

цузские логические предлоги выступают полнозначными функциональными соответствиями для кыргызских логических послелогов.

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## TEACHING PROVERBS IN THE ENGLISH CLASSROOM

### Abstract

*This article deals with proverbs and the ways of teaching them in different aspects in the English classroom. The classification of proverbs according to the aspects and planning using them in the pre-reading, pre-speaking, post reading activities, practical grammar, open class discussions raise the interest of the learners and motivate them to learn more to get to know about other cultures and their values. Learning proverbs not only broadens the mind of the learners but develop the critical thinking activities through comparing, analyzing, selecting and choosing. The students develop their listening skills, listening each other's opinion, and speaking skills, expressing their opinion as well.*

**Key words:** proverbs, quotations, teaching, aspects, warming-up activities, pair work, peers, open class discussions.

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## АНГЛИС ТИЛ САБАГЫНДА МАКАЛ - ЛАКАПТАРДЫ ОКУТУУ

### Кыскача мазмуну

Бул макалада англис тил сабагында жана анын башка аспектеринде макал-лакаптардын окутуу жолдору каралат. Макал-лакаптарды башка аспекттерге классификациялоо жана аларды окуунун алдында, сүйлөөнүн алдында, практикалык грамматикада, ачык дискуссияларда пландоо жана колдонуу, студенттердин кызыгуусун гана арттырбастан, аларды башка элдердин

маданияттын жана алардын баалуулуктарын билүүгө шыктандырат. Макал-лакаптарды окуп билүү студенттердин дүйнө таанымын гана кеңейтпестен, салыштыруу, анализдөө, талдоо жана тандоо аркылуу алардын критикалык ой-жүгүртүүсүн да кенейтет. Студенттер бири-биринин ой пикирин угуу аркылуу уга билүүсүн өнүктүрсө, ой-пикирин айтуу аркылуу алардын сүйлөө жөндөмүн өнүктүрөт.

**Түйүндүү сөздөр:** макал-лакаптар, учкул сөздөр, окутуу, аспекттер, эки-экиден иштөө, ачык дискуссиялар.

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## ИЗУЧЕНИЕ ПОСЛОВИЦ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

### Аннотация

В этой статье рассматриваются пословицы и их пути изучения в различных аспектах английского языка. Классификация пословиц, их применение во время чтения, дискуссии поднимает интерес студентов и мотивирует их больше узнать о других культурах и их ценностях. Изучение пословиц не только расширяет познание мира студентов, но также развивает критическое мышление студентов через сравнение, анализ, отбор пословиц. Студенты развивают свои навыки аудирования, слушая мнение друг друга, и также развивают навыки говорения, выражая свое мнение.

**Ключевые слова:** пословицы, цитаты, обучение, аспекты, орг. моменты, работа в парах, сверстники, дискуссии.

Both the English and the Kyrgyz languages are rich in proverbs and sayings. According to Webster dictionary proverb, from Latin proverbium, pro-end, verbum-word, a short sentence often repeated, expressing a well-known truth or a common fact, ascertained by experience or observation, a maxim of wisdom. An English proverb is a short, pithy statement that usually offers life advice, wisdom or truth. Oftentimes, proverbs are used to illustrate a point stylistically, they differ from regular forms of speech because they are metaphorical or symbolic in nature. For example: An hour in the morning is worth two in the evening. The language instructor can choose different kinds of proverbs, classify them into aspects, levels of the learners and use them at the lessons. Proverbs and quotations of different well-known people can be used as motivation at the warming-up activities to encourage students, to raise their interests and involve them in the classroom activities.

In the English classroom, proverbs can be effectively taught in every aspect. From the first up to the fourth year students, at the Practical Course of English, using the textbook Q-Skills for Success the language-instructor can effectively teach proverbs. For example, teaching Unit 5, Reading and Speaking, Family Ties, the following proverbs are taught in pre-reading: [1. p. 3]

1. The family that plays together, stays together. (Common proverb)
2. True happiness is three generations living under one roof. (Chinese proverb)
3. A man should never neglect his family for business. (Walt Disney)
4. It's more important to know where your children are tonight than where your ancestors were a hundred years ago. (Anonymous)

The students work in pairs by reading these proverbs. They look at the photos, read the proverbs and match the letter of the photo with the proverb. Then they discuss the

meaning of each proverb with his/her peer. After they answer, they discuss the questions in Exercis 2. P. 84. [2. p. 48]

- Do you or did you play games with your family? Do you know any families that play games together?
- Do you know any families that have three generations (children, parents and grandparents) living in the same house? How do they get along?
- Do you know any people, who put their work before their families? How does this affect the families?

The students working in pairs, first discuss these questions after answer the questions. As this unit is devoted to Family Ties and Unity, the language instructor can provide students with additional proverbs and quotations for individual work. During the week the students learn them and understand their meanings. By the end of the Unit, after the students have learnt the vocabulary, grammar of the Unit, read the two texts for the Revision of the Unit, the teacher can plan open class discussions, where additional proverbs are used, and the students can express their opinion orally.

1. All is well that ends well.
2. An hour in the morning is worth two in the evening.
3. Better late than never.
4. Best things in life are free.
5. Don't bite a hand that feeds you.
6. Don't judge a book by its cover.
7. Don't open a shop unless you know how to smile.
8. East or West home is best.
9. Fortune favors the brave.
10. Honesty is the best policy.
11. Make hay while the sun shines.
12. Never put off till tomorrow what you can do today.
13. Practice makes perfect.
14. Actions speak louder than words.
15. Time is Money.
16. Two heads are better than one.
17. Unity makes Success.

These proverbs are attached on the walls. The students are asked to go around the classroom and read each proverb. After he/she writes the best one, and stays there, where that proverb is. There can be several students, who like the same proverb. The students are asked to share their opinion, why they like that proverb. After the students have shared opinion, the discussion starts. Each student expresses his/her opinion why she/he likes that proverb. At the lesson, the students review the proverbs, understand them, choose the best one and express their opinion. At the lesson the students think critically, by comparing, selecting the best proverb and expressing opinion using the grammar and new words of the Unit. During the activity a student learns listening the opinion of his peers, comparing the answers and expressing his/her opinion. The new words of the Unit are: corporation, courage, design, expand, expert, manage, strength, unity, challenge, enthusiasm, depend on, goals, fail, lifestyle, pass down, realistic, responsibility, talent, grammar: comparative and superlative adjectives. Some proverbs given above contain grammar, comparative and superlative adjectives as well.

For the aspect Practical Grammar, proverbs can also be used. When the students learn Noun, Countable and uncountable Nouns, Article.

1. An apple a day keeps a doctor away.
2. An hour in the morning is worth two in the evening.
3. An early bird catches the worm.
4. A bird in hand is worth two in the bush.
5. Ask no questions and hear no lies.
6. Actions speak louder than words.
7. Clothes do not make a man.
8. Don't bite a hand that feeds you.
9. Eagles don't catch flies.
10. A good listener is a silent flatterer.
11. Good things come to those who wait.
12. Half a loaf is better than none.
13. Honesty is the policy.
14. All that glitters is not gold.
15. A journey of thousand miles begins with a single step.
16. A leopard doesn't change his spots.
17. Never put off till tomorrow what you can do today.
18. No gain without pain.
19. No news is good news.
20. The pen is mightier than the sword.
21. A tree is known by its fruit.
22. Rome was not built in one day. [4.]

The teacher takes a piece of paper, writes one proverb, and gives it out to the students. Each student takes a card, reads the proverb, thinks about its meaning. After he/she works in pairs, shares his/her opinion about the proverb with his peer. At the lesson, the students review the nouns, countable nouns, uncountable nouns and usage of article with nouns, and also when the article is not used-zero article. Another activity can be to review and check the students' understanding proverbs. On each card one proverb is written with a missing part. For example: A leopard doesn't change \_\_\_\_\_. (his spots)

- Card 2. Half \_\_\_\_\_ is better than none. (a loaf)  
 Card 3. Rome \_\_\_\_\_ in one day. (wasn't built)  
 Card 3. A leopard doesn't change \_\_\_\_\_. (his spots)  
 Card 4. \_\_\_\_\_ journey of thousand miles begins with \_\_\_\_\_ single step. (A, a)  
 Card 5. Good things come to \_\_\_\_\_ .

(those who wait)

- Card 6. The pen is mightier \_\_\_\_\_ . (than the sword)  
 Card 7. \_\_\_\_\_ is not gold. (All that glitters)  
 Card 8. No news \_\_\_\_\_ . (is good news)  
 Card. 9. \_\_\_\_\_ without pain. (No gain)  
 Card 10. Actions speak \_\_\_\_\_ . (louder than words)  
 Card 11. \_\_\_\_\_ don't catch flies. (Eagles)  
 Card 12. A tree \_\_\_\_\_ by its fruit. (is known)  
 Card 13. \_\_\_\_\_ is the best policy. (Honesty)  
 Card 14. \_\_\_\_\_ and hear no lies. (Ask no questions)  
 Card 15. \_\_\_\_\_ keeps a doctor away. (An apple a day)  
 Card 16. \_\_\_\_\_ is worth two in the evening. (An hour in the morning)  
 Card 17. Honesty is \_\_\_\_\_ . (the best policy)  
 Card 18. Never put off till tomorrow what \_\_\_\_\_ . (you can do today) [5]

Proverbs can be taught and practiced when gerund, infinitive, adjective, adverb and conjunctions are taught practiced as well.

The third year students, at the Practical Course of English in Unit 10, Child's Play, p. 232, learn several quotations in pre-speaking activity. They read the quotations answer the questions and discuss with a peer.[2. p. 232]

1. What does each quotation mean?
2. Do you agree with the quotation? Why or why not?
  1. "Choose a job you love, and you will never have to work a day in your life." Unknown author
  2. "We don't stop playing because we grow old; we grow old and we stop playing." George Bernard Show, play write, 1856-1950
  3. "Work is man's most natural form of relaxation." Dagobert D. Runes, author, 1902-1982
  4. "You can discover more about a person in an hour of play than in a year of conversation." Plato, philosopher, 428, BC -347 BC
  5. "In every real man a child is hidden that wants to play." Friedrich Nietzsche, philosopher, 1844-1900
  6. "Play is the work of children. It's very serious stuff." Bob Keeshan, TV actor and producer, 1927- 2004
  7. "Knowledge is the light of the world, Labor is the light of the life". [4. p. 38]

Each student reads a quotation that he/she likes and expresses his/her opinion why she/he likes it, why she/he agrees. Proverbs and quotations help the learners to broaden their mind, understand cultural values of English speaking countries and other cultures.

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