

INTENSIFYING THE SECOND LANGUAGE TEACHING PROCESS BY MEANS OF IDIOMS

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Abstract

The goal of the article is analysis of usage idioms in the teaching process. The authors want to share with their experience of taking idioms as means of intensifying teaching of the second language (English). It has been researched the principles of using idioms in a teaching process. The authors selected idioms of the second language and of the native one which give additional impulse in communicating process. The authors created some exercises with idioms. The best results in developing communicative skill were achieved by students when they use the idioms which reflects the history of the countries. The novelty of the experience in teaching the second language is that the authors used idioms in multicultural groups. Secondly, students were able to work themselves trying to find idioms which reflects their history. Such kind of tasks can help to develop the student' critical thinking. Analyzing some resources, articles, the authors conclude that such kind of work promotes the activation of students' intellectual activity, giving a person possibility to be a creative person. During lessons students had to explain the origin of their native idioms in learning language. They have a great motivation in communication because they try to clarify some points about the meaning of their phraseological units. Combination of native and second language idioms creates a good atmosphere at the lessons in multicultural groups. At the end of the article the authors analyze the survey which had been done at the end of the term and give some exercises with idioms which could be useful for junior and senior teachers, as the authors think.

Keywords: education, teaching, second language, idioms, national cultural components

1 INTRODUCTION

One of the most serious and comprehensive methods of learning a foreign language is linguacultural, which includes such a component as the social and cultural environment. If students try to master only language skills e.g., lexical and grammatical knowledge, or just learning dialogues and some text, they will not be able to carry out full-fledged communication with native speakers. It is not enough just to learn some idioms to understand native speakers. To understand why the British say "it rains cats and dogs" when it rains heavily or why Russians laugh at themselves, saying "Vot tebe babushka i Yuriev Dan" (it is he grandma St. George's Day), or Americans say that some lives on breadline meaning «with barely enough money to live on (Kunin, 19), we need to know the history of these phraseological units, proverbs and sayings. Today language teachers are sure that the language loses its life if students do not study the culture, customs, traditions, history, geography of the country [1]. It is obviously that teachers are not only monitors of the correctness of speech, but they are able to change the content of lessons, which, in addition to learn grammar rules and to do some vocabulary exercises, they should give additional information about the

country: its history, culture, everyday life, customs and traditions, even about myths and superstitions. However, it should be bilateral experience of cooperation. Thus, students should learn as the national cultural components of the second language so their native one. It is an approach of two aspects of communication - linguistic and cultural. This approach arose at the intersection of the concepts of language and culture. We can communicate with a second language if we try to use idioms. On the one hand they help us better understand native speakers of the second language, on the other hand idioms reflects all fields of life, starting from history, e.g. "Turn a blind eye" which means to ignore something that you know is wrong. Before students begin to use this idiom in their dialogue they find the information about the origin of this idiom. It turned out that the idiom is associated with the British Admiral Horatio Nelson. In 1801, he was the 2nd flagship in Admiral Hyde Parker's squadron at the Battle of Copenhagen. Hyde Parker, with the help of signal flags, ordered Nelson to retreat, Nelson was convinced that he could win if he continued to move forward. At that time, his right eye didn't see very well due to a shrapnel wound. When he saw the command to retreat, he brought the telescope to his "blind" eye and pretended that he didn't see the signal, after which the forces under his command continued the battle and eventually won.

If students learn geography of the second language country teachers are able to give them some idioms with geographical names, e.g. "Carry coals to Newcastle" (do useless things). Students learn that Newcastle was the capital of coal industry in the 19th century. Whence, the object of our research in this article is the idioms which help students to communicate and learn more information about a country. Here we use intercommunication method in teaching a second language. To achieve the aim of the research we should answer some important questions as,

What is the national cultural component in learning languages?

What kind of educational principles should be considered by teachers?

What kinds of idioms would be important for successful communication?

What kind of exercises with idioms can help to develop of communicative skills in the secondary language?

2 METHODOLOGY

The study was based on approaches that defined its purpose and objectives. Methods of empirical research allowed us to offer some effective exercises where we use idioms which reflect history, geography, customs and traditions, some unknown facts about the country, myths and superstitions, proverbs and saying which throw light upon the meaning of them. Questionnaires method was used to study the level of knowledge and interests of the students. The analytical-comparative method with the use of inductive knowledge applied in the analysis of interest of the students of higher education. Testing methods help to analyze the effectiveness of the method.

The methodological basis of this study is the principles of the concept of humanistic ideas of self-actualization of the personality by the American psychologist Abraham Maslow and self-concept by Karl Rogers, pedagogical ideas of pragmatism by the American philosopher and teacher John Dewey, as well as researches pedagogical value of Russian linguists and educators as Konstantin Ushinsky (Ushinskiy, K.D., 1968). The authors of this article studied the work of modern Russian educators as Roza A. Valeeva who has researched the humanism of the great educators of the 20th century (Valeeva R.A., 2015); teaching the students to communicate in the second language Passov (Passov E.I., Kuzovleva N.E., 2011)., lingua-cultural method of teaching by Ter-Minassova (Ter-Minasova, S. G.,2000), Intensive method of teaching a second language by G. Kitaygorodskaya (Kitaygorodskaya, G.A.,(2014)). Ta the end of the term it has been conducted a poll where the students had to answer the questions what kind of work (exercises) were most effective and brought them personal contribution.

3 RESULTS

Learning language with idioms means we should use lingua cultural method in teaching process. Firstly, what is culture? The definition is broad and varied. Comprehensive definition is that culture is "a set of traditions and customs of social norms, rules that regulate the behavior of those who live at the present time" (Ter-Minasova, S.G.,2015). The cultural component of the meaning of the word for people of a particular the language is directly revealed in texts in which, one way or another, for one reason or another, socio-historical sections of epochs are compared, the prevailing stereotypes of thinking, speech behavior of different members of the society. National-cultural component (from Lat. components – component) is a component of the meaning of the word that carries information about the national culture of the people. In our case the national cultural component in the process of learning languages is the meaning of a word which gives us information about national culture of people. We get to know the world associated with thinking in a cultural

field, and use language to express our thoughts, emotions, opinions. The purpose of learning a second language is to communicate with a native speaker, to understand people, their way of life, sense of humor, philology of everyday life. It is necessary to navigate in a common intercultural and native space, i.e. knowledge about the history, culture, traditions, customs and stereotypes, etiquette etc. Therefore, language education should cover all aspects of cultural communication. Thus, students should have linguo-socio-cultural competence which includes such competencies as communicative and socio-cultural, linguistic and national cultural aspects. However, there are still many methods of questions and development of linguacultural qualifications in English lessons: what conditions are necessary for the formation of linguacultural qualifications; what methods and techniques are effective for its development; what educational material to choose for the lesson, etc.

What should teachers do to achieve success in learning process? Firstly,

- To increase the motivation for learning;
- To create a comfortable environment for learning;
- To intensify the education;
- To involve students into research process when they try to find some interesting information.

When we discuss the topics and give them some idioms which reflect the contents of the discussion, we think about historical and geographical information, equivalent words and collocations, and idioms which don't have equivalents in other languages. There could be idioms which give some information about:

- the names of phenomena and facts of national culture, everyday life;
- the toponyms of the places where students were born or where they live and they also learn the names of the places of the country of the second language;
- idioms where students find the names of historical events.

It is impossible to understand the native speaker if students don't know the history of a country and its traditions and customs. We try to give and discuss history, customs and traditions which reflect the peculiarities of a second language nation. We think, we should include idioms which inform us about history or geography of homeland. Such kind of idioms give students a new impulse to find out some peculiarities of their nationality which were not seem or noticed before. For example, learning the second language we are able to discuss some questions such as why there are so many idioms with the word "tea" in English language?

- "It is not my cup of tea";
- all the tea in China";
- "An unfortunate man would be drowned in a kettle";
- "read the tea leaves"
- "spill the tea"; etc., After discussion this question, we begin to remember the native phraseological units which reflect our history. For example, Russian students found that there are many collocations with the word "porridge":
- v golove kasha ("to have porridge in someone's head" means you don't know what to do);
- kashu ne svarish ("You cannot cook porridge with someone" means you don't get your goals with someone). The students found about 15 idioms with this word. They got a task to explain why do the Russians use many phraseological units with this word "porridge". For us it is a big plus that we learn the second language in multicultural society. There are many Turkic speaking people at our university, e.g. Tatars, Bashkirs, Uzbeks etc . The Turkic speaking students found out there are many idioms with the word "soup" in their language. It is a pleasure to discuss what kind of food or drink the Tatars or the Russians have? Thus, we can teach a second language actively using idioms in such a topics as:

- History and historical events;
- Geography and toponymical name;
- Customs and traditions;
- Peculiarities of the nation, everyday culture, closely related to tradition, the reasons for which it is

considered an elevated everyday culture;

- Everyday behavior of a certain culture (habits of a certain culture, norms of communication applied in relation to society), as well as the mimic and pantomimic codes associated with it, used to a large extent by the linguacultural community;
- "National pictures of the world", reflecting the specifics of the perception of the surrounding world, the difficult features of the thinking of representatives of a particular culture;
- Artistic culture, reflecting the cultural traditions of a particular ethnic group.

Students also learn all these themes of their nationality in comprising way. What educational principles should we follow? These are the principal of multifunction when students can use idioms in discussion of different field of life; from easier to more difficult to understand idioms; principle of functionality, communication activity, situational conditioning of exercises, the orientation of learning, considering the native language when mastering a foreign language.

Next, the student talks about the features of the area where the student was born and grew up. When students make some reports about the traditions and customs of his people, they are asked to find some idioms reflecting these themes. About the sights of the area where he grew up. At the end of the presentation, students answer questions from their classmates. They discuss what they learned from a classmate's story, what they already knew and what they would learn about the country and people. Learners receive a microtext with idioms discuss the meaning of the origin of them. For selection we took the principles of their educational value, the principle from easier to more difficult in translation, the principle of their variability, interest, multiculturalism, and possibility to create a lot of interesting exercises. There are some exercises which help us to activate the teaching and learning a secondary language.

- Find idioms that we cannot understand easily;
- Try to explain their meaning of an idiom about mother (father, a house, friends) etc;
- Specify the meaning of these proverbs and sayings in the dictionary;
- Come up with idioms reflect the culture of your people;
- Exchange notebooks with your groupmates and check the correctness of the interpretation of idioms;
- Competitive retelling of the native tales and lore by teams;
- Listening dialogue with idioms and try to explain why the speaker them;
- Competition of the best interpretation of an idiom;
- Characterize some events which has happened in your life with an idiom;
- Playing game: show an idiom your groupmates should guess what do you mean?
- Guessing the beginning and end of some idioms;
- Draw some pictures where there is an interpretation of a idioms, etc.

4. CONCLUSIONS

In conclusion we want to underline that the second language learning was more interesting and vivid; The usage of idioms in the teaching process helps to improve and to brighten the educative process.

Students are able to learn and use new words quicker and with pleasure;

The topics which are about their native places, history, customs and traditions are more interesting and sympathetic for them;

We have found a new source for developing students' dialogue, monologue and translation skills;

Students are able to learn to use native resources as encyclopedias, books on history, toponymical and phraseological dictionaries,

Students have been able to find the necessary information about their local idioms, proverbs and sayings;

Idioms of the native and a secondary language are the source for developing the students' self-guided work;

Teachers are able to improve and activate the learning process.

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