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PROVERBS AND SAYINGS IN TEACHING A FOREIGN LANGUAGE FOR CROSS-CULTURAL COMMUNICATION

Annotation. This article emphasizes the importance of proverbs and sayings in teaching a foreign language for cross-cultural communication. Language is considered as a mirror of culture, which reflects not only the reality, the current state of life, but also the social consciousness of people, their mentality, national character, traditions, customs, and value system. Language creates its own specific picture of life. It transmits the national culture from one generation to another. The language stores cultural values in the vocabulary, in grammar, in folklore, in proverbs and sayings, in oral and written form. Cross-cultural communication cannot be achieved only by mastering foreign languages: it requires overcoming the cultural barrier. This barrier is intangible and is only felt when two or more cultures collide. Cultural differences can provoke major conflicts, even wars. The article pays special attention to the works devoted to the problems of American-Russian and Kazakh intercultural communication.

Keywords: foreign language, communication, international communication, national character, values, linguistic characteristics, proverbs and sayings, cultural differences, cultural barrier.

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МӘДЕНИАРАЛЫҚ КОММУНИКАЦИЯДА ШЕТ ТІЛІН ОҚЫТУДАҒЫ МАҚАЛ- МӘТЕЛДЕР

Аннотация. Бұл мақала мәдениетаралық қарым-қатынас үшін шет тілін оқытудағы мақал-мәтелдердің маңыздылығын көрсетеді. Тіл – мәдениеттің айнасы, ол тек ғана шындықты, өмірдің нақты жағдайын ғана емес, сондай-ақ халықтың әлеуметтік санасын, менталитетін, ұлттық сипатын, салт-дәстүрі мен әдет-ғұрыптарын, құндылықтар жүйесін көрсетеді. Тіл өмірдің өзіндік бейнесін жасайды. Ол ұлттық мәдениетті ұрпақтан ұрпаққа жеткізеді. Тіл мәдени құндылықтарды сөздікте, грамматикада, фольклорда, мақал-мәтелдерде, ауызша және жазбаша түрде сақтайды. Мәдениетаралық коммуникацияға тек шет тілдерін меңгеру арқылы қол жеткізу мүмкін емес: мәдени кедергіден өту керек. Бұл кедергі көзге көрінбейді, ол тек екі немесе одан да көп мәдениеттер соқтығысқан кезде ғана сезіледі. Мәдени келіспеушіліктер үлкен қақтығыстарды, тіпті соғыстарды тудыруы мүмкін. Мақалада АҚШ, Ресей және Қазақстан мәдениетаралық коммуникациясы мәселелеріне арналған жұмыстарға ерекше назар аударылған.

Тірек сөздер: шетел тілі, байланыс, халықаралық байланыс, ұлттық сипат, құндылықтар, лингвистикалық сипаттамалар, мақал-мәтелдер, мәдени келіспеушілік, мәдени кедергі.

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ПОСЛОВИЦЫ И ПОГОВОРКИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ ДЛЯ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

Аннотация. Данная статья подчёркивает важность пословиц и поговорок в обучении иностранному языку для межкультурной коммуникации. Язык рассматривается как зеркало культуры, которое отражает не только реальность, актуальное состояние жизни, но также и социальное сознание людей, их менталитет, национальный характер, традиции, обычаи, систему ценностей. Язык создает свою специфическую картину жизни. Он передает национальную культуру из одного поколения в другое. Язык хранит культурные ценности в словаре, в грамматике, в фольклоре, в пословицах и поговорках, в устной и письменной форме. Межкультурная коммуникация не может быть достигнута только за счёт овладения иностранными языками: требуется преодоление культурного барьера. Этот барьер неосозан и ощущается только при столкновении двух или более культур. Культурные разногласия могут провоцировать большие конфликты, даже войны. В статье уделено особое внимание работам, посвященным проблемам Америко-Российской и Казахской межкультурной коммуникации.

Ключевые слова: иностранный язык, коммуникация, международная коммуникация, национальный характер, ценности, лингвистические характеристики, пословицы и поговорки, культурные разногласия, культурный барьер.

Introduction

The purpose of the Concept is the determination of the main directions of development of foreign language education, the establishment of a national level model of continuity of foreign language education providing entering of Kazakhstan into the world educational space [1].

Objectives of the Concept:

1. To identify the real state of foreign language education in the Republic of Kazakhstan at the present stage.
2. To mark the theoretical and methodological foundations of the continuous foreign language education in the Republic of Kazakhstan.
3. To define the system of continuity of foreign language education covering all stages of the educational structure.
4. To identify the stages of implementation of the Concept.
5. To predict the expected results.

Foreign language education as one of the components of the overall system of republican education cannot be considered outside the context of the environment in which it operates and develops. The expanding integration processes, the growth of professional and scientific exchanges, the deepening of the international cooperation and collaboration in the last decade have stimulated the progressive development of foreign language education. In this area, in the educational system of Kazakhstan there have been the significant positive changes, both in terms of the content and in terms of the organization:

- The learning of foreign languages (FL) has been recognized as a socially significant pledge

to ensure practical and professional life of a person in the modern multilingual, multicultural globalized world;

- The place of the foreign language was defined as a language of international communication along with the state language (Kazakh) and the official language (Russian);
- The need was recognized to introduce the early learning of a foreign language to the further development and deepening of mastering it in the successive various structure of educational institutions of basic, secondary vocational, post-secondary vocational and higher education.

I've chosen the topic, because the role of proverbs and sayings in our life can hardly be overestimated. Nowadays there are a lot of ways to keep and transfer information: with the help of audio, visual carriers, and also in electronic version. But a lot of years ago, when writing even wasn't developed, the only way to gain the experience was our language. Even now we have our ancestors' messages in the form of songs, fairy-tales, ceremonies. But the most brief, informative and perhaps the most frequently used messages are proverbs and sayings.

Proverbs and sayings of different cultures have a lot in common, but besides there are specific features, characterizing the color of some original national culture, its centuries-old history. Proverbs and sayings contain deep sense and national wisdom, which have roots far in the past. They reflect people's way of thinking and perception of the world.

Language is a mirror of cultures. It reflects not only the reality, the actual conditions of life, but also the social consciousness of the people, their mentality, their national character, their traditions, customs, value system and perception. Language creates its own, specific picture of the world. It carries the national culture from one generation to another. It keeps the cultural values – in the vocabulary, in the grammar, in the folklore, in the proverbs and sayings, in its oral and written form. Intercultural communication cannot be achieved only with mastering foreign languages. It needs overcoming of the cultural barrier, too. This barrier is «invisible» and is only felt when there is a clash of two or more cultures. The cultural misunderstanding can cause great conflicts, even wars. In such conflicts people start to understand better their national culture, their vision of life, their boundaries, so that they can accept the «otherness». This is why the modern global world puts the specialists before the following complex tasks: To study the roots, the forms and the development of culture in the different nations and their contacts.

To teach tolerance, respect and understanding of the other cultures in the process of learning a foreign language.

Theoretical methodology basis

Today the theory and practice of intercultural communication attract more and more scholars, as it has become evident that the investigation of its problems requires expertise from different areas of study.

The most distinctive areas distinguished in Russia and based on the interrelation of language and cultures are as follows:

Linguo-country study: E. M. Vereshchagin; V. G. Kostomarov; G. D. Tomakhin; V. V. Oshchepkova. The research in this area mostly has an applied character and is a valuable source of information, which reflects the interrelation of language and culture.

Cultural linguistics: V. N. Teliya, V. I. Khairullin, V. V. Vorobyov, V. A. Maslova, M. A. Kulinich. V. N. Teliya defines cultural linguistics as part of ethnolinguistics, devoted to the study and description of the correspondence of language and culture in their synchronic interaction. «The object of cultural linguistics is investigated at the crossroads of two fundamental fields: linguistics and culture study» [2].

V. A. Maslova points out the following objects of cultural linguistics: 1) words and phrases, which have no equivalents in another language; 2) archetypes and «mythologemes», rituals,

beliefs, and superstitions reflected in language; 3) proverbs and sayings; 4) idioms; 5) symbols and stereotypes; 6) metaphors and images; 7) stylistic norms; 8) speech behavior; 9) speech etiquette [3, 36-37].

Outstanding Kazakh scientists who have made an enormous contribution to the outstanding of a general and comparative phraseology: Zhaysakova R. I., Kaidarov A.T.[4], Isabekov S.I.[5], Satenova S.K.[6], Smagulova G.N.[7].

Method

Intercultural communication is a crossing point of cultures, which, on the other hand, presupposes a culture of crossing lines. The Russian proverb «В чужой монастырь со своим уставом не ходят» is still valid. Its analogue in English expresses the same thought in other words: «When in Rome, do as Romans do». In both languages the wisdom of the people tries to avoid cultural clash. The opposition «me – the others», «me – not me» contains conflict between cultures. Each nation perceives the world through its own coordination system and has its own material characteristics, which make its life unique. As they reflect the national culture, these characteristics are not accessible to representatives of another language and culture. Each language has its own way of reflecting the world, creating a «language picture» [8]

The cultural differences can easily be seen when comparing linguistic characteristics. The Russian word «дом» can easily be translated into all languages – in English, for example, it means «house». The Russian word, however, has a wider meaning – in its semantics, it contains each building, where people live and work. While in the English context «house» is where you live, not where you work; what you work in is «building» and the multi-floor house is a «block of flats». The Russian word «дом» has the meaning of «a home fireplace», to which the English correspondence is «house». The Russian word «дом» has other meanings, too, which are translated in English in different ways – «детский дом», for example, is «children's home», «торговой дом» – «a commercial firm. On the other hand, the English word «house» has some meanings which are there in the word «дом» – «house of commons», «opera house», «the first house starts at five». «Дом» and «house» also have different uses. In Russian – the word «дом» is present in each address, while in English this is out of the context – they simply write the number of the house before the name of the street – 10 Downing Street.

The wider use of the Russian word «дом» explains the differences in the semantic field and the ways it can be combined. This presents a considerable difficulty in the learning of the foreign language.

Results

This picture is specific for every nation but it also reflects common human features, as the objective world is one for all people, no matter what language they speak. There are universal values and notions – such as life, bread, home, family. They have practical meaning of mutual understanding at intercultural communication. In the new, globalizing world the study of foreign languages means a deeper study of the world, of the culture of the people whose language is being studied, of their way of life, national character and mentality. The knowing of the meaning of the words, of the grammar world and the phonetic characteristics is not enough for the use of language as a means of communication. To form intercultural competence means not only to form linguistic, communicative, strategic and discursive competences. Intercultural competence also includes the following aspects of socio-cultural competence: when, how, whom and where to say or write the thing How a given notion «lives» in the reality of the foreign language [9].

Language phenomena reflect the facts of the social life, life of a nation. When teaching a foreign language, it is necessary to teach the social and cultural life of the people who speak this language.

Information and communication technologies in the contemporary setting offer a great deal of opportunities for participation in intercultural dialogue in interactive forms.

Vast horizons of opportunity lie in the Internet for different types of «simulations». It offers opportunity for modelling interaction between the real worlds of languages and cultures in virtual reality for example: European –Asian, Bulgarian- Belgium; Russian-American and others. They all have their personal mission and comprehend «the other» through the prisms of their own national-cultural stereotypes. The simulation aims to create an idea about the nationality and culture of others. There are different stages of simulation games which could be outlined: Setting of the social group, which will participate (students, administrative staff, businessmen) introduction of the mediator/facilitator which will be the leading figure in the activities.

The participants write down different stereotypes, characteristics of personalities, outer appearance, significances, popular persons as they try to create a cumulative profile of the nation and culture they will attempt a dialogue. Example: Belgians will write down their ideas about Bulgarians. Similarly, Bulgarian participants do the same for the Belgium side. The two sides share their notes via a video-conference in real time and with the assistance of the mediator. There is no doubt that some cultural conflicts will appear [10].

The conflict becomes a focal point in the creation of personal mission in the world of the other culture to check through trials in a setting with unknown settings of communication. Participants «live» in different than their own national-cultural parameters- speak a language which is the intermediate between the two groups. They participate in traditional customs, holidays of the other nation. They search for what the natives of the language speak and how they react and communicate.

In this process the participants manage their skills to overcome the «cultural shock» and to accept the differences of the world; they are introduced to the cultural identity of the other side. This leads to a solution of conflict in the field of cultural integration where «I «and «you» together solve the conflicts and overcome different cultural stereotypes [11].

This type of strategy for intercultural communication offers an opportunity to see you through the eyes of the others. This will allow your identity to accept part of others' culture and mentality which makes us richer.

Conclusion

Learning a foreign language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. Even at the most elementary level learning a foreign language teaches the cognizance of meaning, furnishes a term of comparison that gives us an insight into the quality of language. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since language is connected with thinking, through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the students' voluntary and involuntary memory, his imaginative abilities, and will power. Indeed, in learning a new language the pupil should memorize words, idioms, sentence patterns, structures, and keep them in long-term memory ready to be used whenever he needs them in auditing, speaking, reading, and writing.

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values – in the vocabulary, in the grammar, in the folklore, in the proverbs and sayings, in its oral and written form. Intercultural communication cannot be achieved only with mastering foreign languages. It needs overcoming of the cultural barrier, too.

In this case, it is important to mark the cultural differences at the level of notions and ideas.

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