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TEACHING IDIOMS, PHRASES AND PROVERBS IN FOREIGN (ENGLISH) LANGUAGE LEARNING BASED ON DIDACTIC- EDUCATIONAL PRINCIPLES

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Annotation. The paper deals with problem of teaching idioms, phrases and proverbs in foreign (English) language learning based on didactic-educational principles", serves the realization of the main goal of education in Georgia, the upbringing of a free, morally refined citizen, critically thinking person who will contribute to the development of humanity and the country.

The paper focuses on the introduction of new methods and approaches in language teaching, in particular on communicative didactics, which plays a major role in the formation of a refined personality in the adolescent. Ongoing reforms in the field of education have introduced new requirements in foreign language teaching methods and technologies, which allow us to implement interactive, student-centered teaching, increase learning motivation. The paper also lists the classroom activities through which idioms, phrases and proverbs are introduced in teaching process.

Key words: approach, implement, competence, interaction, idioms, phrases and proverbs

INTRODUCTION

The study of a foreign language serves the main purpose of education in Georgia, the upbringing a free person who will be able to contribute to the development of society.

Ongoing educational reforms in the country have put new demands on foreign language teaching methods and technologies. New approaches to the relationship between teacher and student have emerged in all types of educational spaces. This allows us to implement student-centered learning, to increase learning motivation. Despite the reforms related to foreign language learning, the development of the competencies and, consequently communication skills, which are the national goals of education, remains a problem in our reality.

The educational goal of foreign language teaching is to teach a foreign language to learners. The elementary level needs to ensure that the learner is prepared for the next, basic level of learning while learning a foreign language and to develop the learners' ability to communicate effectively. The main task of teachers in the process of language learning is to make students love the language itself, to arouse interest in learning the language. and for this purpose, the teacher should take into account the age of students, students' their learning style, and skills and while choose effective teaching methods.

The aim of the paper is to introduce and implement the most common and frequently used idioms, phrases and proverbs in speech, to enrich the lesson with various interactive approaches and increase learners' motivation.

METHODOLOGY

Mastering a foreign language is a complex and multifaceted process that requires a lot of effort from both teachers and learners .

Working with elementary students requires the greatest responsibility as well. While working productively with students the teacher should be well aware of innovations in using effective teaching methods to master the language better.

To learn a language better, it is important to consider a variety of factors in the learning process: the creative use of language units by the learner, the role of imagination in language learning, awakening the desire for interaction and conversation in students, and setting priorities. It is also necessary for students to develop the ability to interpret - to grasp the meaning of unfamiliar words with the small linguistic resources at their disposal, so that they can understand what is being said before they understand the meaning of individual words. Intonation, gestures, facial expressions, actions and circumstances - all help them to understand the meaning of new words, phrases or sentences.

A good teaching process does not only contain the content. It should indicate which method to choose to achieve the goal / Thus, the teacher, his/her personality, professionalism, methods used in the learning process determine the effectiveness of language learning.

In the learning process, teachers use a variety of activities that help to generate real interaction and awaken students' imaginations. To help a learner develop creative language skills, it is essential to create an appropriate environment where students have a desire for communication.

To make the lesson more fun, the teacher should often use activities that allow students to be involved in them. The most important thing in this process is that learners actively use their linguistic resources and create living lexical units, which is important to better master the language .

In our paper, we paid our attention to communicative didactic methods that have been at the forefront of language teaching since the 1970s. Promoting real, genuine communication in a foreign language lesson was important for this method. The main goal of teaching was to develop various speaking skills (listening, speaking, reading, writing) for learners. Communicative didactics aimed to create the most active communication situations in the classroom, which helped to develop communication skills in students. Communicative didactics views language as a special form of human action, such an understanding posing entirely new tasks to foreign languages.

According to communication didactics, language learning activities are selected in such a way that a learner uses the language in authentic and meaningful situations (Jack C. Richards), it is not necessary to study all grammatical phenomena consistently. Only the elementary grammatical forms to express specific speech intentions are necessary to conduct better communications. Grammar is less involved in language acquisition. Grammatical materials are studied not as 'forms' and 'structures', but as a means of expressing certain thoughts, relationships, communicative intentions.

In the 17th century, Jan Amos Comenius (Komensky) considered goals of didactics and developed teaching methods taking into account the minimum involvement of the teacher and the lesson process should not be boring. "To achieve this, Comenius required a change in didactic thinking,

which meant that not only the content of teaching should be in the center of the teacher's attention, but also the search and finding ways that students could more easily and happily master the content" (Lobzhanidze 2011, 2).

Development of communication skills is the basis of teaching and learning a foreign language. The natural speech process takes place in a specific environment - a relationship situation. Types of expression are caused by certain, special situations

Integrity of language and speech is one of the important conditions of acquiring linguistic materials

The interaction plays a significant role in increasing the communicative competencies in acquiring a foreign language. The most important fact is that students have to be active in the class in order to improve communication among them.

During communications students express their thoughts, ideas and interests.

The main roles of the teacher is to give or create situations to involve students actively in communication. It helps students to get included in group discussions and to make a constructive dialogue. "Group discussions enhance more the cognitive strategies and in a higher level than individual reasoning practiced during individual learning or competitions" (Giasson 2003, p. 83).

Students use a language structures and vocabulary in different communicative situations.

Considering a sentence as a unit of establishing a communicative act is also justified by the fact that in its syntactic structure there is a functional realization of individual words, a functional grouping. Working on a sentence helps to develop speaking skills in typical matching terms. The use of sentences also makes it possible to select syntactic structures from a morphological basis on a lexical basis from the outset.

It should be noted the importance of the enormous methodological and practical value of using phraseological units. Every language has phraseological units used by native speakers.

Proverbs, sayings and idioms that students come across can be confusing because their meaning is different from each of their individual words.

A proverb is a short artistic, thought-provoking finished expression, it itself is a template with a communication component with its structural, semantic and pragmatic nature. It embodies national and universal values. The use of proverbs will undoubtedly contribute to a better mastery of the language, expanding vocabulary and features of its functioning.

Idiom is "a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing" (Sinclair 1991, 172).

It should be noted that idioms are peculiar expressions of language including in a whole phrase which in normal contexts is used in such a way that the single words should not be understood in their literal sense but transferred to a metaphorical level. They are not usually translated verbatim in another language

In fact, idioms sometimes lack the semantic content they convey independently: "an apple of an eye", "as cool as cucumber", "sleeps like a log", "from hand to mouth" etc.

An idiom is the specificity of each language, its peculiarity, it is only a loaded unit characteristic of that language. it is clear in the peculiar means of language circulation, without which the language loses a specific hue and, most importantly, communicativeness. Therefore, when we provide the subject with English idioms or proverbs, we are thus incorporating it into vivid linguistic nuances, without which speech in this language cannot proceed.

At the first stage of teaching phraseological units we provide the learner with language skills characteristic of the English language in the form of proverbs, idioms, or phrases. In this case, we

chose some sayings, proverbs, and idioms that help develop communicative didactic. (“A friend in need is a friend indeed”, “Knowledge is power”, “habit is second nature”, “East or West home is best”, “Blow one’s own horn”, “look not a gift horse in the mouth”...etc.)

Initially, the teacher introduces the pre-prepared picture (slide) to the student. Through questions. She/he leads them to recognize the content of a proverb, or an idiom. It should be noted that when recognizing the content of a proverb, or an idiom, one should not avoid the translation at the expense of supposition.

As for students, from the very beginning they face the first phase of the learning activity, the cognitive motive. 1 He/she should remember the statement (proverb, idiom, phrase) 2 To understand, grasp and make up a sentence. (ex. Dad loves me much, I’m an apple of his eye).

In the second phase the student’s task is a bit difficult. The learner should:

1. Explain the idiom, phrase or proverb given in the picture
2. Prove the rightness of his/her idea (I’m right, I’m wrong, this is relevant/irrelevant for this proverb, saying...).
3. Discuss the picture.
4. Compose thematic situations of that proverb, saying
5. Tell what this proverb taught us.

Ex. “East or west home is best”

Version one

“I think, the meaning of this proverb is that being everywhere and enjoy yourself is good but your home, hometown is the best one. Because in the first picture people look happy. They enjoy themselves being in a beautiful place, but on the left side photo he/she misses home.

Version two

I think this photo is relevant to the proverb, “East or West home is best”, because in the first picture people look happy. They enjoy themselves being in a beautiful place, but on the left side photo he/she misses home.

From the above-mentioned, it’s clear that the learner is involved in a situation where he/she has to think about the task not in his/her native language but in target one and then speak.

CONCLUSION

Thus, teaching the situational-thematic nature of the educational material should contribute not only to the development of speaking skills but should be the basis for the student to express independently his/her opinion in a foreign language based on the accumulated knowledge.

Phraseological units become the embodiment of person’s national consciousness and culture, and at the same time serve as the means of communication and the knowledge of reality. They can be used in various places, including offices, schools, and universities.

In the end we conclude that the teaching of proverbs and idioms may be a very helpful tool to raise students’ interests. It is important to find new ways and approaches that can be useful for students to gain knowledge of English through phraseological units as they are an integral part of vocabulary learning and improvement of their communicative skills.

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