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SOME UTTERANCES FOR EVOLUTION OF MODERN STUDENT PERSONALITY IN THE USA AND UKRAINE

The new technologies growth as well as democracy establishment and the vectors of humanistic progress in Ukraine led to the evolution of the students' personalities as the main lever of modern development in the society and state. The main role in shaping the modern student personality as a professional one and a citizen belongs to education. Education always reflects the interests of society and fulfills its social orders, forms the public demands for knowledge and progress prospects; changes under the influence of time, social, economic and other factors, demands the education quality service. One of the requirements for the education quality is to adjust students for their profession duties, in particular for study obtaining learning subject knowledge, profession skills and deep knowledge of state language proficiently.

This article deals with using utterances, in particular the proverbs, winged statements, sayings for developing the students' intellectual activity, comprehension of learning subject deeply with popular expressions bearing shadow meanings. The use of utterances makes every nation culture inexhaustible, highlights national history, folk wisdom, outlook of life, worldview; it emphasizes the importance of their usage for the development of students' intellectual abilities, their creative approach to mastering the subject under study. Using the utterances in the studying process encourages students for learning subject thoroughly, creative thinking, and the deep shadow understanding of the language statements' meaning.

Language is used to express thoughts, conceal the meaning, but the most often to replace thinking and development of students' activity for learning subject properly and it is considered to be a perfect and important means of human communication that helps young generation to share their thoughts, express their feelings, achieve mutual understanding, create spiritual values, in particular, deep comprehension of learning subject, and formation of personality. All people have no greater treasure than their speech, because only their language is the character, memory, spiritual power, history and evolution.

Keywords: *utterances; proverbs; winged statements; sayings; Higher Learning Education; comprehension; the students' intellectual activity; an education; a development; an evolution; knowledge quality level.*

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ВИСЛОВЛЕННЯ ДЛЯ РОЗВИТКУ ОСОБИСТОСТІ СУЧАСНИХ СТУДЕНТІВ УКРАЇНИ І США

Історія розвитку будь-якої мови є безперервним, довгим і творчим процесом, без різких стрибків або швидких перетворень. Безумовно, що функції мови безмежні, вони використовуються для висловлення думок, приховування сенсу, але найчастіше для заміни мислення і розвитку активності студентів з вивчення навчальної дисципліни щоб здобути високий рівень якості знань, і вважається ідеальним та важливим засобом людського спілкування, який допомагає молодому поколінню поділитися своїми думками, висловлювати свої почуття, щодо підтримки або критики співбесідника, досягати взаєморозуміння, створювати духовні цінності, зокрема, глибоке розуміння знань із навчального предмета, формування особистості.

У статті розглядаються використання висловлювань, зокрема прислів'їв, крилатих висловлювань, висловів для розвитку інтелектуальної діяльності студентів, глибоке розуміння навчального предмета з популярними вираженнями, що мають тіньові значення. Використання висловлювань робить культуру кожної нації невичерпною, висвітлює національну історію, народну мудрість, світогляд; підкреслюється важливість їх використання для інтелектуальних здібностей учнів, їх творчий підхід до оволодіння предметом дослідження. Використання висловлювань у навчальному процесі заохочує студентів до вивчення навчальної дисципліни, творчого мислення, глибокого тіньового розуміння сенсу мови.

Ключові слова: *висловлювання; прислів'я; крилаті вирази; вислови; заклад вищої освіти; розуміння; інтелектуальна діяльність студентів; освіта; розвиток; еволюція; рівень якості знань.*

Introduction. The history of any language development is a continuous, long and creative process, without sharp jumps or rapid transformations. Usually, a long period of any language development is divided into several historical periods, since in studying of any language history it is

impossible to do it without such a division. Periodization, which is offered by linguists, may seem artificial. And this is quite obvious, because in every period of its development, there are special qualitative features, usually a structure, which gives the right to explore a certain period of its history development, in particular, borrowing from other languages, including winged statements, proverbs and sayings.

Researchers like S. Brennan, H. Clark, D. De Vault, M. Stone, H. Thomason have improved the system that accumulates training examples for ambiguity resolution by tracking the fates of alternative interpretations across the dialogue, including clarificatory episodes initiated by the system itself. With a case study they illustrated building maximum entropy model over abductive interpretations in a referential communication task. Paying attention to the using utterances in communication, we tried to show their role in the process of studying the learning material, the evolution of students' intellectual activity, in particular their attitude to the learning subject for improving their knowledge quality level.

Aims of research: to learn and endow understanding of utterances meanings, to find out idioms, popular sayings in the conversations of native Ukrainian and English speakers, to translate them and interpret their shadow meanings and the purpose of usage within education process for developing the students' intellectual activity and their evolution as personalities in modern society.

Using utterances in the process of learning subject for developing students' intellectual activity.

English language is a historical phenomenon which never stays unchanged for any considerable period of time, but it's constantly growing through its history. The basic problem of interpretation the utterance is to identify the contribution of a speaker acting verbally in the process of communication. There is much to recognize: the domain objects and properties the speaker is referring to are the kind of action that the speaker is performing, the presuppositions and implications that relate the action to the ongoing task.

English is a language with a long history. It originated from Anglo-Frisian dialects brought to Britain in the 5th to 7th centuries AD by Germanic invaders and settlers. Having been developing from century to century it is rich in idioms, utterances, and sayings. The majority of them are very popular and being used in educational process at Higher Educational Establishments as one of the means of acquiring knowledge on learning subject materials and improving students' knowledge quality level.

In spoken language an utterance is the smallest unit of speech. It is a continuous piece of speech

beginning and ending with a clear pause. In spoken language utterances have several features including paralinguistic features which are aspects of speech such as facial expression, gesture, and posture. Prosodic features include stress, intonation, and tone of voice as well as ellipsis, which are words that the listener inserts into spoken language to fill so called gaps [5].

The well-known linguist-researcher Admin underlines that the word *utterance* can be simply understood as a unit of speech. Utterance can be defined as a part of speech between pauses and silence. This is usually applied to spoken language, not to written form of it. This feature can be considered as a difference that exists between sentence and utterance. An utterance can be also a single word, a group of words, a clause or even a complete sentence. In linguistics the spoken words between two pauses are referred to as an utterance [1].

B. A. Upen notes that an utterance is the smallest unit of speech. It can be defined as "a natural unit of speech bounded by breaths or pauses." Thus, it doesn't necessarily convey a complete meaning. Therefore, utterance can be a clause, a single word, a pause, and even a meaningful statement [4].

We absolutely agree that utterance is the smallest part of speech, but we'd like to widen the utterance statements and to add, that utterance may refer to a small sentence with special semantic meaning with various shadows. Having studied a large number of English utterances, we'd like to represent the most popular of them, which are immensely old ones and can be heard in the twenty first century.

There some of them: "*Horses for courses*", "*If you pay peanuts, you get monkeys*", "*Why have a dog and bark yourself?*", "*Let's cross that bridge when we come in*", "*If you fly with crows, you'll get shot with the crows*".

The utterance "*Horses for courses*" is used for choosing suitable people for particular activities because everyone has different skills. Surfing through Internet, we can found regular conversations between native speakers who illustrated it as good as possible. "Ah well, horses for courses. Just because a plumber can mend your washing machine, it doesn't follow that he/she can mend your car as well". We consider, that this utterance underlines the professional skills of specialists who are good at particularly one filed of job, but another one is not for them.

Along with we'd like to represent another example with the same interpretation. This utterance is taken from the book "Face to Face". The following dialogue is between two friends. One of them is Pete, who

says: "Well I grew up in a horsey family and everyone in my family rode horses except me. And as a result of that, I picked up quite a few expressions involving horses. One of my favorites is "Horses for courses. Basically, different horses are involved in different kinds of races, and the horses are suited to its [their] particular course" [3, 164]. Another example has been found in the Internet with approximately the same meaning: "He was given a job in the Statistics Department, which I would personally find extremely boring. But he has a background of mathematics and he loves working with figures. He should do well. It means "Horses for courses", as they say.

It could be mentioned that this utterance can be used in different situations, but with the same shadow meaning: "The National is my favorite event on the racing calendar and I have to say it is all about horses for courses"; "It's all about horses for courses in the Third Division and Swansea City have certainly nabbed themselves a player capable of jumping a few footballing hurdles next season"; "From practical tips on working with, choosing, and laying down the law to a trainer, to properly managing a racehorse farm, to thrilling tales of the author's greatest hits and misses in the racehorse industry, *Horses for courses* seamlessly blends elements of memoir and how-to guide into a fascinating whole" [3, 164].

We have studied the shadow meanings of these samples concerning the utterance "Horses for courses" and found that all of them underline approximately the same sense of interpretations. This utterance "Horses for courses" highlights that in real life every person is suited to a particular kind of activity, every machine to a particular function and "Horses for courses" basically sums up that connection between the object and the operation it should do.

In American and English literature this utterance is used to underline that people and objects have different qualities and skills and they are suitable in for different situations. It is used in situation where some people or things are chosen by the particular qualities or skills that they have.

Thus, let us say, teachers can't do the job of a plumber vocationally, as well as a plumber can't teach students professionally, because the first hasn't got special qualities and knowledge level for doing such a work. Nevertheless, everyone is able to do some kind of job at home or at close relatives', but it doesn't mean doing it professionally like a qualified specialist of any field of activity. Thus, "Horses for courses", means to be qualified and good specialist in ones field of profession. This utterance underlines the job of one field, if you are a teacher, it means, you should

find interesting material for learning subject and motivate students to work hard. To crown at all, a teacher should be honest, qualified and be interested in modern methods and approaches for learning subject as well as in assessment of students' knowledge level and "keep the horse behind the bridle", that is *don't lose the qualification*.

Furthermore we'd like to demonstrate the utterance concerning small salary: "If you pay peanuts, you get monkeys". Our example is taken from the original literature, where the main character Chris underlines that her favorite expression is "You pay peanuts, you get monkeys," which means that the less money you pay, the worse is the service. She says: "It's an expression I've to tell my boss but never really had the courage to do that [3, 164]". It means that people work but sometimes afraid to tell the truth to their boss who pays small salary. That's why they don't want to work hard and pay much attention to their results. Sometimes they work hard and fulfill their tasks very qualitatively, but they receive just a little bit for their work, because their boss is greedy and scrooge. In general, this utterance has negative meaning concerning the service. If the service isn't qualified, you'll be paid less.

The shadow meaning of utterance "If you pay peanuts, you get monkeys" is illustrated also by the following example: "This Company is full of incompetents! Well, if you pay peanuts, you get monkeys". If the company or any organization pays very low wages the managers attract incompetent or unskilled workers, because those who appreciate their labor higher go elsewhere to earn better wages [6]. This utterance and its varieties are typically used in Great Britain.

There are some notes to help for comprehension this utterance meaning: peanut is a seed like a hard pea, typically eaten by monkeys and it symbolizes a very small sum of money; to pay peanuts means pay very low wages. As for the monkey, it is a small or medium-sized human-like animal living on trees in tropical countries and commonly implies stupidity.

Analyzing this utterance "You pay peanuts, you get monkeys" and referring to its explanation we'd like to underline that this statement has negative meaning. It can be used in workers' low speeches, urging not for paying wages or paying just little sums of money.

Another regular utterance is "Why have a dog and bark yourself?". It has different interpretations in different languages like Ukrainian, Polish, Arabic and others.

The utterance "Why have a dog and bark yourself?" is widely used when a person has servant

and he (servant) is not supposed is not likely to do the work himself. This example is taken from the authentic literature and underlines the shadow meaning of expression. The main character Lynn says: *“Well, my favorite saying is something I picked up from my mother and I use it because I’m not a very practical person. This saying is “Why have a dog and bark yourself?”. And this basically means there’s no need to bother anyone by doing something difficult if that someone is somewhere around you he can do it better than you. So, for example, my boyfriend’s a fantastic cook, and when the people say to me “Do you cook?”, I can say “Why have a dog and bark yourself?”, because there is no need for me to bother”* [3, 164].

There are some examples which are taken from Internet illustrating the same meaning: *“Just leave the glasses on the table – the bar staff will collect them. After all, why keep a dog and bark yourself?”*; Ellen: *“the cleaning lady washes my floors every Tuesday, but I always wash them over again. Jane: Don’t be silly, Ellen. Why keep a dog and bark yourself?”* [7].

Thus, the utterance *“Why have a dog and bark yourself?”* can be widely used in conversations between leaders, who have different things to do and the opportunities to entrust them to their employees. *There is no purpose in doing something yourself when there is someone else who can do it for you.*

This utterance is often used to force someone to do something instead of doing the work by oneself. It can be often noticed at work where a boss is good at mathematics, but he/she doesn’t want to do sums, calculate numbers or write reports, he/she asks the dependent one to fulfill necessary work despite own professionalism. The manager is a dog in the field of chosen profession, but he/she likes asking someone to do this kind of job in spite of the fact, that dependent one isn’t qualified in this field.

Another interesting utterance is *“Let’s cross that bridge when we come in”*. This saying is not very exciting for British people, but for the non-native speakers it sounds marvelous. It basically means that everything can’t be planned ahead and can’t be controlled. The words of the Claudia highlight this meaning: *“Well, to put it simply you can’t really worry about things that are way in the future”* [3, 164].

There are some examples that illustrate the meaning of unplanned future actions using this utterance: *“Alan: Where will we stop tonight? Jane: At the next town. Alan: What if all the hotels are full? Jane: Let’s cross that bridge when we come to it”*; *“I suppose,” said Martin: “that if more evidence really did turn up, we might conceivably have to consider reopening the case, mightn’t*

we?”; – *“Ah, well”, said Crawford – “we don’t have to cross that bridge till we come to it”, “Can I be a soldier when I grow up, Mother?” – asked the boy. “Don’t cross that bridge until you come to it,” says his mother”* [8]. Thus, the utterance *“Let’s cross that bridge when we come in”* is used to show that everything can’t be planned ahead and can’t be controlled, because it’s very difficult to predict everything.

When educational process, for instance, teachers usually try to plan their lectures ahead, but some unpredictable things are waiting on the way of teaching students, because most of them try to overcome difficulties of learning the subject but someone puts the tasks off, so he/she hasn’t got time or just the desire to do them on time and gain the necessary information. That’s why the lecturers can’t evaluate the students’ knowledge level objectively and it’s difficult to answer their questions about what assessment they get during exam. The witty lecturers usually answer *“Let’s cross that bridge when we come in”*, meaning that the result can be seen after passing the exam, because he/she should review the learning material, study the missing spots, gain deep knowledge, prove his/her knowledge level and get the objective and justly mark.

The utterance *“If you fly with the crows, you’ll get shot with the crows”* says about a particular high risk and or high profile situation and benefit from the rewards of that association, where someone has to accept the consequences, if things go wrong, when someone cannot dissociate one from another.

The following example is taken from the classic literature, and illustrates the meaning of high risk. The character Claire says: *“if you fly with the crows, you’ll get shot with the crows.”* She underlines that if you are in a company with people who behave poorly someone gets punished with them, even if that one was wrong in something [3, 164].

This utterance is used in every day speech with the meaning of high risk or high profit. Sometimes it can be used to underline the influence of negative company, emphasize its negative impact on the student. It could be noticed that a person/student with good manners and habits is in the company of poorly-educated and rough children, then after a while, he/she manifests harmful habits and displeased attitude to the lecturers. But we shouldn’t be categorically, because the influence of a good student can improve the situation of the poor learner one. In the process of learning subject the teachers are the persons who direct the path to gain knowledge and they are responsible for the students’ education and they don’t allow them to get into the risky situation, don’t be in the flock of crows and don’t fly with them and not to

get shot with crows and ravens. But life is a barbed path which we cannot pass without getting some thorns or needles and don't thrust and stick your feet. It's everyone's life.

Having highlighted some utterances of the English language, we'd like to provide explanation of some examples from Ukrainian language. Ukrainian language as well as other languages reflects the nature of the native speakers, their ethnic features, history of the country and its people. It helps Ukrainians to find a sense of shared history, fate, common roots and origins. Language can be powered to express, portray and convey everything the nation lives on. The words in Ukrainian are embroidered with blossoms of cherries and apples, daisies and viburnum. It is the symbol of Ukraine as powerful country, this is its pride. The most commonly used statements that are used in the educational process to emphasize the status of a teacher and students, in particular the students' duties at lecturers as well as their proper attitude to learning and mastering the subject. The most popular of them are: "*Called you a mushroom – jump into the basket*"; "*age live and learn*"; "*everyone has his own truth*".

The utterance "*Called you a mushroom – jump into the basket*" is often used in everyday speech as well as during teacher's pedagogic activity. The real meaning of this utterance underlines the people's reality in the society of gathering mushrooms and cooking the tasty dishes. The shadow meaning of this utterance is to highlight the figurative or metaphorical sense. As for the process of learning a subject and evaluation of students' knowledge level the lecturers should train students and demonstrate them the learning of subject information, so the students should absorb teacher's information. It means if young girls and boys entered the university, they are called the students, so they are those "mushrooms" that should jump into the basket of knowledge.

The very important utterance in our Ukrainian language is "*age live and learn*" that is widely used in the circle of students and lecturers, and specialists of different fields of activity too. Since ancient times education has been an integral part of upbringing children. Currently education is the inseparable part of any society. An extraordinarily important role of idiomatic utterances is the folk experience which can be acquired over the years. It gives the nation, especially its young representatives, which are students, additional knowledge and helps everyone to understand the way to overcome difficulties and deal with them in certain situations. Experience is transferred from generation to generation and helps understand life in a better way, solve problems and

overcome them in everyday situations properly. An extract of the short story titled "Childhood" from the novel "Riders" by Ukrainian writer Yuriy Yanovsky may serve as a vivid example of this idea. The story goes that little Danylko has learned from his grand-grandfather many interesting and useful information. The old man told to his grand-grandson about the better period of season for fishing, the time when bees put more honey or which herbs are useful, etc. So, that was due to grandfather's stories that boy became observant, humane and kind person. The great-grandfather transferred his experience on to the boy that helped him live in a non-simple society.

This utterance "*age live and learn*" is used to underline the necessity of development in society. These changes happen constantly everywhere, in any society and seem to accumulate as common knowledge of the nation. Another vivid example is Socrates. He was one of the most prominent thinkers of the ancient era, who was aware of human knowledge infinity and our knowledge relativity. Though he was quite well-educated he was not ashamed to admit: "I know that I know nothing". This aphorism will never lose its sufficiency.

As for the educational process at schools and universities there should be provided scientific basis to acquire knowledge in a proper way; skills must be applied to activities, capabilities should be developed for the future work, etc. That is why every student has to study throughout the lifetime so his or her knowledge requires additional rethinking all the way. However, success may be achieved only by those who are constantly educating themselves, moving forward and proceeding further taking it for granted as a natural need of a personality.

Another popular utterance in our everyday life is "*everyone has his own truth*". Truth is obvious, and only through it one can achieve harmony in all respects. However, to tell always the truth is different and many people begin to lie only for the reason of avoiding pain for a dear person or to save own position in the society. But sooner or later innocent lies may grow into something more extensive, which other people may suffer. Some believe that it is not always necessary to say the truth, if it can save a person. Often it is pushed by the instinct of self-preservation. It is difficult to say whether such a statement is correct or not. After all, some people do not have the desire to hear the truth.

In addition, everyone has its own truth and it is what people believe in. Some believe that the truth is that it can guarantee safety. There is also a share of truth in such a statement, since people are accustomed to a safe, peaceful life, and if something brings them to discomfort, they are ready to close their eyes for

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some reasons not to hear the truth or to tell the truth. As for the studying at Higher Educational Establishment it can be stated that students prefer to lie if one loses his position in the group, formally or informally. They start to initiate different stories and situations to justify himself; they try to persuade the lecturer that they did tell the truth. Sometimes the lecturers try to believe that students tell the truth therefore they say that everyone has its own truth.

Research results and discussion. The research has been carried out at Kyiv National University of Trade and Economics. The results are presented. To the question in the questionnaire for students: "What lecturers do you adore: energetic; knowledgeable and professional; those who represent the subject learning material interesting and understandable, using utterances, proverbs, popular sayings and different expressions".

In the first place they put the teacher's intellect, his/her knowledge mental ability to think, in the second – the methodology of training. Thus, the students prefer to be present at the teachers' lectures, because the lecturers explain the subject learning material available for comprehension with using utterances – 90 %; knowledgeable and professional – 90 %; energetic – 80. The teachers' knowledge and experience to explain the necessary material, students appreciate most of all.

The research results of teaching students at Ukrainian Higher Educational Establishments have been discussed at the meeting of the Department of Modern European Languages.

Conclusion. Thus, to summarize the foregoing, the utterances, proverbs, popular sayings combine deep meaning with a very simple but figurative form, they are easy to remember and pronounce. It is necessary to highlight the important role of using the utterances in formation and development of students' spoken skills, education communication, which is close for realization the real communicative intentions in the process of foreign language learning. Currently, lessons of learning any foreign language should contribute so that students have the possibility to talk about any topic of daily communication. Nowadays, the problem of teaching the foreign language, constantly raises the issue of care selection the modern, useful and necessary materials for training students. The necessary combination of compulsory program material with other interesting types of work

promote the students' communication more effective, creating multilingual situations in the process of learning subject.

It should be underlined that using the utterances, proverbs, popular sayings and different expressions in the process of teaching students, motivates young people to gain deep subject knowledge. The utterances enrich any language, promote the communicative skills development, evolve the create students' thoughts.

It should be paid the particular attention to utterances, saying, proverbs, which by their sound, content, imagery, conciseness, easy memorization encourage students to creative speech, demonstrate their attitude to learning subject. An inalienable property of these phraseological units can be considered education character. Utterances, proverbs, popular sayings and different expressions are an inexhaustible treasury of any nation culture, they reflect the greatest strength of national history, folk wisdom, life, worldview. They are considered as a kind of folk and art, which, in turn, helps to better understand and compare the essence and peculiarities of Ukrainian and English national cultures.

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