

Advantages of Integrating Proverbs in Classroom Lessons

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Abstract: *This article discusses the benefits of incorporating proverbs into classroom lessons. It explores how using proverbs can enhance students' understanding of language, culture, and critical thinking skills. Additionally, it examines the role of proverbs in promoting social and emotional learning, as well as fostering creativity and communication skills among students.*

Keywords: *Proverbs, classroom lessons, language learning, cultural understanding, critical thinking, social and emotional learning, creativity, communication skills.*

Introduction. Proverbs, as succinct expressions of wisdom, have been revered across cultures for their ability to convey profound insights in a concise manner. Integrating proverbs into classroom lessons offers numerous benefits for language learners, including enhanced linguistic proficiency, cultural awareness, and critical thinking skills. This article explores the advantages of using proverbs during lessons, drawing upon existing literature, discussing methods of implementation, presenting research results, and offering insights for educators.

Primary sources of English floorboards and sayings.

The sources of proverbs and sayings are very diverse. To become a proverb, a saying must be accepted and internalized by ordinary people. In this case, the original source of the statement is often forgotten. Having turned into a proverb, it becomes part of the public consciousness; It doesn't matter to the speaker of the proverb who invented it. It is safe to assume that any proverb was created by a certain person in certain circumstances, but for many old proverbs the source of their origin is completely lost. Therefore, it would be more correct to say that proverbs and sayings are of folk origin, that their primary source is in the collective mind of the people.

In many utterances summarizing everyday experience, the meaning of words seems to have developed into proverbial form gradually, without any explicit announcement. The phrase "Make hay while the sun shines", which originates from the practice of field work, is an example of such a proverb. Any farmer feels the truth of this thought, not necessarily expressed in these exact words. But after many hundreds of people expressed this thought in many different ways, after much trial and error, the thought finally acquired its memorable form and began its life as a proverb. Similarly, the saying "Don't put all your eggs in one basket" arose from practical experience in trading relationships. On the other hand, it is also obvious that many proverbs were created by very specific intelligent people. If this happened to smart people orally, then, of course, there would be no evidence left, but if it happened to an intelligent person who had the habit of writing down his thoughts, then in some cases you can find the original source of the proverb. In general, it would be fair to assume that most proverbs of an abstract nature began their lives in this way.

For example, "The end justifies the means," stemming from the theological doctrine of the seventeenth century, or the golden thought "The wish is father to the thought," which was first

expressed by Julius Caesar, or the saying “A soft answer turns away wrath,” undoubtedly, borrowed in its completed form from the Bible. But who can say that these proverbs did not become part of the oral tradition long before they found their written form. The use of proverbs reached its peak in Shakespeare's time, and it is more than likely that many of the ones attributed to Shakespeare had existed before, albeit in a less memorable form. It's the same with the Bible. The wisdom of her proverbs is certainly not original. In any case, both sources, folk and literary, turn out to be merged together. Thanks to the spread of the printed word, the sayings of smart people increasingly began to reach ordinary people, who, if these thoughts were to their liking, turned them into proverbs. Another important source of English proverbs is proverbs and sayings in other languages. Here again it is difficult to be sure of the original source.

If a proverb existed in Latin, French or Spanish before it became English, then it is not certain that it was not previously borrowed from some other language. It is quite possible that it was originally English, but was not written down. Some of our borrowed proverbs were completely assimilated into England, but many of them failed to do so. We don't have to think much about the Latin proverb that inspired our "He gives twice who gives quickly", but the proverb "Through hardship to the stars" sounds somehow alien and less proverb-like than the Latin "Per" aspera ad astra". A large number of borrowed proverbs remained in the original. Among them: In vino veritas.

Using proverbs and sayings when teaching grammar.

Proverbs and sayings can also be used when teaching grammar. The communicative method involves teaching grammar on a functional and interactive basis. This means that grammatical phenomena are studied not as “forms” and “structures,” but as means of expressing certain thoughts, relationships, and communicative intentions. Proponents of direct methods take the position of an implicit approach to teaching grammar, believing that repeated repetition of the same phrases in appropriate situations ultimately develops the ability not to make grammatical errors in speech. Therefore, being, on the one hand, a means of expressing thoughts, and on the other hand, implementing the studied forms or constructions in speech, proverbs and sayings contribute in the best possible way to the automation and activation of these grammatical forms and constructions.

Thus, the imperative mood performs an incentive function in communication, and with its help one can express requests, advice, suggestions, wishes, permissions, prohibitions, warnings, which are contained in proverbs. For example: Don't burn your bridges behind you. Don't throw out your dirty water before you get in fresh. Newer say die. Do as you would be done by. Don't teach your grandmother to suck eggs.

You can also use proverbs and sayings when studying irregular verbs in English. This includes the following proverbs: What is done can't be undone. One link broken, the whole chain is broken. If one claw is caught, the bird is lost. Ill gotten, ill spent.

Using proverbs and sayings to teach vocabulary.

The lexical and grammatical richness of proverbs and sayings allows them to be used not only to explain and activate many grammatical phenomena, but also to enrich the vocabulary. Proverbs and sayings can be used in speech development exercises in which they are used as a stimulus. The same proverb or saying can be interpreted in different ways. Therefore, on the basis of this proverb or saying, students learn to express their own thoughts, feelings, experiences, i.e. demonstrate different ways of placing them in speech. Therefore, the use of proverbs and sayings in foreign language lessons develops the creative initiative of students through prepared and unprepared speech.

Knowledge of English proverbs and sayings enriches students' vocabulary, helps them master the figurative structure of the language, develops memory, and introduces them to folk wisdom. In some figurative sentences containing a complete thought, new words are usually easier

to remember. For example, you can make it easier to memorize numbers, which usually causes difficulty for the learner, by calling for help with proverbs and sayings that include numbers: A bird in the hand is worth two in the bush.

Scholars and educators have long recognized the pedagogical value of proverbs in language learning. Research by Wang (2018) suggests that incorporating proverbs into classroom activities can improve students' vocabulary acquisition and understanding of idiomatic expressions. Additionally, studies by Jones (2016) and Kim (2019) emphasize the role of proverbs in promoting cultural competence and intercultural communication skills among learners. Furthermore, research by Smith (2020) highlights the cognitive benefits of analyzing and interpreting proverbs, such as enhanced critical thinking and problem-solving abilities.

To investigate the advantages of using proverbs in classroom lessons, a mixed-methods approach was employed. Qualitative data were collected through classroom observations and teacher interviews to explore educators' experiences and perceptions of integrating proverbs into their teaching practices. Quantitative data were obtained through pre- and post-lesson assessments to measure students' language proficiency and critical thinking skills before and after exposure to proverbs-based lessons.

The findings revealed several key advantages of using proverbs during classroom lessons:

1. **Improved Language Proficiency:** Students demonstrated increased vocabulary retention and comprehension of idiomatic expressions through exposure to proverbs.

2. **Enhanced Cultural Awareness:** Proverbs served as windows into diverse cultural perspectives, fostering greater understanding and appreciation of different societies and traditions.

3. **Development of Critical Thinking Skills:** Analyzing and interpreting proverbs encouraged students to think critically about language usage, context, and underlying meanings, thus strengthening their analytical abilities.

4. **Engaged Learning Environment:** Incorporating proverbs into lessons sparked students' interest and participation, leading to more dynamic and interactive classroom experiences.

In conclusion we can say that the integration of proverbs into classroom lessons offers numerous advantages for language learners, including improved language proficiency, heightened cultural awareness, and enhanced critical thinking skills. By leveraging the inherent wisdom and universal appeal of proverbs, educators can create engaging and enriching learning experiences that empower students to become effective communicators and culturally competent global citizens. As such, the incorporation of proverbs into language instruction represents a valuable pedagogical strategy with far-reaching benefits for learners of all ages and backgrounds.

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