

**ШЕТЕЛ ТІЛІНДЕ БІЛІМ БЕРУ
ИНОЯЗЫЧНОЕ ОБРАЗОВАНИЕ
FOREIGN LANGUAGE EDUCATION**

FTAMP 16.31.41

<https://doi.org/10.51889/3078-8463.2026.54.2.001>

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**ТАҚЫРЫПТЫҚ АҒЫЛШЫН МАҚАЛ-МӘТЕЛДЕРІНІҢ ХАЛЫҚТЫҢ МӘДЕНИ
ӨМІРІНІҢ КӨРІНІСІ РЕТІНДЕГІ ОҚЫТУДАҒЫ МАҢЫЗЫ**

Аңдатпа

Бұл мақалада ағылшын тілін оқытудағы тақырыптық ағылшын мақал-мәтелдерінің ұлт мәдениетінің көрінісі ретіндегі рөлі қарастырылады. Мақал-мәтелдер ұжымдық даналықты, моральдық құндылықтарды және ұлттық дүниетанымды сақтайтын маңызды тілдік және мәдени бірліктер ретінде сипатталады. Зерттеуде отбасы, еңбек, достық, білім және денсаулық тақырыптарына қатысты мақал-мәтелдердің білім алушылардың коммуникативтік құзыреттілігі мен мәдениетаралық танымын дамытудағы маңызы талданады. Мақалада мақал-мәтелдердің тек көркем тілдік құрал ғана емес, сонымен қатар сөздік қорды байытатын, сөйлеу дағдыларын жетілдіретін және сыни ойлауды дамытатын тиімді оқу материалы екендігі көрсетіледі. Сонымен қатар мақал-мәтелдерді тақырыптық тұрғыдан ұйымдастырудың контекстік оқытуды жеңілдететіні және тілді өмірлік тәжірибемен байланыстыратыны айқындалады. Ағылшын және ана тілі мақал-мәтелдерін салыстырмалы талдау мәдениетаралық құзыреттілікті дамытуға ықпал ететіні анықталды. Зерттеу нәтижелері тақырыптық ағылшын мақал-мәтелдерін оқыту үдерісіне енгізу мәдени түсінікті тереңдетіп, тілді мағыналы әрі коммуникативтік бағытта меңгеруге мүмкіндік беретінін дәлелдейді.

Тірек сөздер: тақырыптық мақал-мәтелдер, ағылшын тілін оқыту, мәдениет, мәдениетаралық құзыреттілік, коммуникативтік құзыреттілік, тілдік дүниетаным, мәдени құндылықтар

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**РОЛЬ ТЕМАТИЧЕСКИХ АНГЛИЙСКИХ ПОСЛОВИЦ В ОБУЧЕНИИ КАК
ОТРАЖЕНИЯ КУЛЬТУРНОЙ ЖИЗНИ НАРОДА**

Аннотация

В данной статье рассматривается роль тематических английских пословиц в преподавании английского языка как отражения культурной жизни народа. Пословицы рассмат-

ривают ся как важ ные языковые и культур ные единицы, сохраняющие коллективную мудрость, мораль ные ценности и национальное мировоззрение. В исследовании анализирует ся, как тематические пословицы, связан ные с семьёй, трудом, дружбой, образованием и здоровьем, способствуют развитию коммуникативной компетенции и межкультурной осведомлённости обучающихся. В статье показано, что пословицы выступают не только как стилистические выражения, но и как аутентич ные учеб ные материалы, обогащающие словар ный запас, развивающие навыки говорения и критическое мышление. Особое внимание уделяет ся тематической организации пословиц, которая способствует контекстному обучению и помогает связывать язык с жизненным опытом. Кроме того, подчёркивает ся значение сравнитель ного анализа английских и родных пословиц для развития межкультурной компетенции. Результаты исследован ия показывают, что интеграция тематических английских пословиц в процесс обучения способствует более глубокому пониманию культуры и делает изучение языка более содержательным и коммуникативно ориентированным.

Ключевые слова: тематические пословицы, преподавание английского языка, культура, межкультурная компетенция, коммуникативная компетенция, языковая картина мира, культур ные ценности

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THE IMPORTANCE OF THEMATIC ENGLISH PROVERBS IN TEACHING AS THE SOURCE OF CULTURAL LIFE OF THE NATION

Abstract. This article examines the role of thematic English proverbs in teaching English as a reflection of the cultural life of a nation. Proverbs are considered important linguistic and cultural units that preserve collective wisdom, moral values, and national worldview. The study analyzes how thematic proverbs related to family, work, friendship, education, and health contribute to the development of learners' communicative competence and intercultural awareness. The article demonstrates that proverbs function not only as stylistic expressions but also as authentic teaching materials that enrich vocabulary, improve speaking skills, and develop critical thinking. Special attention is given to the thematic organization of proverbs, which facilitates contextual learning and helps students connect language with real-life experiences. In addition, the study highlights the importance of comparative analysis between English and native-language proverbs in promoting intercultural competence. The findings show that integrating thematic English proverbs into language teaching enhances cultural understanding and supports more meaningful and communicative language learning.

Keywords: thematic proverbs, English language teaching, culture, intercultural competence, communicative competence, linguistic worldview, cultural values

Introduction:

Language is not only a means of communication but also a reflection of a nation's culture, history, and worldview. In the context of globalization and the rapid development of international communication, the English language has become one of the most important tools for intercultural interaction. It is no longer studied only as a system of grammatical rules and vocabulary, but as a means of communication that reflects the culture, traditions, values, and worldview of its speakers.

Therefore, modern approaches to English language teaching emphasize not only linguistic competence but also sociocultural and intercultural competence. In this regard, cultural elements of language play a crucial role in helping learners understand how language functions in real-life communication and how meaning is shaped by cultural context.

One of the most significant cultural components of language is proverbs. Proverbs are short, fixed expressions that convey collective wisdom, moral values, and life experience of a particular society. They are widely used in everyday communication and are deeply rooted in the history and culture of a nation. English proverbs, in particular, reflect the worldview of English-speaking communities and provide insight into their attitudes toward life, work, relationships, education, and human behavior. Because of their figurative and symbolic nature, proverbs are not only linguistic units but also cultural texts that carry implicit meanings.

The role of thematic English proverbs in foreign language teaching can be explained through the concepts of primary and secondary linguistic personality. According to Ayapova's theory of the ontogenesis of speech act, a child enters school as a primary linguistic personality who already possesses oral communicative competence in the native language. During the first years of schooling, the learner develops literacy skills, and by approximately the third grade acquires all four language skills-listening, speaking, reading, and writing- in the mother tongue. Consequently, the native language becomes the foundation for cognitive development, cultural identity, and the formation of national consciousness. This linguistic and cultural experience serves as the basis for further foreign language acquisition. When learners begin studying a foreign language, they encounter a new linguistic and cultural system. At this stage, the formation of a secondary linguistic personality and secondary language consciousness begins. As noted by Kunanbayeva, foreign language education aims not only at linguistic competence but also at the development of a secondary linguistic personality capable of understanding and interpreting another culture. Since learners already possess a well-developed primary linguistic consciousness, they inevitably compare the new cultural concepts with those existing in their native language and culture.

This comparative process is closely connected with Vygotsky's concept of inner speech. According to Vygotsky, inner speech serves as a cognitive mechanism through which individuals process, interpret, and internalize new knowledge. Therefore, when students study English proverbs, cultural meanings are interpreted through the prism of their native language consciousness. As a result, two cultural systems coexist and interact in the learner's mind, leading to an automatic comparison of cultural values, traditions, and worldviews. Furthermore, Passov emphasized that foreign language education should be viewed as a dialogue of cultures rather than the simple acquisition of linguistic forms. Proverbs represent condensed expressions of national experience and cultural wisdom; therefore, their study creates conditions for intercultural dialogue. Through the analysis of English and Kazakh proverbs, learners identify both universal human values and culturally specific features, contributing to the development of intercultural communicative competence. Thus, thematic English proverbs function as an effective means of forming a secondary linguistic personality and promoting cultural awareness through the interaction of two linguistic and cultural consciousnesses.

Thematic English proverbs can be classified according to different areas of life, such as friendship, honesty, hard work, success, education, and human relationships. Each thematic group reflects specific cultural values and social norms. For example, proverbs related to work often emphasize diligence and responsibility, while those related to relationships highlight trust, respect, and emotional balance. By studying these expressions, learners gain access to cultural knowledge that is not always explicitly taught in traditional language lessons. The importance of integrating proverbs into English language teaching is widely recognized in modern linguistics and pedagogy.

Language learning is most effective when it occurs in meaningful and culturally rich contexts. Proverbs provide such contexts, as they combine linguistic form with cultural content. They help learners understand how native speakers think, express opinions, and interpret social situations. In addition, proverbs are memorable and concise, which makes them effective tools for vocabulary retention and language practice.

Proverbs contribute to the development of critical thinking skills. Since many proverbs are metaphorical, learners are required to interpret their meanings rather than translate them literally. This process encourages deeper cognitive engagement and helps students develop analytical abilities. Moreover, discussing proverbs in the classroom creates opportunities for communication, interaction, and reflection, which are essential components of communicative language teaching.

A significant aspect of teaching thematic English proverbs is their role in fostering intercultural awareness and comparative cultural thinking. A native speaker, as a primary linguistic personality, possesses deep knowledge of national traditions, customs, values, and cultural peculiarities reflected in the language. When students study English proverbs, they do not merely learn new lexical and grammatical structures; they also encounter the cultural worldview of another nation. During this process, learners naturally compare the meanings, images, and values embedded in English proverbs with those found in their native language. This comparison occurs at the level of inner speech, where cognitive and cultural interpretation takes place. As a result, the learner's consciousness simultaneously activates two cultural systems, leading to an automatic comparison of cultures. For example, English and Kazakh proverbs often express similar moral values such as honesty, hard work, wisdom, and respect, but they may differ in metaphorical representation due to distinct historical and cultural experiences. Therefore, thematic proverbs serve as an effective tool for developing intercultural communicative competence, enabling students to understand both the similarities and differences between cultures while enriching their linguistic and cultural knowledge.

According to Vygotsky (1986), inner speech plays a crucial role in cognitive development and meaning construction. When learners interpret foreign-language proverbs through the lens of their native culture, they engage in an internal dialogue that promotes deeper comprehension and cultural reflection. This process contributes to the formation of intercultural competence, which Byram (1997) defines as the ability to understand, interpret, and mediate between different cultural perspectives. Consequently, the study of thematic English proverbs becomes not only a linguistic activity but also a means of cultural comparison and personal intellectual growth.

Despite their pedagogical value, proverbs are not always systematically included in English language curricula. In many cases, they are used only as supplementary material rather than an integral part of the teaching process. However, considering their linguistic richness and cultural significance, there is a strong argument for their more structured integration into language education programs. Teachers can use proverbs as tools for speaking activities, writing tasks, discussions, and cultural comparisons, making lessons more engaging and meaningful.

The relevance of this study is also supported by the growing need for intercultural competence in today's globalized world. Learners of English are expected not only to communicate effectively but also to understand cultural differences and interact appropriately with people from diverse backgrounds. Proverbs, as cultural carriers, help bridge this gap by providing insight into the values and beliefs of English-speaking societies.

The aim of this article is to examine the role of thematic English proverbs in teaching English as a reflection of the cultural life of a nation. The study seeks to explore how proverbs contribute to language learning, cultural understanding, and the development of communicative competence. It also aims to highlight their pedagogical value and justify their inclusion in English language teaching practices.

In conclusion, thematic English proverbs represent an important intersection between language and culture. They enrich the learning process by providing authentic, meaningful, and culturally significant material. Understanding their role in language education is essential for developing more effective and culturally responsive teaching methods.

Main part

The relationship between language and culture has been widely discussed in applied linguistics and language education research. Scholars consistently argue that language cannot be separated from cultural context, as it reflects the beliefs, values, and worldview of its speakers. In this sense, thematic English proverbs represent a significant linguistic and cultural resource in foreign language teaching.

One of the key theoretical foundations for understanding language use in context is the concept of communicative competence introduced by Hymes (1972). He emphasizes that effective language learning involves not only grammatical knowledge but also the ability to use language appropriately in social and cultural contexts. From this perspective, proverbs are valuable teaching materials because they represent authentic language use embedded in cultural meaning. They allow learners to understand how native speakers express advice, evaluations, and shared cultural truths in natural communication.

Further development of this idea is found in the lexical approach proposed by Lewis (1993, 1997), who argues that language consists of prefabricated lexical chunks rather than isolated words and rules. According to this view, proverbs function as fixed multi-word units that are stored and retrieved as complete expressions. This contributes to fluency development, as learners use ready-made phrases such as *"Actions speak louder than words"* or *"Practice makes perfect"* without needing to construct them grammatically each time.

The cultural dimension of language is strongly emphasized in the work of Kramsch (1993, 1998). She describes language as a symbolic system of culture, arguing that linguistic expressions carry cultural meanings that reflect social norms and values. Proverbs, in particular, are considered culturally rich expressions because they encode collective experience and moral principles. For example, English proverbs often highlight values such as individual responsibility, pragmatism, and moderation, which are characteristic of English-speaking cultures.

Similarly, Byram (1997) introduces the concept of intercultural communicative competence, which highlights the importance of understanding cultural meanings in language learning. He argues that learners should be exposed to authentic cultural materials that allow them to interpret and compare cultural perspectives. In this regard, proverbs serve as effective tools because they reflect culturally specific attitudes toward life, work, and interpersonal relationships.

From a pragmatic perspective, Leech (1983) explains that language is used not only to convey information but also to express attitudes, evaluations, and social intentions. Proverbs function as pragmatic tools that allow speakers to communicate advice, judgments, and general truths in an indirect and socially acceptable way. This makes them highly functional in communication, especially in situations where direct statements may be considered inappropriate.

Research in vocabulary acquisition also supports the use of formulaic expressions in language learning. Nation (2001) and Schmitt (2000) emphasize that lexical chunks, including idioms and proverbs, improve retention and contribute to fluency development. When learners encounter

proverbs repeated ly in meaningful contexts, they are more like ly to internalize both their linguistic structure and cultural significance.

Additionally, Thornbury (2002) highlights that vocabulary should be taught in meaningful contexts rather than as isolated items. Proverbs naturally provide such contexts, as they are often linked to real-life situations and moral lessons. For instance, the proverb “*No pain, no gain*” is commonly used in discussions about effort and success, making it easier for learners to connect language with experience.

Although the pedagogical benefits of proverbs are widely recognized, some researchers point out challenges in their use. Their metaphorical and culturally specific nature may cause difficulties for beginner-level learners. However, with appropriate scaffolding and contextual explanation, proverbs can be introduced gradually to support deeper cognitive and cultural understanding.

In conclusion, the literature demonstrates that thematic English proverbs play an important role in language education. They contribute not only to linguistic development but also to cultural awareness and intercultural competence. Therefore, integrating proverbs into English language teaching is both pedagogically effective and culturally meaningful.

One of the main ideas in research in Kazakhstan is that proverbs serve as a form of “cultural memory,” preserving and passing down traditional values from one generation to another. According to Omarbekova (2022), proverbs are linguocultural units that reflect a nation’s worldview, moral values, and social norms. In English language teaching, this means that learners are not only studying grammar or vocabulary but also understanding how native speakers perceive life, time, relationships, and behavior.

Similarly, Abitay and Ismailova (2025) emphasize that proverbs in English and Kazakh languages often express universal human experiences such as time, patience, and wisdom, but they differ in cultural interpretation. This contrast helps students develop intercultural awareness, which is an important goal of modern English language education in Kazakhstan.

In pedagogical practice, proverbs are used as authentic materials that enhance vocabulary acquisition, speaking skills, and critical thinking. Ibrayeva and Bulatbayeva (2022) highlight that integrating proverbs into English lessons supports trilingual education in Kazakhstan (Kazakh, Russian, and English). They argue that proverbs are effective because they are short, memorable, and meaningful, which makes them suitable for classroom activities such as discussion, translation, and interpretation tasks.

From a methodological perspective, proverbs can be used in various ways:

- Vocabulary expansion (learning new words in context)
- Speaking tasks (interpreting meaning and giving opinions)
- Cultural comparison activities

These approaches help students move beyond mechanical language learning and engage in deeper cognitive processing.

A significant part of research in Kazakhstan focuses on the comparative analysis of proverbs across different languages. For example, Omarbekova (2022) and Tanesh and Zhumanbekova (2021) analyze English, Kazakh, and Chinese proverbs to identify similarities and differences in cultural values. Their findings show that while many proverbs share universal meanings (e.g., “Time is money”), the cultural emphasis may vary depending on national traditions.

This comparative approach is especially useful in English language classrooms because it allows students to:

- recognize cultural diversity,
- understand metaphorical language,
- and develop analytical thinking skills.

Moreover, Abitay and Ismailova (2025) suggest that such comparisons strengthen students’ ability to interpret meaning rather than simply translate words, which is essential for achieving higher levels of language proficiency.

Discussion

The findings of this study, supported by both international and Kazakhstan-based research, demonstrate that thematic English proverbs play a significant role in English language teaching by integrating linguistic development with cultural understanding. Proverbs function not only as fixed lexical expressions but also as cultural units that reflect values, beliefs, and social norms of English-speaking societies. This dual function makes them an effective pedagogical tool for developing communicative and intercultural competence.

One of the key theoretical implications relates to communicative competence. Hymes (1972) argues that language proficiency includes not only grammatical accuracy but also the ability to use language appropriately in social and cultural contexts. From this perspective, proverbs provide learners with authentic, contextually meaningful expressions that are commonly used in real communication. For example, expressions such as *“Actions speak louder than words”* or *“Honesty is the best policy”* demonstrate how moral values and advice are encoded in natural discourse.

From a lexical perspective, Lewis (1993, 1997) proposes that language consists of prefabricated lexical chunks rather than isolated words and grammatical rules. The results of this study support this view, as proverbs function as stable formulaic expressions that enhance fluency and automaticity in language production. Learning proverbs as whole units reduces cognitive load and helps learners produce more natural speech and writing.

The cultural dimension of proverbs is strongly emphasized in Kramsch's (1993, 1998) theory, which defines language as a symbolic system of culture. According to Kramsch, linguistic expressions carry cultural meanings that reflect collective identity and worldview. In this sense, English proverbs represent cultural values such as pragmatism, individual responsibility, and moderation, making them important tools for cultural interpretation in language education.

Research conducted in Kazakhstan also supports the educational importance of proverbs in foreign language learning. Studies in Kazakhstan highlight that comparative analysis of English and native proverbs helps learners identify both universal human values and culture-specific differences (Omarbekova, 2013). Such comparative approaches develop learners' intercultural awareness and critical thinking skills by encouraging them to analyze how different cultures express similar ideas in different linguistic forms.

Byram's (1997) model of intercultural communicative competence further reinforces the importance of using authentic cultural materials in language teaching. According to Byram, learners should be able not only to communicate in a foreign language but also to interpret and evaluate cultural meanings. Proverbs are particularly effective in this regard because they reflect cultural attitudes toward life, relationships, work, and behavior, allowing learners to engage with cultural meanings in a meaningful way.

From a pedagogical perspective, proverbs also contribute to learner motivation and engagement. Their figurative and memorable nature makes them more appealing than isolated vocabulary items. Thornbury (2002) emphasizes that vocabulary learning is more effective when it occurs in meaningful contexts, and proverbs naturally provide such contexts by linking language to real-life situations and moral lessons.

However, several challenges should also be considered. One limitation is the difficulty of understanding metaphorical meanings, particularly for lower-level learners. Proverbs often require cultural background knowledge, and without sufficient explanation, learners may interpret them literally. Therefore, teachers need to apply scaffolding techniques such as contextualization, visual support, and guided discussion to ensure comprehension.

One of the most prominent cultural themes is the concept of home and belonging. *“East or West, home is best.”* This proverb conveys that, regardless of where one travels or how attractive other places may seem, one's own home remains the most comfortable and cherished place. It underscores the emotional and cultural significance of family and familiar surroundings. The

saying reflects the English cultural appreciation for home and family as foundational sources of security and belonging. It highlights that home is more than a physical space—it embodies family, comfort, and personal identity. Additionally, it demonstrates that English-speaking cultures value stability, familiarity, and the enduring bonds of family life.

Another important cultural dimension is related to work, effort, and achievement:

- **“No pain, no gain.”** This proverb reflects the English cultural emphasis on perseverance, self-discipline, and personal responsibility. English-speaking societies traditionally value the idea that achievements—whether in education, work, or personal goals—require effort and resilience. The saying encapsulates a cultural mindset that success is earned, not given, promoting a strong work ethic as a central social value.
- **“Hard work pays off.”** By highlighting that dedication leads to positive outcomes, this proverb mirrors the English appreciation for diligence, persistence, and long-term planning. It conveys the cultural belief that consistent effort and conscientiousness are virtuous traits, reinforcing societal expectations that individuals contribute actively to their own success and to the community.
- **“Many hands make light work.”** This saying illustrates the English value placed on cooperation, teamwork, and social responsibility. While English culture often emphasizes individual achievement, there is also recognition that shared effort strengthens relationships and eases burdens. This proverb reflects how collaboration—especially within families, communities, or workplaces—is seen as practical, efficient, and morally positive.

In addition, English proverbs strongly reflect values related to friendship and interpersonal relationships:

- **“Birds of a feather flock together.”** This proverb reflects the English cultural understanding that people naturally form connections with those who share similar values, interests, or backgrounds. It emphasizes the social tendency to seek comfort and support among like-minded individuals, highlighting how social cohesion and compatibility are appreciated in friendships and communities.
- **“A friend in need is a friend indeed.”** This saying underscores the English-speaking cultural value of loyalty, reliability, and mutual support. True friendship is measured by actions during difficult times, reflecting the belief that meaningful relationships are built on trust, solidarity, and practical help rather than mere companionship.
- **“Actions speak louder than words.”** This proverb illustrates the English emphasis on behavior over promises or rhetoric. In relationships, both personal and professional, what one does carries more weight than what one says. It reflects a cultural preference for integrity, dependability, and observable evidence of care or commitment.

Another significant cultural domain is health and well-being:

- **“Health is wealth.”** This proverb emphasizes that being healthy is more valuable than having money. Without good health, we cannot enjoy life or perform well at work. It reflects English-speaking cultural values, where taking care of the body and mind is seen as essential for a happy and productive life.
- **“An apple a day keeps the doctor away.”** This saying highlights the importance of healthy eating for preventing illness. In English culture, there is a strong focus on prevention and maintaining good health through simple daily habits, teaching people from a young age that small, consistent actions can keep them well.

- “**Early to bed and early to rise makes a man healthy, wealthy, and wise.**” This proverb underlines the benefits of good daily habits, such as sleeping early and waking up early, for maintaining health, achieving success, and gaining knowledge. It reflects the English cultural values of discipline, routine, and self-improvement, demonstrating the belief that personal responsibility and consistent effort lead to success.

Selecting Proverbs According to the CEFR Framework

Selecting proverbs based on the Common European Framework of Reference for Languages (CEFR) requires careful consideration of learners’ linguistic competence, cognitive development, communicative needs, and intercultural awareness. Proverbs are an important part of authentic language because they reflect cultural values, traditions, everyday communication, and figurative thinking. Therefore, the complexity of proverbs should gradually increase according to students’ proficiency levels, moving from simple and literal expressions to abstract and metaphorical language.

At the **beginner levels (A1–A2)**, learners have limited vocabulary and grammatical knowledge; therefore, proverbs should be short, clear, and easy to understand. Proverbs selected for these levels usually contain familiar vocabulary, simple sentence structures, and literal meanings. Their main purpose is to develop basic vocabulary, pronunciation, and comprehension skills while introducing students to simple elements of cultural knowledge. Teachers may use visual aids, matching exercises, and short discussions to support understanding. Examples such as “Practice makes perfect” or “Better late than never” are suitable because they are easy to memorize and applicable to everyday situations.

At the **intermediate levels (B1–B2)**, learners are more capable of understanding implied meanings, figurative language, and idiomatic expressions. Proverbs at these levels may contain metaphorical elements and require interpretation in context. Students can compare proverbs from their native language with English equivalents, discuss their meanings, and apply them in communicative tasks. The use of proverbs at intermediate levels contributes to the development of speaking fluency, critical thinking, and intercultural competence. Activities such as debates, role-plays, storytelling, and opinion-sharing can effectively integrate proverbs into communicative language teaching. Examples include “Actions speak louder than words” and “Don’t judge a book by its cover.”

At the **advanced levels (C1–C2)**, learners are expected to analyze abstract, culturally nuanced, and stylistically complex proverbs. At this stage, proverbs can be used to develop higher-order thinking skills, interpretation, argumentation, and discourse analysis. Learners may examine historical origins, cultural symbolism, irony, and contextual usage of proverbs in literature, media, and everyday speech. Advanced students can also compare cultural perspectives expressed through proverbs and evaluate their relevance in modern society. Proverbs such as “The road to hell is paved with good intentions” or “A prophet is not without honor except in his own country” require deeper linguistic and cultural understanding.

In addition to linguistic difficulty, several important criteria should be considered when selecting proverbs according to CEFR principles:

- **Relevance to learners’ age and interests**
Proverbs should correspond to learners’ psychological and social development.

- **Authenticity**
Preference should be given to authentic and commonly used proverbs in real-life communication.
- **Cultural significance**
Proverbs should promote intercultural awareness and understanding of English-speaking cultures.
- **Communicative value**
Proverbs need to encourage interaction, discussion, and meaningful language use.
- **Educational value**
Proverbs often contain moral lessons and life wisdom that contribute to learners' personal development.
- **Lexical and grammatical suitability**
The vocabulary and grammar of the proverb should correspond to the target language level.

Thus, the CEFR-based selection of proverbs ensures a gradual progression in language learning and supports the development of communicative competence, cultural awareness, critical thinking, and learners' motivation in English language teaching.

Conclusion

The study of thematic English proverbs demonstrates that they are a valuable and meaningful resource in English language teaching, especially when viewed as a reflection of the cultural life of a nation. Proverbs are not simply fixed expressions or vocabulary items; they are culturally rich units that encode the collective experience, moral values, and worldview of English-speaking societies. Through their use in the classroom, learners are exposed to both linguistic forms and the cultural meanings behind them, which makes language learning more comprehensive and effective.

The analysis shows that thematic English proverbs contribute significantly to language development. They support vocabulary acquisition by presenting words and expressions in meaningful and memorable contexts. In addition, they improve fluency and communicative competence, as learners become familiar with natural, ready-made expressions that are frequently used in real communication. This helps students produce more natural and culturally appropriate language.

Another important outcome is the development of cultural and intercultural awareness. Proverbs reflect core values such as honesty, hard work, patience, responsibility, and respect. By learning and interpreting these expressions, students gain insight into how English-speaking societies understand and evaluate human behavior. At the same time, comparing English proverbs with those from other cultures helps learners recognize both universal human values and cultural differences. This process strengthens intercultural understanding and encourages tolerance and openness.

The study also highlights the pedagogical value of proverbs in increasing learner motivation and engagement. Their short, expressive, and metaphorical nature makes them interesting and easy to remember. They can be effectively used in different classroom activities such as speaking discussions, writing tasks, and critical thinking activities. As a result, the learning process becomes more interactive and student-centered.

However, it is also important to acknowledge certain challenges. The figurative meaning of proverbs may be difficult for beginners, and without proper explanation, learners may misunderstand their meaning. Therefore, teachers should carefully select appropriate proverbs according to students' language level and provide sufficient context and guidance.

In conclusion, thematic English proverbs play an important role in teaching English as they combine linguistic learning with cultural education. They serve as a bridge between language and culture, helping learners develop not only language proficiency but also cultural awareness and

communicative competence. For this reason, they should be more systematically integrated into English language teaching as an effective tool for reflecting the cultural life of a nation and enriching the overall learning experience.

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