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Отражение на жизнь и мышление людей,
внутренний человеческий мир в пословицах

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Reflection of life and thinking of people,
inner human world in proverbs

Эта статья посвящена отражению на жизнь и мышлению людей, внутреннему человеческому миру в пословицах. Также даны несколько примеров пословиц, включающих положительные и отрицательные эмоции и чувства, разумные и внутренние положения

Ключевые слова: пословицы, человеческие эмоции и чувства, терпение, оптимизм, надежда, злость

This article is devoted to the reflection of life and thinking of people, inner human world in proverbs. Also given some examples of proverbs that include positive and negative human emotions and feelings, mental and spiritual states

Key words: proverbs, human emotions and feelings, courage (boldness), patience, optimism, hope, ignorance, malice (anger)

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Language is a means of communication by which a person express himself and take part in social interaction with others. People try to learn foreign languages in order to open the doors of other cultures. Especially teaching languages put some problems in front of linguists. When linguists and language specialists sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized in memory, or how language itself is structured. The early applied linguists,

such as Henry Sweet (1845-1912), Otto Jespersen (1860-1943), and Harold Palmer (1877-1949) (see Chapter 3), elaborated principles and theoretically accountable approaches to the design of language teaching programs, courses, and materials, though many of the specific practical details were left to be worked out by others. They

sought a rational answer to questions, such as those regarding principle for the selection and sequencing of vocabulary and grammar, though these applied linguists saw in any existing method the ideal embodiment of their ideas. In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language, is central. In an attempt to clarify this difference, a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed *approach*, *method*, and *technique*. The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach.

- An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

- Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

- A technique is implementational – that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.¹ (Anthony 1963:63-7).

These three levels of conceptualization are connected with teacher and his talent. Firstly, a teacher tries to learn students ability by different approaches. According to the results of approaches he creates methods, then several successful methods turn into a technique.

In Language teaching methods are used for improving language skills and to learn faster. Many linguists thought about the ways to teaching language and created various theories about methods and their objectives.

Different theories of language and language learning influence the focus of a method; that is, they determine what a method sets out to achieve. The specification of particular learning objectives, however, is a product of design, not of approach. Some methods focus primarily on oral skills and say that reading and writing skills are secondary and derive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation. Others place a greater emphasis on accurate grammar and pronunciation from the very beginning. Some methods set out to teach the basic grammar and vocabulary of a language. Others may define their objectives less in linguistic terms than in terms of learning behaviors, that is, in terms of the processes or abilities the learner is expected to acquire as a result of instruction. Gattegno writes, for example, "Learning is not seen as the means of accumulating knowledge but as the means of becoming a more proficient learner in whatever one is engaged in" (1972:89). This process-oriented objective may be offered in contrast to the linguistically oriented or product-oriented objectives of more traditional methods. The degree to which a method has process-oriented or product-oriented objectives may be

revealed in how much emphasis is placed on vocabulary acquisition and grammatical proficiency and in how grammatical or pronunciation errors are treated in the method. Many methods that claim to be primarily process oriented in fact show overriding concerns with grammatical and lexical attainment and with accurate grammar and pronunciation.

As a linguist solving the problems about which method is better than others may be considered is essential, but both traditional and interactive methods and approaches have their own role in teaching languages. The objectives of a method, whether defined primarily in terms of product or process, are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom. Differences among methods at the level of approach manifest themselves in the choice of different kinds of learning and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy may be quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those directed toward mastery of particular features of grammar. The activity types that a method advocates – the third component in the level of design in method analysis – often serve to distinguish methods. Audiolingualism, for example, uses dialogue and pattern practice extensively. The Silent Way employs problem-solving activities that involve the use of special charts and colored rods. Communicative language teaching theoreticians have advocated the use of tasks that involve an "information gap" and "information transfer"; that is, learners work on the same task, but each learner has different information needed to complete the task.

All of the methods and activities are directed to teaching process. Teachers should choose them according to the level of learners.

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