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THE USAGE OF PROVERBS AND SAYINGS IN THE PROCESS OF LINGUISTIC EDUCATION AT TECHNICAL UNIVERSITY

The article considers the helpful and useful function of English proverbs and sayings in the process of foreign language teaching for the creation of communicative and intercultural competences for professional purposes in the sphere of engineering, Information Technologies, economic and other non-linguistic specialties at technical university. The article also deals with such essential aspects of language studying as grammar and vocabulary via the usage of English proverbs and sayings; their function, structural types, means of expressiveness and semantic peculiarities and appliance in the process of communication, their pedagogical values and importance in creation students' intercultural profound knowledge, positive behavior and language awareness and abilities for their future professional activities and carrier. The research has been performed among 100 students of the 5th year of studying at the Institute of Telecommunication Systems. The study, overview and generalization of leading linguists and scholars from different countries have been conducted. The object of our research was the usage of proverbs and sayings because of their extended usage in real life, functionality and topicality, their helpful role in teaching different aspects of English Grammar and in expanding the English Vocabulary, as well as creating a positive atmosphere in the educational environment, thus stimulating and motivating students in acquiring knowledge of the subject, that will set them up for achieving professional competencies and it will also help them to find productive means for further self-studying, for finding new information or advancing already obtained skills. Moreover, the studying and usage of the English proverbs and sayings illustrate that, despite the existence of frontiers between countries, and regardless of the division of peoples into nations and nationalities, their different mentality, ethnocultural features and educational differences, our attitude to common human categories and values, such as love, friendship, honesty, diligence, Motherland and many other important notions coincide completely. The awareness of this phenomenon will help our students to create intercultural competences and friendly relationship with English speaking people on our way to the European Union, to the world without borders and misunderstanding.

Key words: proverbs, sayings, foreign language, grammar, vocabulary, competences, knowledge.

Problem statement. The current processes of globalization in all spheres of our life have influenced and predetermined different changes not only in politics, industry, Information Technology, our social and cultural life, but also in the field of education, as the most important, necessary and influential branch of the society, that can ensure reliable and stable development of the economy, providing it with highly qualified specialists and real professionals, who could be able to work with all modern achievements of the humanity and at the same time who would be able to design something unique, more efficient and

unusual to meet the new needs and challenges of our today's world. That is why a young specialist must have a good command of one or better two foreign languages and be able to conduct efficient disclosing with his/her business interlocutors all over the world either for academic or business communication or for fluent discourse at the household level. Because of this, education has become a leading player in the field of information medium, demanding crucial changes in the creation of the modernized system of higher education as well as in the selection of new methods, approaches and techniques for the teaching

activities. For this purpose, the thorough studying of all aspects of foreign language preparation, including Grammar structures and Lexical materials are really of great importance in the process of learning. In this regards, the most rational and effective methods and approaches for teaching foreign languages are being constantly looked for, developed and created by the leading teachers, applied linguists, methodologists and scientists. Nevertheless, all new achievements in the methodology of teaching foreign languages are based on main fundamental principles and techniques, which have already proved their efficiency, utility and importance. This article considers the usage of English proverbs and sayings as an integral part of spoken language and as the vehicle of communication method which is aimed to develop students' spoken skills and to help them understand native speakers better, improving their language acquisition at technical non-linguistic university.

Analysis of recent research and publications.

Proverbs and sayings are a spacious part of English culture and many linguists and scientists have been studying their origin, sources, etymology, functions and many other aspects of these short and concise pieces of folklore. Theoretical background for studying the semantics of proverbs and sayings for their possible ways of translation was founded by the works of G. Toury, N. Fairclough, G. Fauconnier, M. Turner; R. Ridout, C. Willing, E. Ivanov, J. Petrushevskaya analyzed the etymology of proverbs, M. Peters described proverbs and other communicative phraseological units; A.K. Belousova, N.K. Epriskaya, A.A. Slusareva studied the ways of improving the teaching of foreign languages through the comparative analysis of images in proverbs and sayings.

The aim of this article. In this article we analyze the educational value of using proverbs and sayings for studying grammatical structures and lexical material, as well as phonetics, at the practical lessons at the Institute of Telecommunication Systems of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For this purpose, 100 students of the first year of studying from 4 groups of 2 specialties were invited to take part in the research. The research has been continuing for 5 years till the students are at the fifth year of studying and we can analyze the results of our research.

The main purpose of our research was to offer different proverbs and sayings as the additional materials to four groups of students of the specialty "Telecommunication Systems" and to the students of specialty "Technical Equipment of Telecommunications". Now, when the participants of our research are studying at the fifth year and conducting the necessary professional practice in different companies, foreign ones including, they

are obliged to communicate with native speakers, at the same time checking up, whether the additional material in the form of the proverbs was helpful or not.

Presenting main material. The English proverbs and sayings were chosen as the object of our research because of their extended usage, functionality and topicality. Regardless of their ancient topology (many of them originated from ancient Greek and Latin languages, and in the Middle Ages the proverbs were broadly used for teaching Latin in European schools) they are still widely applied in modern English by native speakers in all spheres of their life [2, p. 868]. If we want our students to understand an Englishman in a broad range of different situations, we should provide them with these "short and meaningful units, which have the rhythmic organization in poetic style" [4, p. 6]. Proverbs and sayings help our students to perceive better the culture, customs and traditions, as well as the way of living and behavior of the foreigners. While working on the proverbs and sayings, students find out many common features in the content of the English proverbs and the Ukrainian ones, but it is not because of borrowings. It means, that different peoples have got a lot of things in common, as they possess a great number of proverbs of similar meaning in both languages, because such notions as work, love, friendship, honesty, Motherland are equally precious for different people in different countries: "A friend in need is a friend indeed", "There is no place like home", "Love me – love my dog" [3, p. 352]. A great variety of proverbs and sayings allows teachers to use them in the educational process for students of all ages and different levels of language knowledge. Applying proverbs and sayings at the lesson provides students with positive emotions and feelings, motivates them to master and use a foreign language as a tool of intercultural communication. The deep sense of these short sayings not only develop students' critical thinking but also has a great educational value, provides "a general rule of behavior drawn from practical experience" [4, p. 9]. "Custom is the second nature", "Diligence is the mother of success", "At Rome do as the Romans do". In the process of studying proverbs and sayings are often used as means of expressions, which help to develop the students' ability to "feel" the language, understand its subtle variations [1, p. 753]. In different stages of language studying the usage of proverbs and sayings at the lessons really helps to solve different educational tasks and problems. There are three main aspects of any human language: grammatical, phonetical and lexical [5, p. 8]. From the very first lessons of studying the English language, it is possible to use proverbs and sayings for forming correct phonetic pronunciation of the language. Even at the university we often meet students who don't know how to pronounce the word

“hour” in a proper way. In this case, we correct them, and as the example of a mute “h” students get a proverb: “Honesty is the best policy”. Also, for helping in pronunciation such words as “closure”, “exposure” students are offered the proverbs: “Eat at pleasure, drink with measure”, “The busiest man finds the most leisure”, “Business before pleasure”. As to the lexical aspect of the English language, there is also a great number of proverbs and sayings which help students to study the new words faster, to extend and enrich the vocabulary in a more effective way. For example: in the Ukrainian language there is only one word to denote the action of giving some money for a particular period of time: “позичати”, but in English there are two different words, and it is sometimes difficult for students to understand and memorize the difference between them. In this case the proverbs: “Neither a borrower nor a lender be” and “Never borrow, never lend if you want to keep a friend” will come in handy, and its rhythmic organization in poetic style will simplify the hard work of keeping the new and strange words in memory. Also, together with the saying “Neither fish nor flesh”, students remember the structure “Neither ... nor...”. There is one more unusual word for our students – “worth”, which needs clarification and special attention, because it is often confused with the superlative form of the adjective “bad” (bad – worse – the worst): “The Cobbler always wear the worst shoes”, “Hope for the best, prepare for the worst”. To clear up this point we have used the following proverbs: “One volunteer is worth ten pressed men”, “The laborer is worthy of his hire”, “An ounce of prevention is worth a pound of cure” “A bird in a hand is worth two in a bush”, “One today is worth two tomorrow”, “The game is not worth the candle”, “A swarm in May is worth a load of hay, a swarm in June is worth a silver spoon; but a swarm in July is not worth a fly”.

To fulfill the main task of nowadays, that is to teach students communication in a foreign language, teachers should also pay special attention to the most widely used aspect of the English language, which, at the same time, is the least studied, so-called “phrasal verbs” or “multi-part” verbs. It is possible to find phrasal verbs in everyday English, as well as in films, songs, fiction, etc., where they make up approximately 40 per cent of spoken language. In formal style they are recommended to be avoided, to be replaced by ordinary words, or we should build up a sentence in another way. For example: call up – telephone, come by – obtain, put off – postpone, bring up – educate, get after – chase, be after – want, keep after – criticize, give up – stop doing, stop using something, etc. Phrasal verbs enrich the spoken language and make it brighter, more vivid and colourful. That is why to understand the native speakers correctly and to be able to transmit our thoughts in the same way they do, we should teach our students to “doze” into

the rules of their perception of the reality, to master all possible means of expressing this reality, i.e. to be able to make up the speech not by means of separate words, but by means of word-combinations, or expressions. In this regards, English folklore is also rich in different proverbs and sayings: “Never put off till tomorrow what you can do today”, “Dogs that put up many hares kill none”, “When the fox preaches, take care of your geese”, “A bad penny always turns up”, “It is better to wear out, than to rust out”, “He will never set the Thames on fire”, “To call off the dogs”, “The dogs bark, but the caravan goes on”, “An apple a day keeps the doctor away” etc.

The most difficult part of any foreign language for everybody to study and use correctly is its grammar, and the great number of English proverbs are really helpful in this case. Thus, to better understand such notions as Non-Finite-forms of the verbs, such as Infinitive, Gerund and Participle with their special rules and peculiarities we have learned with students many meaningful and educational proverbs and sayings. So, to remember the grammar structure of Infinitive, students were offered the following ones: Infinitive is used after the structure It + be + adjective/adverb: “It is never too late to learn”, “It is better to give than to receive”; to express purpose: “Live not to eat, but eat to live”, “Wait for the cat to jump”; Infinitive without “to” is used after the verbs of sense perception: “Each bird loves to hear himself sing”. Within this rule, we also pay students’ special attention to the word “to make”, which means “to force” somebody to do something, but not the meaning “to do”, “to produce”, as they studied it earlier, and some more proverbs with “make” for not using particle “to” before the next verb: “You can take a horse to water, but you cannot make him drink”, “It is enough to make a cat laugh”, “It is love that makes the world go round”, “Absence makes the heart grow fonder”. In continuation to this rule, we propose the proverbs with “let”: “Laws catch flies, but let hornets go free”, “Let bygones be bygones”, “Let sleeping dogs lie”, “Don’t let the grass grow under your feet”, so on. To understand Gerund better, which does not exist in Ukrainian language, we have used the following proverbs: “Seeing is believing”, “Doing is better than saying” – highlighting students’ attention to the fact, that Gerund can be used in the function of a subject; “It is good fishing in troubled waters”, “There is no use crying over the spilt milk”, “It is no use pumping a dry well” – the example of using Gerund after a special phrase; “By doing nothing we learn to do ill” – Gerund is used after a preposition. While studying Participle I, students were given such proverbs as: “Better die standing than live kneeling”, “A rolling stone gathers no moss”, “Barking dogs seldom bite”, “Beware of Greeks bearing gifts”. Also, while studying Participle II students worked with such proverbs and sayings as: “Money spent on the brain is never spent in vain”,

“Lost time is never found again”, “Well begun is half done”, “Self done is well done”, “Soon learnt, soon forgotten”, “A danger foreseen is half avoided”, “A penny saved is a penny earned”, paying attention to the passive meaning of the Participle II.

All students of technical specialties should be taught to write procedural instructions to different kinds of devices, as the product of their future inventions. It is necessary to emphasize the important determinants of the instruction, on all the main points, such as procedural information, main principles and examples. That is why, we remind them that, together with completing tasks in a stepwise manner, they should use the Imperative form of the main verbs and Modal verbs for expressing obligation, duty or necessity. There are a lot of proverbs to practice Imperative form of the verb: “Be slow to promise and quick to perform”, “Go to bed with the lamb and rise with the lark”, “Keep your mouth shut and your ears open”, “Don’t blow your own trumpet”, “Don’t cast pearls before swine”; and also there are a great number of proverbs with Modal verbs: “Children should be seen but not heard”, “Children and fools must not play with edged tools”, “A man can do no more than he can”, “Love may creep where it may not go”, “You can’t fit a round peg in a square hole”.

All students of the technical specialties should be taught to describe the procedures and results of their researches. In this case, the Passive Voice is widely used in the English language. However, this grammar notion is always a challenge, “a bitter pill to swallow” for our students. To help them to overcome this difficulty we chose some proverbs in Passive Voice: “Rome was not built in a day”, “A man is known by the company he keeps”, “Just as the twig is bent, the tree is inclined”, “The road to hell is paved with good intentions”, “A bird may be known by its song”, “Love cannot be forced”, “Never fry a fish till it’s caught”, “Old birds are not caught with chaff” etc.

Any grammar or lexical phenomenon of a foreign language that does not exist in our native language usually causes some particular difficulties, which can be solved only with the help of a teacher. In English and Ukrainian languages the singular and the plural forms of the Countable and Uncountable nouns do not coincide, that is why we have to help our students to cope with this unusual situation. The following proverbs, as a rule, come in handy: “No news is good news”, “Money is a good servant, but a bad master”, “Money doesn’t grow on trees”, “His money burns a hole in his pocket”, “Forbidden fruit is sweet”, “Hope is the poor man’s bread”, “A little knowledge is a dangerous thing”, “Diligence is the mother of success” etc.

One of the most difficult parts of English Grammar for our students is the sentences in the Conditional Mood. Their structure is not common in Ukrainian language, though we also have the same types of

sentences: simple (extended and unextended) and composite (compound and complex), we do not have a combination of different Grammar tenses in one of them. The Conditional Mood can be applied in simple, compound and complex sentences to express an action as unreal which would take place under certain conditions expressed or implied. Concerning the sentences of Zero Conditional Mood, it is quite easy for our students to understand the usage of it for expressing the laws of nature, but it is difficult for them to understand the usage of these sentences for expressing the general truth. To make the process of mastering conditional sentences easier but not less effective, we have studied some proverbs: “Where there’s smoke, there’s fire”, “What goes round, comes around”, “Where there is a will, there is a way”, “If you are not the lead dog, the view never changes”, “Man proposes but God disposes”. As to the sentences of the First Conditional Mood, it is not usual for us to use the Present Tenses in subordinate clause, and to use the Future Tense, or Imperative Mood in the Main clause, our students are inclined to use Future Tenses in both clauses. That is why, we train them by using the following proverbs: “Don’t trouble trouble, until trouble troubles you”, “If you want to have a friend – be one”, “When angry – count a hundred”, “If you cannot bite, never show your teeth”, “Don’t sell the bear’s skin before you have caught it”, “Open not your door when the devil knocks”, “If you play with fire, you’ll get burned” and others.

The mastering of the Second Conditional Mood sentences also requires a special drilling, as all complicated phenomena in a foreign language. Whereas these sentences are used to express unreal present, we sometimes ask students to translate them into the Ukrainian language. Here are some examples of the proverbs in the Second Conditional Mood, which simplify the understanding of this grammar material: “If there were no clouds, we should not enjoy the sun”, “If things were to be done twice, all would be nice”, “If wishes were horses, beggars might ride”, “If ‘ifs’ and ‘ands’ were pots and pans, there’d be no work for tinker’s hands”, “If youth but knew, if age but could”, “If it were not for hope, the heart would break”. But the most difficult for understanding and especially for the appliance in spoken language are the sentences in the Third Conditional Mood because of their Past Perfect tenses in the subordinate clauses and Perfect Infinitive after “would” in the main clauses. There are also two examples of the proverbs in the Third Conditional Mood: “If my aunt had been a man, she’d have been my uncle,” and “If God had meant us to fly, he’d have given us wings.” These are only the part of the proverbs, that were used at the lessons of the English language as additional material, aimed to develop students’ communication skills and abilities and to create their intercultural linguistic competences.

We asked students to answer the question: "Were the English proverbs helpful for you in communication with foreigners?" Having conducted the research, we obtained the following results (Table 1):

Table 1
Were the English proverbs helpful for you in communication with foreigners?

Group	Number	Very helpful	Helpful	Not helpful	Difficult to answer
TZ-01 m	25	15	6	3	1
TZ-02 m	24	10	8	5	1
TS-01 m	26	14	10	2	–
TS-02 m	25	10	3	10	2

As we can see on the table, the usage of English proverbs and sayings was very helpful for the majority of students, that is 49 of them, that equals to 49 %, it was just helpful for 27 students that is 27 % respectfully, it was not helpful for 20 students, that equals 20 %, and it was difficult to answer for 4 students, that constitutes only 4 %. As to compare the results according to the specialty, they are approximately equals "Very helpful": 25 to 24; "Just helpful": 14 to 13; "Not helpful": 8 to 12; "Difficult to answer": 2 to 2.

Conclusion. Thus, the usage of English proverbs and sayings are really important and helpful for developing students' speaking skills and abilities; and for the creation of their intercultural competences and language awareness. Proverbs and sayings make our language brighter, more vivid and expressive. Having come from ancient times, the English proverbs and

sayings reflect customs, traditions, mode of living and thinking of the English people, at the same time, they help our students to doze into the atmosphere of the English language to feel and understand it better. Moreover, the English proverbs and sayings have a great educational, methodological and practical value to illustrate Grammar, enrich Lexical materials and to use them successfully in everyday communications.

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Голуб Т. П., Коваленко О. О., Назаренко О. І., Жигжитова Л. М. Застосування прислів'їв і приказок у процесі лінгвістичної підготовки студентів технічного університету

У статті досліджено особливості застосування англійських прислів'їв і приказок у процесі викладання іноземних мов та їхній позитивний вплив на формування комунікативних і міжкультурних компетенцій студентів технічних спеціальностей під час навчання в технічному університеті. Досліджено основні аспекти вивчення англійської мови у вищому технічному навчальному закладі: вивчення граматики та розширення лексичного запасу студентів за допомогою англійських прислів'їв і приказок; досліджено функцію, структурні типи, засоби виразності та семантичні особливості, а також особливості застосування прислів'їв і приказок у процесі спілкування; визначено їхню педагогічну значущість і роль у формуванні міжкультурних знань, позитивної поведінки та мовленнєвої обізнаності студентів технічних спеціальностей. Проведено емпіричне дослідження серед 100 студентів I курсу магістратури Інституту телекомунікаційних систем. Представлено огляд та узагальнення результатів досліджень провідних мовознавців і науковців із різних країн світу, які займалися вивченням проблеми застосування прислів'їв і приказок у навчальному процесі. Прислів'я та приказки для застосування в навчальному процесі було відібрано з огляду на широту їхнього використання в повсякденному житті, функціональність та актуальність, корисність у навчанні різних граматичних аспектів англійської мови та розширенні лексичного запасу студентів немовних спеціальностей, а також у створенні позитивної атмосфери в освітньому середовищі, що, відповідно, стимулює та мотивує студентів до здобуття знань і формування мовленнєвих компетенцій. Досвід вивчення та використання англійських прислів'їв і приказок у навчальному процесі вищого немовного навчального закладу засвідчує позитивні соціокультурні явища, зокрема те, що, незважаючи на існування кордонів між країнами й незалежно від поділу людей на нації та національності, незважаючи на різний менталітет, етнокультурні особливості та освітні відмінності, наше ставлення до людських категорій і цінностей, таких як любов, дружба, чесність, працьовитість, Батьківщина та багато інших важливих понять, повністю збігається. Усвідомлення цього явища допоможе нашим студентам створити міжкультурні компетенції та дружні стосунки з англомовними громадянами різних країн в умовах сучасних глобалізаційних тенденцій, які панують у світі.

Ключові слова: прислів'я, приказки, іноземна мова, граматики, лексика, компетенції, знання.