

PROVERBS AND SAYINGS AS AN EFFECTIVE MEANS OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN DISCIPLINE "FOREIGN LANGUAGE"

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Abstract. The article discusses the issue of using proverbs and sayings as an effective means of practicing, consolidating and controlling the acquired knowledge, skills and abilities in the English language. The aim of the article is a theoretical analysis and practical generalization of experience of working with proverbs and sayings in practical classes in the discipline "Foreign Language" in higher educational organizations of the Ministry of Internal Affairs of Russia. As a result of the stud, the author comes to the conclusion that working with proverbs in the process of practical mastery of the English language will contribute to the formation and development of students' communicative competence through the assimilation of lexical and grammatical structures, the formation of active and passive vocabulary, as well as the development of translation skills.

Keywords. Foreign language, communicative competence, translation, proverb, saying, law enforcement bodies.

Introduction

Learning a foreign language includes not only mastering grammatical features, writing, fluent speech and reading. An important role plays the opportunity to become better acquainted with the history, traditions and culture of the country of the given language (Mosina & Barsukova, 2014). So, according to A. Afanasyev "proverbs according to their form are not subjected to distortion and therefore are a monument to long-established views. Proverbs are the main source of the ancestors' wisdom, guardians of memory and a tool for transmitting human experience" (Afanas'ev, 1996). That is why it can

be conclude that the use of proverbs and sayings in practical classes in a foreign language is not only an effective tool for mastering the discipline but they also acts as a means of realizing educational goals due to their ability to convey philosophical, socio-cultural, political, religious, moral-ethical and aesthetic worldview of native speakers. The *hypothesis* of the study – the use of proverbs and sayings in statements can significantly increase the imagery and expressiveness of speech, give it greater depth and "an element of philosophical understanding of the situation (Solovova, 2008). All of the



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above determines *the relevance* of this study.

The *aim* of the article is a theoretical analysis and practical generalization of experience of working with proverbs and sayings in practical classes in the discipline “Foreign Language” in higher educational organizations of the Ministry of Internal Affairs of Russia. To achieve this aim the author implements the following *tasks*: 1) to analyze the methodological value of using proverbs and sayings in foreign language classes; 2) to consider the possibility of using proverbs and sayings to teach all four types of speech activity; 3) to provide examples of practical tasks that contribute to the formation of communicative competencies.

During the research the author used such *methods* as synthesis, generalization, comparison, theoretical-analytical method (analysis of methodological literature), general didactic method (analysis of programs, educational literature), survey method (students’ interviewing), statistical (data processing), development of educational materials, experiential teaching.

Methodology

In the period from September, 2023 to June, 2024 students in practical classes were offered various types of work with English proverbs and sayings. The experiment was conducted in 10 groups (5 groups - 1st year of studying, 5 groups – 2nd year of studying) in such specialties as economic security, ensuring law and order, ensuring national security. The

main emphasis was made on proverbs and sayings containing legal terminology and affecting such aspects such as law enforcement, legislation, justice and others. Selected proverbs and sayings were integrated into all types of speech activity: reading, speaking, writing and listening. At the end of the academic year the cadets were offered a questionnaire to identify the effectiveness of this method. Totally, 274 respondents were interviewed. The main question was: *What do you see as the main advantages of studying English proverbs and sayings?*

1) Proverbs and sayings allow to immerse in a foreign language environment, understand the culture and mentality of native speakers;

2) Proverbs and sayings allow to improve reading and speaking skills;

3) Proverbs and sayings allow to understand grammatical constructions and phenomena;

4) Proverbs and sayings allow to enrich vocabulary and develop productive lexical skills;

5) Proverbs and sayings allow to improve and automate auditory-pronouncing skills;

6) Proverbs and sayings contribute to the development of language guesswork;

7) Proverbs and sayings allow to improve translational skills;

8) Proverbs and sayings increase motivation to study the language and give an incentive to work independently on the language;

9) Proverbs and sayings have educational potential as they transmit

moral values from generation to generation;

10) Proverbs and sayings are useless while studying a foreign language.

The results of the survey will be shown below in the form of a diagram (Picture 1).

Results of the study and discussion

The question of the effectiveness of proverbs and sayings has been studied by many prominent Russian (Afanas'eva, 2017), (Bogdanovich, 2016), (Vereshchagin & Kostomarov, 1983), (Garsiya-Caseles, 2012) (Dubrovin, 1995), (Krylova, 2014), (Allred, 2010), (Honeck & Mahwah, 1997), (Lau et al., 2004), (Lucas, 2015), (Mieder, 2019), (Prahlaḍ, 1996) methodologists. From a methodological point of view proverbs and sayings in practical classes in a foreign language contribute to the enrichment of vocabulary, the formation of productive lexical skills, the improvement of auditory-pronunciation and rhythmic-intonation skills, help to clarify the rules of reading, activate grammatical structures and phenomena, allow the development of linguistic and contextual guesses and translation skills as well (Dal', 1993).

Proverbs and sayings are figurative statements that typify various life phenomena. The difference between them is the completeness of the judgment, i.e. a proverb always expresses "a complete judgment" (Khasieva, 2019) since a saying is characterized by the incompleteness of the conclusion.

In order to constantly maintain cadets' interest, to develop prepared and unprepared foreign speech, students can be asked to complete a number of training tasks based on proverbs and sayings. Let's consider concrete examples of tasks aimed at the formation and development of students' communicative competence in accordance with the specifics of a legal institute.

Example 1. New lexical units' automation and actualization. A teacher demonstrates little-known proverbs to cadets, for example:

- *The law guards us from all evil but itself*

- *Providence sees to it that no man gets happiness out of crime*

- *Organized crime constitutes nothing less than a guerilla war against society*

- *Justice is the firm and continuous desire to render to everyone that which is his due*

Students should give the word for word translation of the proverbs. It is recommended to remove difficulties before working on the given proverbs. The new lexemes somatization is carried out through the teacher's comments, synonyms, antonyms, and definitions. In case of difficulty the cadets may be asked to choose the correct answer from the proposed options. Then all new lexical units are recorded in the glossary. Thus, this type of task will contribute to the implementation of the anticipation principle when students will already have formed a certain active and passive vocabulary of legal vocabulary



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by the time they study professionally oriented topics.

Example 2. Practicing lexemes.

In order to practice and consolidate

legal terms students can be proposed to complete the following task: Match the proverbs with the illustrations.

1.	<i>Society prepares the crime the criminal commits it.</i>	a.	
2.	<i>It is better that ten guilty persons escape than that one innocent suffer.</i>	b.	
3.	<i>Every unpunished murder takes away something from the security of every man's life.</i>	c.	
4.	<i>One of the ill effects of cruelty is that it makes the bystanders cruel.</i>	d.	

After considering the options proposed by cadets the teacher can ask the following questions:

1. Explain why you think this way.

2. What lexemes helped you correlate the proverb with the illustration?

3. Do you agree with the proverbs? Why yes / not?

4. How would you describe the presented illustrations in your own words?

Example 3. Working on content. The use of proverbs and sayings in teaching the grammar of a foreign language has become widespread, for example, grammatical phenomena are studied not as “forms” and “structures,” but as means of expressing certain thoughts, relationships, and communicative intentions (Dal', 1993). In addition, one and the same proverb or saying can be interpreted differently depending on the individual peculiarities of students, their social and everyday knowledge, sense of humor and other characteristics, for example:

- *Law is valuable not because it is a law, but because there is right in it*

1.	<i>Laws that do not embody public opinion ...</i>	a.	<i>... should be treated as such</i>
2.	<i>All crime is a kind of disease and ...</i>	b.	<i>... precede great ones</i>
3.	<i>Whoever profits by the crime is ...</i>	c.	<i>... can never be enforced</i>
4.	<i>Small crimes always...</i>	a.	<i>... guilty of it</i>

After listening to the options proposed by the cadets, the teacher

- *The love of justice in most men is only the fear of themselves suffering by injustice*

- *A fault confessed is half redressed*

- *If poverty is the mother of crimes, want of sense is the father*

In this regard on the basis of a specific proverb or saying cadets learn to express thoughts, argue and defend their point of view, demonstrate oratory skills. So, the ability to search for an equivalent translation of a proverb or saying from Russian into English contributes to the development of translation skills and simultaneously helps to bring the educational process closer to the situation of real communication through unprepared speech.

Example 4. Development of monologue (dialogue) speaking skills.

The use of proverbs and sayings in practical classes helps students develop skills in constructing monologue and dialogic speech in a relaxed playful way. So, cadets can be asked to complete the following tasks: Choose the ending for the proverbs:



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gives the original proverb on the basis of which they are asked to express their



agreement or disagreement with the proverb and then create a situation (dialogue) that confirms or refutes the main idea of this or that proverb.

Example 5. Self-study task.

Extracurricular work is an integral part of the educational process. It promotes deeper mastery of students' language and creative development. This allows students to develop the skill of thoughts illustration and generalizing it in a short form. What is more, the methodological principle of integration and differentiation can be implemented through an individual proverb for each student, the translation of which must be independently carried out at home, for instance:

- *Suspicious which may be unjust need not be stated*
- *He that is of opinion money will do everything may well be suspected of doing*

everything for money

- *Ill-gotten goods never prosper*

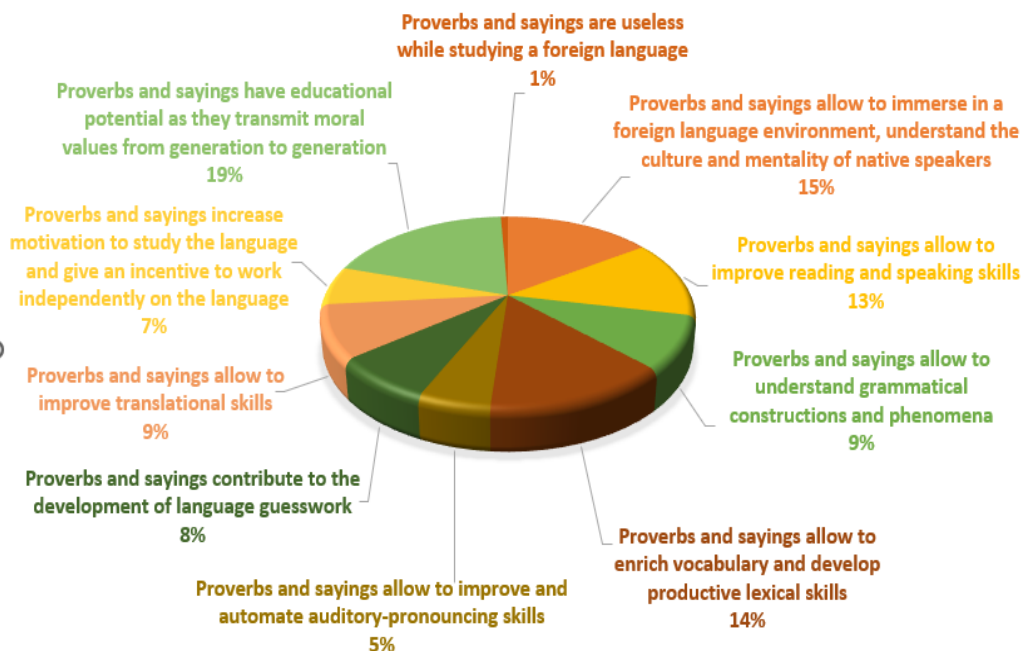
- *Petty laws breed great crimes*

- *With a gentleman I am always a gentleman and a half, and with a fraud I try to be a fraud and a half*

Conclusions

Summarizing all said above we can conclude that proverbs and sayings act as a means of expressing thoughts, on the one hand, and as a tool for implementing lexical and grammatical constructions of a foreign language, on the other hand.

As a result of students' survey aimed at identifying the didactic potential of proverbs and sayings in the process of studying a foreign language the following results were obtained:



Thus, according to the results it is possible to conclude that having a powerful educational potential proverbs and sayings help to form the moral qualities of students, a tolerant attitude towards representatives of other cultures and contribute to the formation of the ability to express thoughts by means of a foreign language (19% - 62 respondents). Proverbs and sayings increase motivation to studying the language due to their ability to reflect the socio-cultural characteristics of the foreign language, traditions and mentality (15% - 48 respondents) which improves the students' cognitive activities and has a positive effect on the formation and development of their communicative skills. Besides, they contribute to the development of creative initiative and emotional expressiveness of students' oral and written speech (13% - 39 respondents), mastering the language structure, activation and automation of grammatical phenomena inherent exclusively in the English language (9% - 23 respondents), the formation of active and passive vocabulary (14% - 41 respondents), skills and abilities of direct and reverse translation (9% - 22 respondents), constructing a monologue and dialogic statement as well.

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