who are taught English for Specific Purposes (ESP). Next, our suggested exercises focused on introducing the lesson, developing listening and grammar competences. More proverbial exercises, particularly listening and speaking exercises should be employed to increase students' vocabulary. Last but not least, proverbs and sayings are nation's live culture and heritage, to deliver this heritage to future generations, once more we, teachers should be active users of paremias in addition to using communicative proverbial exercises during lesson.

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