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Proverbs, Sayings and Patters in Teaching English

Sayings and proverbs play a significant role in the language as they enrich the speech and help to understand the situation better and they create figurative image of the situation which is dwelt on. To speak the language fluently it is very important not only to understand the proverbs, sayings, figurative comparisons, but to use them relevantly. For deep comprehension of the meaning of the proverbs and sayings we have to know a range of equivalents of the native language and we have to acquire an ability to choose the best option in the certain situation. Proverbs and sayings is a unique branch of the people culture that reflects national frame of mind, mentality, and embodies original features of another language perception of the reality. Proverbs, saying, figurative comparisons are constituents of the culture, valuable treasure of the people, as they improve the language of the new generations. They are mainly brief aphoristic artistically expressive expressions-observations about different phenomena and life situations. The significance of knowing and using them in everyday speech is undoubtedly very important. Therefore, using proverbs, sayings and patters during the lessons can help to diversify lessons, this activity will help to develop speaking skills.

Such brief literature forms as proverbs successfully train different aspects of the language, i.e. pronunciation, grammar, vocabulary and critical thinking. They are wise and considerable in lexical meaning. They are not difficult to remember because of consonance, rhythm; they are distinct and expressive, they demand activation of figurative thinking and analysis; and they can help to illustrate the point of view of a speaker, and to generalize it in a brief form. Proverbs reflect all aspects of life, needs, customs, habits, traditions, attitude to the nature. They are inherent part of people's way of life, language and literature. Due to these features proverbs and saying are easily integrated in the process of the lesson. Exercises on their basis do not need

much time for preparation, and also they help to bring an element of play of different stages of English learning.

There are some variants of using proverbs as exercises, e.g. some proverbs can be given for learning. Students can explain the meaning of them using their own words, and choose the proper variants of the native equivalents; and then they can be given a task to make up stories or dialogues the main idea of which must be these proverbs. At this time students interact with each other working in pairs or groups creating their stories or dialogues. The selection of the proverbs will stimulate students to express their point of view. There is a huge amount of proverbs in the English language, e. g. *You can't judge a book by its cover. A friend in need is a friend indeed. A faithful friend is better than gold. So many men, so many minds. Appearances are deceitful. A bird in the hand is worth two in the bush. There is no place like home. There is no fire without smoke, etc.*

Using proverbs and patters in language learning is very productive from the point of view of cognitive skills development. Learning sayings and proverbs students enrich their vocabulary with new words and set-expressions which in further learning of the language can be used as active vocabulary. The task to write compositions or mini-essays is one of the efficient methods of teaching writing. Students can be given proverbs to illustrate a certain life situation. Such activities induce positive emotions, heightens motivation for learning.

Proverbs, saying and patters is such an instrument of teaching a foreign language which activates mental activity and has a significant methodological and practical value in the process of learning. They make the teaching process more interesting as they stimulate emotional development of students' personality which forms mighty stimulus for learning the language.

Proverbs and saying can also serve as a good material for teaching grammar as far as there are proverbs in the certain grammar forms, e.g.: *A bad workman quarrels with his tools. A bad beginning makes a bad ending. Education makes the*

man. (Present Indefinite). *Every oak has been an acorn* (Present Perfect). *Rome wasn't built in a day.* (Past Indefinite in the Passive voice). *A liar is not believed when he speaks the truth.* *A fox is not takes twice in the same snare.* (Present Indefinite in the Passive Voice). *The fool wonders; the wise man asks.* *Wisdom is the wealth of the wise.* (The Article).

Patters are often used as phonetic drills to help us teaching correct pronunciation, using patters during the lessons we teach to pronounce sounds in a proper way and to avoid phonetic mistakes. With the help of patters students can improve reading skills of the certain words and it helps to train articulation. For instance, we study the sound [dʒ] for this we have a patter: Jack enjoyed the joke very much. We study the sound [ʊ], there is a patter: A cook took a good look at a cookery book. For the sound [e], As snug as a bug in the rug.

Using proverbs during the lessons can help to develop translation skills and stimulate the work with the dictionary. It undoubtedly has didactic value, as they stimulate to master lexical material and improve general work atmosphere in the group, this activity helps to overcome psychological barriers in interpersonal communication between students and teachers. And also it has an important educative significance.

Hereby, usage of proverbs and sayings adds to the educative process a communicative direction, strengthens motivation of language learning and significantly improves the quality of mastering speaking and writing skills. It is a substantial stage for psychological adaptation of students in a new speech space.