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Harnessing the Wisdom of Proverbs: Motivational Strategies for Classroom Success

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Abstract

This article provides information about proverb and its importance in teaching process. Proverbs are important language materials in any foreign language course. The importance of proverbs in teaching a language is very great; with the help of proverbs, you can not only learn a language, but also analyze and study the way of life of the people. They are necessary for the development of receptive skills in speaking and writing, as well as the formation of speaking and writing skills.

Key Words: *proverbs, sayings, approach, enthusiasm, motivation, relevance, stamina, language material.*

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Introduction. A proverb is a short, pithy statement of a general truth, one that condenses common experience into memorable form. Despite the fact that proverbs are cultural statements with a specific time and place of origin, they reflect the universal human experience.

Proverbs can be used in a variety of ways in the classroom. They can be used to inspire or motivate students, as well as to provide cautionary advice. Because proverbs all arose from human experiences, students and educators may recognize how these messages from the past can help inform their own. Posting these proverbs around the classroom can spark discussions about their meaning and how these ancient sayings are still relevant today.

Main part. Proverbs can help teachers with motivational strategies in the classroom. Here are eight approaches to motivating students that can be used in any subject. Each of these approaches is paired with a supporting proverb(s) and the culture of origin for the proverb.

1. Model enthusiasm

An educator's enthusiasm for a particular discipline, which is visible in each lesson, is powerful and contagious to all students. Even if students are not initially interested in the material, educators have the ability to pique their interest. Educators should explain why they became interested in a subject, how they discovered their passion, and how they understand their desire to teach so that others can share their passion. In other words, educators must demonstrate their own motivation.

-Wherever you go, go with all your heart

-Practice makes perfect

-Think before you leap

2. Provide choice and relevance

Making content relevant is essential for motivating students. Students must be shown or made to feel a personal connection to the material covered in class. This personal connection could be emotional or based on their prior knowledge. No matter how uninteresting the content of a subject appears, once students determine that the content is worthwhile, the content will engage them.

Giving students options increases their engagement. Giving students options helps them develop responsibility and commitment. Giving students the option demonstrates an educator's respect for their needs and preferences. Choices can also aid in the prevention of disruptive behaviors. Students may disengage and lose motivation to try if there is no relevance and no choice.

-The road to the head lies through the heart. (American Proverb)

-Let your nature be known and expressed. (Huron Proverb)

-He is a fool who does not consider his own interests. (Maltese Proverb)

-Self-interest will neither cheat nor lie, for that is the string in the nose that governs the creature. (American Proverb).

3. Recognize student efforts

Everyone appreciates genuine praise, and educators can capitalize on this universal human desire for recognition with their students. When combined with constructive feedback, praise can be a powerful motivator.

Constructive feedback is nonjudgmental and recognizes quality to encourage advancement. Educators should emphasize opportunities for students to improve, and any negative comments should be associated with the product rather than the student.

-Praise youth and it will prosper.
(Irish Proverb)

-As with children, there is no taking away of what has been rightly given.
(Plato)

-Do one thing at time, with supreme excellence. (NASA)

-Act as if you were going to die tomorrow. Learn as if you were going to live endlessly. (Mahatma Gandhi)

4. Teach adaptability and flexibility

Educators must strive to improve a student's mental flexibility, or the ability to shift attention in response to environmental changes. When things go wrong in the classroom, especially with technology, modeling flexibility sends a powerful message to students. Coaching students on when to abandon one idea in favor of another can help each student achieve success.

-Sometimes you have to throw yourself into the fire to escape from the smoke (Greek Proverb)

-Times change, and we with them.
(Latin Proverb)

-All that glitters is not gold.

5. Provide opportunities that allow for failure

Students operate in a risk-averse culture in which "failure is not an option." Failure, on the other hand, has been shown in studies to be an effective instructional strategy. Mistakes are to be expected as part of the application and experimentation taxonomy, and allowing for age-appropriate errors

can boost confidence and problem-solving skills. To engage students, educators must accept that learning is a messy process and use mistakes as part of the discovery process. To minimize some mistakes, educators must also provide safe spaces or structured environments for students to take intellectual risks. Allowing for errors can provide students with the satisfaction of reasoning their way through a problem and discovering the underlying principle on their own.

-Experience is the best teacher.
(Greek Proverb).

-The harder you fall, the higher you bounce. (Chinese Proverb).

-Men learn little from success, but much from failure. (Arab Proverb).

-Failure is not falling but refusing to rise. (From a Chinese proverb.)

6. Value student work

Give students the opportunity to succeed. High standards for student work are fine, but those standards must be made clear and students must be given the opportunity to discover and meet them.

-A man is judged by his work.
(Kurdish proverb).

-The achievement of all work is practice. (Welsh Proverb)

-Remember that the only place where success comes before work is in a dictionary. (American Proverb)

-Practice makes perfect (English proverb).

7. Teach stamina and preservice

Recent brain research confirms that stamina and perseverance can be learned due to the brain's plasticity. Repetition and sequencing activities with increasing difficulty that provide a

consistent but reasonable challenge are two strategies for teaching stamina.

-Pray to God but continue to row to the shore. (Russian Proverb)

-It makes no difference how slowly you go as long as you don't stop. (Confucius)

-There is no Royal Road to learning. (Euclid)

-Though the centipede has one of its legs broken, this does not affect its movement. (Burmese Proverb)

-A habit is first a wanderer, then a guest, and finally the boss. (Hungarian Proverb)

8. Monitor improvement through reflection

Students must keep track of their own learning through continuous reflection. Students require the opportunity to make sense of their learning experiences, regardless of the form the reflection takes. They must comprehend the decisions they made, how their work changed, and what assisted them in learning to track their progress.

-Self-knowledge is the beginning of self-improvement. (Spanish Proverb)

-Praise the bridge that carried you over. (English Proverb)

-No one can be expected to be an expert at something unless they have had the opportunity to practice it. (From a Finnish proverb)

-Nothing succeeds like success (French proverb)

Although proverbs originated in the Old World, they continue to reflect the human experience of our students in the twenty-first century. Sharing these proverbs with students can help them feel connected to others beyond time

and place. The messages of proverbs can help students better understand why instructional strategies are in place to motivate them to succeed.

Learners show a strong interest in proverbs during the teaching process. This is primarily due to their colorful authenticity and the insight they provide into the culture and history of a language community. Furthermore, proverbs are popular due to their stylistic characteristics (e.g., alliteration, rhyme, rhythm, parallelism). As a result, proverbs have a high motivational potential because students are forced to analyze their linguistic content and understand their often figurative meaning in a given situational context. Proverbs are frequently altered or alluded to. In general, language play elicits humor and intellectual joy, which stimulates learners and helps to enliven lessons.

Conclusion. Proverbs, sayings, and idioms are important language and speech materials in any foreign language course, as well as motivating learners. They are necessary for the development of receptive skills in speaking and writing, as well as the formation of speaking and writing skills. The size of the learned repertoire of idiomatic means of the language under study determines the volume of understanding not only the content but also the meaning of the interlocutor's speech. Incorporating proverbs and sayings into one's own utterances can significantly increase the imagery and expressiveness of speech, as well as add depth and a philosophical understanding of the situation.

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