

THE ROLE OF PROVERBS, FAIRY TALES AND POETRY FOR LEARNING FOREIGN LANGUAGES

Narbayeva Dilfuza

Termez District 5-th school English Teacher

Annotation: The resurgence in the use of literature in language teaching has been accompanied by an increasing number of research articles in this area. Research (in a number of second languages) has looked at the type of interactions and the type of language that arise from classroom discussions about literature, as well as at the views of teachers and learners. Importantly, the reactions that learners have to incorporating literature in their language lessons are linked to the type of approach and type of task that are used in the classroom. The paper surveys the existing research, as well as evidence from practitioners about approaches that are used and the range of works and authors that are taught.

Keywords: proverbs, teaching English as a foreign language, knowledge, learning process, Uzbek language, English, proverb, education, genre, meaning, translation, compare.

Proverbs are a part of every language as well as every culture. Proverbs have been used to spread knowledge, wisdom and truths about life from ancient times up until now. They have been considered an important part of the fostering of children, as they signal moral values and exhort common behavior. Proverbs belong to the 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 content of everyday experiences.

Whether you're a wannabe Wordsworth or you've yet to uncover the literary prowess within you, it's hard to ignore just how much of a role poetry has played in the development of both written and spoken language. When you're studying a new tongue, it only makes sense that you shouldn't stick exclusively to boring old prose as your go-to (though, okay, we'll admit books can be a great resource in your learning journey, too). Foreign language poetry is a fantastic resource for learners of all levels.

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."

At the beginning it's possible to use proverbs for improving learner's pronunciation. They help to put the difficult pronunciation of certain consonants, especially those that are not in Russian. Instead of single words and phrases that contain a particular sound, you can offer a class specially proverbs and sayings. Then, within two or three lessons proverb or saying is repeated, 50 pronunciation is corrected. It is necessary to select proverb or saying depending on what sound is fulfilled. You can offer such proverbs and sayings for training different sounds.

For example, sound [w]:

1. Where there is a will there is a way. Watch which way the cat jumps.
2. Sound [m]: So many men, so many minds. To make a mountain out of a molehill.
3. Sound [b]: Don't burn your bridges behind you. Business before pleasure.
4. Sound combinations [t] and [r]: Don't trouble until trouble troubles you. Treat others as you want to be treated yourself. The use of proverbs and sayings all the more justified because is ideally combined improvement of pronunciation and auditory-rhythmic and intonation skills. Using them in teaching pronunciation is an extremely appropriate and effective.

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".

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 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.

But as the experience shows the incorporation of proverbs in the foreign language classroom is rare. When proverbs are included, they are often used as time fillers and not integrated into a context. The proverbs that are used are often randomly picked from dictionaries, which often include archaic proverbs and new proverbs might therefore be missed. The suitability of proverbs in teaching is due to their form; they are pithy and easy to learn, they often rhyme and contain repetition figures like alliteration and assonance.

Some scholars propose the use of proverbs in a range of areas within language teaching: grammar and syntax, phonetics, vocabulary development, culture, reading, speaking and writing. They state 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 person who does not acquire competence in using proverbs will be limited in conversation, will have difficulty comprehending a wide variety of printed matter, radio, television, songs etc., and will not understand proverb parodies which presuppose a familiarity with a stock proverb.

It is considered that both the structure and the content of proverbs are useful in ESL teaching especially when it comes to teaching and understanding of culture, as proverbs convey the values and metaphors shared by a culture. Proverbs are also useful in teaching the differences between spoken and written language, something that often confuses language learners; they use conversational style when they write. Proverbs are one way to help the students to clarify the distinction between oral and written English.

One of the scholars compares the content of proverbs, which includes the metaphors contained in them, to “a microcosm of what it means to know a second language”. He points out that proverbial competence both requires knowledge of the linguistic structure of a target language (i.e. morphology, syntax, lexicon, pronunciation, and semantics) and of the rules and regulations that are necessary to be able to use a proverb accurately.

His conclusion is that the processing of proverbial language involves all the functions of both the right and the left hemisphere of the brain. The function of the left hemisphere is to interpret the incoming linguistic data, i.e. text, while the right hemisphere supports the understanding of context. Due to the metaphorical content of a proverb, the function of the right hemisphere is to create a literal meaning with the help of the contextual features in which the proverb is used, while the left hemisphere processes the linguistic structure of the proverb. Proverbs therefore serve an important purpose in the second-language classroom.

Work with proverbs and sayings at the lessons not only helps to diversify educational process and to make it brighter and interesting. Moreover it helps to solve a number of very important educational problems: proverbs in the classroom can improve students’ learning experiences, their language skills, and their understanding of themselves and the world. This happens because:

Proverbs provide an opportunity for students to be knowledgeable experts as well as learners.

Proverbs provide an opportunity for students to learn about each other and their shared values.

Proverbs provide an opportunity for students to gain insight as they discuss their experiences and work out their understanding of proverb meanings.

Proverbs provide an opportunity for students to use their home culture as a stepping stone into school culture.

Proverbs provide an opportunity to improve thinking and writing as students both provide and receive information.

Here are some examples of proverbs for this purpose: Positive: Fool me once, shame on you. Fool me twice, shame on me. Give a man a fish and you feed him for a day, teaches a man to fish and you feed him for a life time. Look before you leap. Make hay while the sun shines. Never trouble till trouble troubles you. Negative: Don’t bite the hand that feeds you. Don’t burn your bridges before they’re crossed. Don’t count your chickens before they’re hatched. Don’t cry over spilt milk. Don’t judge a book by its cover. Work with proverbs and sayings at the lessons not only helps to diversify educational process and to make it brighter and interesting. Moreover it helps to solve a number of very important educational problems: proverbs in the classroom can

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