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Meaning of the proverbs in the process of the foreign students' culture competence forming

Modern conception of the foreign language studying foresees the development of the secondary lingual personality that means ability for the foreign communication on the intercultural level as well as adequate interaction with representatives of another culture. "Such ability consists of the verbal and semantic foreign language code mastering, that is the native speakers' "linguistic picture of the world" (secondary lingual conscience forming), and "global (conceptual) picture of the world mastering" [1, p. 68].

Person studying foreign language is located constantly in the two different social and cultural communities. That is why new language mastering turns out to be not only the mean of the intercultural communication mastering but also mean of social communication fulfilment through the foreign cultural picture of the world capture. Language and culture are mutually connected. Through the foreign language students get acquainted with the past and present days of certain nation as well as are preparing to the future events perception. During foreign language teaching it's necessary to form not only the linguistic and communicative competences but also the culture study one.

A. D. Deikina observes: "Language studying appears to be joining to the nation's culture, to the communicative skills and communicative competence development as well as to the native speakers' way of life" [2, p.62]. We'd like to add that foreign language competence forming and effective intercultural communication seem to be impossible without the so-called precedent-setting phenomena knowledge:

- precedent-setting texts (proverbs, sayings, quotations);
- precedent-setting names (names of the famous personalities which turned to be common nouns);
- precedent-setting situations.

As far as language is the part of the culture all the cultural achievements find their reflection and get fixed in language. Precedent-setting phenomena make part of the collective background knowledge of the lingual and cultural community and are the important component of the cultural literacy of the lingual personality.

World of native speakers' studying is aimed to help better understanding of the peculiarities of the linguistic structures usage as well as supplementary sense load, political, cultural, historical and other connotations of lingual and speech units. Lingual background knowledge is very important for the adequate intercultural interaction.

The special place between the precedent-setting texts belongs to the proverbs and sayings as far as they reflect the specificity of lingual picture of the world characteristic to certain folk. Proverbs and sayings belong to the very important source of the country study and linguacultural knowledge. In the proverbs the historical experience of some folk as well as ideas connected with the people's labour activity, mode of life and culture are reflected. Proverbs and sayings "accumulated all the details of the evaluative attitude to the world as well as its perception and reflection" [2, p. 64].

Proverbs and sayings help the foreign students to get acquainted with the peculiarities of the Ukrainian nation's way of life, its national character, religious ideas, traditions, customs, holidays, etc. Proverbs and sayings studying as well as their mastering by the students-foreigners promote to the passage to the other sign level. Such circumstance is necessary for the students' secondary language personality forming joined with their lingual and cultural competence improving.

As E. A. Pavlova said, work with the proverbs and sayings belongs to the important factors of foreign students' studying, development and motivation. Proverbs have an important cognitive meaning, broaden the person's studying foreign language general mind as well as form its speech culture [3, p. 38]. Acquaintance with the proverbs and sayings of the other nations helps to understand culture and mentality of different ethnic groups better as well as develops multicultural tolerance.

Proverbs and sayings contain great didactical potential which is very important in the process of students' intercultural communicative competence forming. They make interest to the language been studied stronger, promote the development of language intuition, form the skills of active operating with the linguistic notions.

Proverbs may be used at any stage of studying Ukrainian language with foreigners. We'd like to give the example of proverbs usage on the elementary level during studying such grammar topics as:

– numerals (cardinal and ordinal): *Скрипуче дерево два віки стоїть. (A creaking door hangs long on its hinges.) Як дві краплі води. (As like as two peas.) Сім разів відміряй, один раз відріж. (Score twice before you cut once.)*

– imperative mood: *Не рубай гілку, на якій сидиш. (Don't cut the bough you are standing on.) Не відкладай на завтра те, що можна зробити сьогодні. (Don't put until tomorrow what you can do today.) Не знаєш броду, не лизь у воду. (Cross the stream where it is shallowest.) Любиш поганяти, люби й коня годувати. (A cat in gloves catches no mice.) Не виноси сміття з хати. (Do not wash your dirty linen in public.) Не роби з мухи слона. (Don't make a mountain out of a molehill.);*

– adjectives' degrees of comparison: *Напад – кращий вид оборони. (Best defence is offence.) Чим більше, тим краще. (Store is no sore.) Здоров'я важливіше від грошей. (Good health is above wealth.) Поганий мир кращий доброї сварки. (A bad compromise is better than a good lawsuit.);*

– pronouns: *Добре сміється той, хто сміється останнім. (Good laughs that laughs last.) Язик мій – ворог мій. (An ox is taken by the horns, and the man by the tongue.) Хто в ліс, хто по дрова. (Cat's concert.)*

Lexical and grammar saturation of the proverbs and sayings helps to use them not only during grammar studying but also in the process of different lexical topics mastering. Such approach makes possible enrichment of students' active and passive vocabulary. For example, during studying the topic "Education" such proverbs suit well as: *Знання – сила. (Knowledge is power.) Вчитися ніколи не пізно. (It is never too late to learn.) Кімната без книги – що тіло без душі. (A room without books is a body without soul.) Вік живи, вік учись. (Live and learn.) Повторення – мати навчання. (Practice makes perfect.)*

Proverbs to the topic "My family": *Який батько, такий син. (Like mother, like daughter.) У своєму будинку і кути допомагають. (At home even the walls help.) В гостях добре, а вдома краще. (East or west, home is best. Dry bread at home is better than roast meat abroad.) Не місце красить людину, а людина місце. (It is not the places that grace the men, but men the places.) Краще рідної землі немає. (There is no place like home.)*

Proverbs to the topic "My friend": *Істинні друзі, як і мудрі книги – рідкість. (Books and friends should be few but good.) Скажи мені, хто твої друг, і я скажу тобі, хто ти. (A man is known by the company he keeps.) Друга у скруті пізнають. (A friend in need is a friend*

indeed.) *З ким поведешся, того й наберешся. (If you lie down with dogs, will get up with fleas.) Старий друг – краций двох нових. (Old friends and old wine are best.)*

Thanks to the proverbs' laconic form the new words have been memorized better that makes possible their successful applying by the students in their independent statements. It's also possible to use proverbs as language riddle and as a stimulus to understand the meaning of a new word as well as include them to the exercises on the pre-reading of after-reading stages of working with texts.

Proverbs and sayings are often being used as a stimulus of the dialogical and monologic speech and the material for their own statements construction. The students may choose proverbs by themselves and prepare questions they'd like to ask their interlocutor. For students' attention and interest activation such tasks including proverbs can be used:

– name the proverbs for one key word (e.g., *education, knowledge*): *Мудрий вчиться на чужих помилках, а дурень – на своїх. (Wise men learn by other men's mistakes; fools by their own.) Знати все – значить нічого не знати. (To know everything is to know nothing.) Терпіння і труд все перетруть. (With time and patience the leaf of the mulberry becomes satin.);*

– name the proverbs including the numerals and pronouns: *Одна ластівка весни не робить. (One swallow doesn't make a summer.) Від великого до смішного – один крок. (From the sublime to the ridiculous is but a step.) В одне вухо влетіло, в друге – вилетіло. (In at one ear and out at the other.) Обіцяного три роки чекають. (Promises are like piecrust, made to be broken.) Сім п'ятниць на тиждень. (Rain at seven, fine at eleven.) Не помиляється той, хто нічого не робить. (He that never climbed never fell.) На все свій час. (Everything is good in its season.) Мій дім – моя фортеця. (My house is my castle.);*

– make up proverbs using the words given: *Їдеш, далі, тихіше, будеш. (Тихіше їдеш – далі будеш.) Один, всі, за, одного, всіх, і. (Один за всіх і всі за одного.) Нема, без, труда, плода. (Без труда нема плода.) Усьому, голова, хліб. (Хліб усьому голова.);*

– make up proverbs from the parts:

<i>В гостях добре, ...</i>	<i>... хто нічого не робить</i>
<i>Не помиляється той, ...</i>	<i>... а вдома краще</i>
<i>Як дбаєш ...</i>	<i>... вік учись</i>
<i>Вік живи, ...</i>	<i>... так і маєш.</i>
<i>Яке посієш ...</i>	<i>... таке і пожнеш.</i>

On the advanced level for monologic speech activation it's advisable to propose to the students such the creative tasks:

- give advice to your neighbor using the proverb;
- make up dialogues devoted to the certain topic using the proverbs and sayings;
- explain the meaning of the proverb;
- listen to the text and finish it with the proverb suitable by the context;
- make up the monologic statements using the proverbs.

In the process of the present issue investigation we came to the conclusion that the tasks including proverbs and saying promote the imagination and creative thinking development, raise the general language culture and widen foreign students' country study knowledge about the traditions and national peculiarities of the Ukrainians. "Joining to the culture of the country which language is the object of studying through the proverbs and sayings gives the students feeling of unity with another nation" [3, p. 47].

Thus, proverbs and sayings in linguistics are distinguished as little texts being built due to the language rules and functioning as a lingual unit. At the same time they are observed as a source of national culture. Reflecting the typical situations and national ideas proverbs also can be observed as certain stereotypes and cultural standards.

In the practice of teaching Ukrainian as foreign language proverbs plays the important cognitive role. They help the students to get acquainted with the culture of the country which

language is been the object of studying. It helps to achieve the necessary level of the communicative competence which is the part of the intercultural competence.

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