

METHODOLOGY OF TEACHING ENGLISH PROVERBS TO B1 LEVEL LEARNERS

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Abstract. The proverb, as a paremiological cliché, is studied from different scientific positions, which are based on different methodological approaches, which leads experts to different ways of its research. The study and teaching of the proverbial material of a non-native (English) language has great linguistic and methodological significance. The knowledge of proverbs of foreign languages will contribute to the improvement of theoretical and practical knowledge; will help to reveal the culture, history, the way of life of the people; will aid to build more conscious interethnic correct implementation of interlanguage and intercultural communication, which improves the bilingual and communicative competence of students.

Keywords: proverb, English, methodology, sound, speaking skills, critical thinking.

Introduction. Proverbs are a fertile material used in teaching. Proverbs, as a whole, cover most of the human experience. Due to the generalized nature of proverbs, they can be used for all levels of students of English as a foreign language, teaching the art of allegory, namely to illustrate their thought and summarize it in a short form.

The proverb is the object of linguistic theoretical, linguistic-contrastive and linguistic-methodological research. Both aspects of her research have great theoretical and practical significance. In the understanding and definition of a proverb, scientists have a lot in common and specific. The problem of researching proverbs was dealt with by linguists and methodologists: V.I. Dal, G.L. Permyakov, E.V. Ivanova, W. Mieder, M. Dzhusupov, A.A. Nasirov, N.B. Saparova, P.U. Bakirov, T. Mirzaev, [5; 10; 8; 1; 6; 9; 7; 3; 2] etc.

Methods: While conducting scientific research the method of linguistic description, comparative method, semantic-stylistic method, etc. were used.

Results and Discussion: The use of proverbs in the practice of an English teacher will undoubtedly contribute to a better mastery of this subject, expanding knowledge of the language, lexical stock and features of its functioning. On the other hand, their study is an additional source of regional knowledge [4; p.52]. The formation of pronunciation skills from the first lessons should take place in real communication conditions or simulate these conditions as accurately as possible. In other words, students should not prepare for speech, as provided by the oral introductory courses, but start using the language in practice. One of the ways of making the language as fluent as possible is applying proverbs in the process of teaching and learning.

Proverbs are firmly embedded in the memory. Their memorization is facilitated by different consonances, rhymes, and rhythms. Proverbs can be used when introducing a new phonetic phenomenon, when performing exercises to consolidate new phonetic material and when repeating it, during phonetic, lexical, grammatical exercises. The experience of teachers shows that one of the effective methods of ensuring students' interest in learning, their activity and efficiency is the use of proverbs in English lessons at different stages of learning.

Processing the sound side of the speech of proverbs of the English language helps to put the pronunciation of certain difficult consonants, especially those that are absent in the



native language. Instead of individual words and phrases containing a particular sound, you can offer specially selected proverbs. Then, over the course of two or three lessons, the proverb is repeated, the pronunciation of the sound is corrected. This type of work can be included in the lesson at different stages, it serves as a kind of relaxation for students. It is necessary to select a proverb, depending on which sound is being worked out.

Proverbs and sayings for practicing some English sounds

Sound	Proverbs
Sound [w]	Where there is a will there is a way. Watch which way the cat jumps. Which way the wind blows.
Sound [h]	To run with the hare, and hunt with the hounds. Handsome is as handsome does.
Sound [ɪ]	The proof of the pudding is in the eating. Strike while the iron is hot. Saying and doing are two things.
Sounds [θ], [ð]	Wealth is nothing without health.
Sound [ɛ:]	First come, first served. It is never too late to learn. Murder will out. To kill two birds with one stone. No man can serve two masters.
Combination of sounds [t] и [r]	Don't trouble until trouble troubles you. Treat others as you want to be treated yourself.
Sounds [i:]-[e]	East or West home is best.
Sounds [e] [ae]	Better late than never.

Exercises for practicing lexical skills, the forms of verbs, nouns and pronouns

1) Put the verb's ending and you'll learn some interesting proverbs. Give the equivalents for them in your native language.

- a) A cat in gloves catch ... no mice.
- b) An early bird catch ... the worm.
- c) Early to bed, early to rise make ... a man healthy, wealthy and wise.
- d) All work and no play make ... Jack a dull boy.

2) Complete the proverbs and saying with the right word.

- a) What is good for one man is bad for ... (other, another, the other).
- b) One hand washes ... (other, another, the other).
- c) "There are two tragedies in life; one is not to get your heart's desire, ... (other, another, the other) is to get it." (B. Shaw)
- d) One man's meat is ... (other, another, the other) man's poison.
- e) If you ever, ever, ever Ever meet an angry bear – You will never meet... (other, another, the other) angry bear.

3) Put the appropriate verbs and give the equivalents for them in your native language.

- a) A cat in gloves ... no mice.
- b) An early bird ... the worm.



- c) Early to bed, early to rise ... a man healthy, wealthy and wise.
- d) All work and no play ... Jack a dull boy.
 - 4) Is or Are?
- a) Don't count your chickens before they ... hatched. (to be hatched – вылупляться)
- b) Lost time ... never found again.
- c) A man ... known by the company he keeps,
- d) A man ... known by the books he reads,
- e) A man ... known by the things he needs,
- f) A man ... known by the dreams he dreams.
- g) The devil is not so black as he ... painted.
- h) Don't give salt or advice until you ... asked.
- i) A tree ... known by its fruit.

Exercises for developing speaking skills and critical thinking

1) Say which of the proverbs following the story makes the best ending for it. The Devoted Friend. "Oh! I know of nothing in the world," said the Water-rat, "that is either better or higher than a devoted friendship." And what is your idea of the duties of a devoted friend?" asked a green little bird who was sitting on a tree and had heard the conversation. "Yes, that is just what I want to know," said the Duck, and she swam away. "What a silly question!" cried the Water-rat. "My devoted friend must be devoted to me, of course." "And what will you do in return?" said the little bird. "I don't understand you." answered the Water-rat. 1. To run with the hare and hunt with the hounds.

- a. *A friend in need is a friend indeed.*
- b. *Nothing venture, nothing have.*
- c. *Actions speak louder than words.*

2) Read and use proverbs instead of the italicized words.

- 1. Ann was with Mary during her illness and she helped her to get well. *She was a real friend to Mary.*
- 2. You want it both ways. *You're either for us or against us.* Which is it?
- 3. The Miller spoke so well about true friendship that Little Hans believed him. But when Little Hans needed help the Miller was not so quick, and many people understood that *he wasn't as good as he seemed to be.*

Conclusion. Proverbs, as the realization of the inner and outer world of the people in a figurative, artistically high design, contribute to the formation of aesthetic and moral aspects in the general educational volume of mastering a non-native language, contribute to the overall improvement of the intellectual level of students who begin to approach language and speech communication from the perspective of a bilingual personality who is able not only to differentiate his own and others, but also to combine them in their future life activities, when in this process language acts as an instrument of linguistic activity in unity with intercultural activity, since mastering a second language is also mastering a second culture, without it an individual cannot fully function as a bilingual person.

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