

# The Relevance of Teaching Proverbs in a Foreign Audience in the Study of the Russian Language

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## Abstract

The authority of a popular proverb is always great. "If you have a mind, follow the mind; if it is not, follow the proverb" (Turkmen proverb).

The cultural layer of the language is phraseology in a broad sense (with the inclusion of proverbs and sayings in its circle). A significant number of proverbial and proverbial expressions refer to colloquial phraseology, for example: "Life to pass is not a field to cross" (Ogoltsev, 1984, p. 45).

"A proverb is a short folk saying with an edifying content, a folk aphorism" (Ozhegov & Shvedova, 1999, p. 568). A proverb is always categorical in its affirmation and denial. She does not argue, she does not refute – she establishes.

A person's behavior in a certain situation is determined by his life experience. From century to century, each nation has been accumulating that life experience that people consider useful to pass on to new generations. Proverbs are an integral part of everyday life. They passed from fathers to children in the form of an oral, well-composed short saying or in the form of an easily remembered figurative turn of speech, expression.

Being a micro text, proverbs can be used as material for working in a foreign audience: they can be used to develop various skills and abilities, as well as a means of comprehending the specifics of Russian culture, removing the language barrier, and improving intercultural communication.

**Keywords:** Proverbs and sayings, phraseology, translation, teaching methodology

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## Introduction

In this regard, the active inclusion of proverbs in teaching Russian as a Second Language is relevant and requires a lingua didactic description.

How to work with proverbs in Russian lessons?

In the Russian language classes, there is a theoretical and practical inadequacy of the development of the problem of studying proverbs in the methods of teaching Russian as a Second Language, i.e. a limited number of proverbs in Russian language courses for foreigners.

As the quintessence of folk wisdom, proverbs are material for studying cultural standards, symbols, and stereotypes of the Russian people, expanding the understanding of foreigners about Russian culture, Russian traditions and values. After all, following the words of Vladimir Dahl "A proverb is a short saying, a lesson, more in the form of a parable, an allegory, or in the form of an everyday sentence; proverb ... is not composed, but is born by itself; it is the walking mind of the people" (Dahl, 2001, p. 512).

Working with proverbs in phonetics classes

Some proverbs are built on accords and rhymes. These can be selected for phonetic work on difficult sounds when studying Russian as a foreign language at an elementary level:

*Мирская молва, что морская волна.*

*Рыбак рыбака видит издалека.* (English analog: **A thief knows a thief as a wolf knows a wolf**).

*Горе, что море, – ни переплыть, ни вылакать.*

The worldly rumor that the sea wave.

Birds of a feather flock together.

Woe is that the sea - neither swim across nor weep.

Proverbs with different phonetic designs can be used as phonetic exercises for distinguishing, recognizing, staging, and consolidating sounds at different stages of learning. Let us consider the most suitable proverbs for the development of phonetic skills.

These include proverbs:

• **containing lexical units with sounds of the Russian language difficult for articulation** (p, l, w, s, c, sch, etc.):

*Терпение и труд – всё перетрут;  
Маленькое дело лучше большого безделья;  
Без труда не вынешь и рыбку из пруда;*

Patience and a little effort;

Small business is better than big idleness;

You cannot take a fish out of the pond without difficulty;

• **containing lexical units with reduced vowels (o, e):**

*Маленькое дело лучше большого безделья; /  
Волков бояться – в лес не ходить;  
Не спеши языком, торопись делом.* (English analog: **Deeds, not words**).

Small business is better than big idleness;

To be afraid of wolves - do not go to the forest;

Do not rush with your tongue, hurry with your deeds.

• **containing lexical units with sounds characterized by assimilation by voicing / deafness** (b / p, v / f, s / s, r / c, w / w, d / t):

*Терпение и труд – всё перетрут;  
Без труда не вынешь и рыбку из пруда;  
На ошибках учатся;*

Patience and a little effort;

You cannot take a fish out of the pond without difficulty;

Learn from mistakes;

• **containing lexical units with unpronounceable consonants and a combination of several consonants** (-strn, -zdn, -str, -zhd, etc.):

*Рукам работа – душе праздник;  
Лучше поздно, чем никогда;  
Семеро одного не ждут;*

Work for hands is a holiday for the soul;

Better late than never;

Seven do not wait for one;

• **containing rhymed units (for the development of rhythmic-intonation skills and the development of intonation structures):**

*Дело учит, мучит и кормит;  
Не тот глуп, кто на слова скуп, а тот глуп, кто  
на деле туп;  
Не имей сто рублей, а имей сто друзей.*

Business teaches, torments and feeds;

Not the one who is stingy with words, but the one who is stupid in practice?

Do not have a hundred rubles, but have a hundred friends.

Proverbs can be actively used to **develop reading techniques**. You should choose such units that contain Russian sounds that are difficult to pronounce:

*Сделал дело – гуляй смело!*

*Тише едешь – дальше будешь.*

*Что посеешь, то и пожнешь.*

Business before pleasure!

The quieter you go, the further you'll get.

What goes around comes around.

Finding proverbs that are similar in meaning in your native language will be a useful task in the classroom on Russian as a Second Language. At the university, we give assignments of this type, for example - **Task 1**. Read Russian proverbs about learning, about knowledge. Do you know similar proverbs in your language? Translate them into Russian.

Here we give an analog of these proverbs in Russian, as well as their literal translation in English.

Век живи – век учись! / **Live and learn!**

For variety and interest of students can also use proverbs in other countries. For example: **He who knows a lot learns more** (Portugal).

Учиться никогда не поздно. / It is never too late to learn.

Ученье – свет, а не ученье – тьма! / Learning is light and ignorance is darkness!

Повторенье – мать ученья. / Repetition is the mother of learning.

Не стыдно не знать, стыдно не учиться. / It is not a shame not to know, it is a shame not to study.

Не ошибается тот, кто ничего не делает. / The one who does nothing is not mistaken.

Here, for a change, you can use the English proverb: **He that never climbed never fell**. (Electronic resource)

And you can cite a Turkish proverb as an example: **He**

*who carries water breaks a jug* (Turkey).

«Чтение – вот лучшее учение» А. С. Пушкин. /  
“Reading is the best teaching” A.S. Pushkin.

«Кто не был учеником, тот не будет учителем»  
Бозций. / “Who was not a student; he will not be a teacher”  
Boethius.

«Тот, кто открывает школу, закрывает тюрьму»  
Виктор Гюго. / “Whoever opens a school closes a prison” Victor  
Hugo.

Let us consider another similar task. **Task 2.** Read  
Russian proverbs about the language, about the word. How do  
you understand them? Do you know similar proverbs in your  
language?

Язык мой – враг мой. / My tongue is my enemy.

Here, for a change, you can use the English proverb:  
**An ox is taken by the horns, and a man by the tongue.**  
(Electronic resource)

Язык до Киева доведёт. / The language will bring to  
Kyiv.

Сначала подумай, потом говори. / Think first, speak  
later.

Слово – не воробей: вылетит – не поймаешь. / The  
word is not a sparrow: if it flies out, you won't catch it.

Слово – серебро, молчание – золото! (И. С.  
Иванова, А. С. Шатилов: 1998) / The word is silver, silence is  
gold! (Ivanova & Shatilov, p. 1998).

The need to find an equivalent translation of expressions  
into the native language develops translation skills and abilities.  
Besides, working with proverbs and sayings stimulates the

student's interest in working with the dictionary, and develops  
translation logic, ingenuity and intuition. A wide variety of  
proverbs and sayings makes it possible to apply them in work  
with students of any age and any level of knowledge.

## Conclusion

The article deals with a comprehensive description of proverbial  
material in an integrated approach to the possibilities of using  
proverbs in teaching Russian to a foreign audience. Thus, the  
deep content of these short statements develops the students'  
thinking and has an educational effect. Thanks to the imagery  
and the rhythmic pattern inherent in proverbs and sayings, they  
are easy to remember and can be used as an illustration of  
various linguistic phenomena.

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