

ТІЛ БІЛІМІ

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Abstract: This article shows the importance of proverbs for language learners. Proverbs play important role in language. They give clarity, expressiveness to the speech. Nowadays, teachers make some mistakes in using proverbs during the class. Also, to study the proverbs and find differentiation and similarities between two non-related languages, to distinguish the cultural features in every language are the most important point for teachers. The significance of this work lies in the fact that the problems of communication of cultures and people are intensively studied in relation to the increasing importance of knowledge of foreign languages.

Key words: proverb, translation strategies, culture, eloquence, paremiological minimum

INTRODUCTION

The proverb plays an important role in language teaching which conveyance cultural knowledge, metaphorical understanding and communicative competence. Proverbs are a part of every language as well as every culture. The main purpose of proverbs is to give people's assessment of the objective reality of phenomena as an expression of world. In proverbs express the peculiar store of peoples' intelligence, a way of judgment, view features, they reveal the ways of life and everyday life, the spirit and character, manners and customs, beliefs and superstitions. Which include in traditional verbal folklore genres and the wisdom of proverbs has been guidance for people worldwide in their social interaction throughout the ages. Proverbs are concise, easy to remember and useful in every situation in life due to their routines in everyday experience.

Here there is the general description of the proverb: "A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation. The peculiarity of life, history, and culture of the people are especially pronounced in proverbs. Knowledge and active possession of folk wealth not only beautifies it, but also promotes a better understanding of the mentality of the people of the target language. The significance of this work lies in the fact that the problems of communication of cultures and people are intensively studied in relation to the increasing importance of knowledge of foreign languages. To study a foreign language's proverbs not only enhance the effectiveness of learning vocabulary, but also helps enrich the language area expertise, reflecting the specific conditions of life. Furthermore, proverbs are helpful for students' discussions of cultural ideas when they compare the proverbs' equivalents in different languages. They announce that proverbs, besides being an important part of culture, also are an important tool for effective communication and for the comprehension of different spoken and written discourses. The student who does not acquire competence in using proverbs will be limited in conversation, will have difficulty comprehending a wide variety of printed matter.

DISCUSSION

A proverb is a short and precisely formulated result of long experience, the sum of past absorption. Proverbs accompany people from ancient times. These means of expression, as an exact rhyme, simple form, the brevity of proverbs have made resistant to remember and necessary in the speech.

Dahl examines the proverb as a product of extremely popular medium of communication: “What kind of proverbs have to go to the people, this one will not be argued, in an educated and enlightened society, there is no proverb. Finished the proverbial high society does not accept, because it is alien to him a picture of everyday life, and not his tongue, but its not resign, perhaps out of politeness and propriety of the secular: the proverb splits the nail, and right in the eye”. Just about everyone has heard at least one proverb, and most people have heard more. Proverbs offer a concise record of folk wisdom and have appeared in oral tradition, literature, art, and popular culture for centuries. One of the most varied and fascinating types of folklore, proverbs are studied at all levels and are of interest to a wide range of audience. Dahl gives here the suggestion that proverbs provide the core of education. According to the paremiologist Wolfgang Mieder (2004), proverbs have been used and should be used in teaching as didactic tools because of their content of educational wisdom. Mieder argues that “since they belong to the common knowledge of basically all native speakers, they are indeed very effective devices to communicate wisdom and knowledge about human nature and the world at large”. (p.146)

In another book Mieder also mentions that “when it comes to foreign language learning, proverbs play a role in the teaching as a part of cultural and metaphorical learning”. As Mieder indicates the importance of proverb usage in the teaching of English as a second or foreign language is important for the learners ability for effective communication. Mieder also states that “textbooks on both the teaching of native and foreign languages usually include at least some lists of proverbs and accompanying exercise”. (p.147).

Durbin Rowland (1926) points at some arguments the use of proverbs in language teaching. Rowland says that proverbs “stick in the mind”, “build up vocabulary”, “illustrate admirably the phraseology and idiomatic expressions of the foreign tongue”, “contribute gradually to a surer feeling for the foreign tongue” and proverbs “consume very little time”.

It was also said that proverbs are not only melodic and witty, possessed with rhythm and imagery, proverbs also reflect “patterns of thought”. As proverbs are universal, there are analogous proverbs in different nation that have related cultural patterns. Proverbs are therefore useful in the students’ discussions of cultural ideas when they compare the proverbs’ equivalents in different language.

Proverbs have been used, use and will in application always which its significance is timeless. The variety, number and proverbial phrases is boundless. There is no matter how old they are, and where are they from, Proverbs are part of their heritage. The huge advantage of proverb users, that they comprise a good portion of common sense, experience, wisdom and above all truth. As a witness of this line Wolfgang Mieder says 'Even the most sophisticated and best educated people appear to be in need of the pithy wisdom contained in metaphorical proverbs' (1993: IX). As I indicated above the significance of proverbs in language learning is vital how “eloquence” build up its beauty with proverbs. Whilst the lesson teacher must use his or her speech metaphorically as an imitation for students oral represent.

According to Taylor 'Men buy and read collections of *proverbs* to awaken and enlarge reflections on the world and the nature of man, to suggest subjects for conversation, or to provide themselves with comment appropriate to situations in daily life' (Taylor, 1996). Proverbs were and are used as a useful tool for an effective speech and writing to express various meanings and intentions. Particularly, every foreign language teachers should include in their lesson plan and all classroom activities interconnected with pithy proverbs. Students should understand deeply the significance of proverb and retain it their brain by revising and learning by heart. In any situation they be able to express subjective opinion and reflect the pictorial idea in their mind magnificently. The pith of several written word is so more scientists word from past till now is so relevant about proverb which its usage limited not only while the

lesson also in life experience. The use of proverbs and its declining in the teaching of modern languages has long been discussed. Durbin Rowland (1926) points at some arguments pro the use of proverbs in language teaching. Rowland says that proverbs “stick in the mind”, “build up vocabulary”, “illustrate admirably the phraseology and idiomatic expressions of the foreign tongue”, “contribute gradually to a surer feeling for the foreign tongue” and proverbs “consume very little time”(pp. 89-90). Joseph Raymond (1945) states his arguments for proverbs as a teaching device. Proverbs are not only melodic and witty, possessed with rhythm and imagery; proverbs also reflect “patterns of thought” (p. 522). As proverbs are universal, there are analogous proverbs in different nations that have related cultural patterns. Proverbs are therefore useful in the students’ discussions of cultural ideas when they compare the proverbs’ equivalents in different languages. Raymond exhorts: “Let each student seek and discover meanings, beauty or wit or culture in his own manner by suggestion and inference in accordance with his background” (p. 523).

Mieder (2004) stresses the importance of including proverbs that belong to the paremiological minimum in the teaching of foreign language and culture because they are “clearly a part of the cultural literacy of native speakers” (p. 128). Inclusion of proverbs also enables immigrants and visitors in America to communicate more effectively with native speakers of English. Mieder argues: “Proverbs continue to be effective verbal devices and culturally literate persons, both native and foreign, must have a certain paremiological minimum at their disposal in order to participate in meaningful oral and written communication” (1993:54).

CONCLUSION

Proverbs were created by nations, and they are priceless wealth of the English language. To know them better develops thinking, memory, vocabulary, and instilling the love of the foreign language, give it expressiveness, precision. They become good helpers in the study of new material while consolidating the lessons. Therefore, proverbs should be paid attention to any lessons and in extracurricular activities. Proverbs are the legacy of people which absorbed the wisdom, traditions, customs, moral standards and ideals. Proverbs make you think, and not only simple think but invite you consider the meaning of what was said, because each proverb except the direct meaning always exist a hidden and indirect meaning too. The use of proverbs in typical life makes our speech more brightly, imaginative, deeply. Working with proverbs have very beneficial effect on child development, including the development of speech. Whilst explaining and memorizing a proverb we should explain to inquisitive youth, firstly the direct surface meaning, and then acquaint with a hidden or indirect meaning of proverbs in an accessible form. By revising proverbs regularly in every are spread widely from mouth to mouth. Proverbs are the result that people have achieved in the practice and expressed in beautiful words. Figurative reflection of reality in the proverb associated with ethical evaluation of various phenomena of life. That is why some proverbs expresses funny, and sad, and funny even bitter things. Thus, the main source of proverb is exactly the life of socio-historical experience of the people.

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МАҚАЛ МӘТЕЛДЕРДЕРДІҢ ТІЛДІ ҮЙРЕНУДЕГІ МАҢЫЗЫ

Аңдатпа: Берілген мақалада тілді оқытудағы мақал-мәтелдерді қолдана отырып, студент жастарының шет тілінде сөйлеудегі көркемсөз шеберлігін дамытудағы маңыздылығының рөлі жайында айтылады. Осы жұмыстың маңыздылығы, бұл мәдениеттер мен адамдар қарым-қатынасын зерттеу арқылы қарқынды артып келе жатқан маңыздылығын және шет тілдерін білу.

Түйін сөздер: мақал, аударма стратегиясы, мәдениет, шешендік.

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ВАЖНОСТЬ ПОСЛОВИЦ В ИЗУЧЕНИИ ЯЗЫКА

Аннотация: В данной статье рассматривается актуальность применения пословиц и поговорок при изучении иностранных языков, развитие художественных навыков в разговорной речи среди молодежи и студентов. В настоящее время, не все учителя применяют метод использования пословиц и поговорок для более эффективного изучения неродного языка. Изучение иностранного языка посредством пословиц и поговорок помогает быстрее и легче освоить иностранный язык, понять его своеобразность, а также развить красноречие на иностранном языке. Главное для учителя – помочь обучающимся понять культуру изучаемого языка, находить разницу и сходство между родным и иностранным языком.

Ключевые слова: пословица, стратегии перевода, культура, красноречие.