Reading as the Development of Students' Sociocultural Competition in the Process of Studying Phraseological Units

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ABSTRACT

The article is devoted to the research of reading proverbs in English, Spanish and Tatar languages in books and also the component of modality. The topicality of the research is determined by the fact that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. The category modality is also one of the most complex and contradictory concepts, from a variety of different interpretations. The topic of this article is relevant in modern linguistics for revealing the features and structure of modality in proverbs of English, Spanish and Tatar languages and their usage in the process of reading books. General and particular types with the use of proverbs are allocated in the article. On the basis of the results of the study of proverbs in English, Spanish and Tatar languages are presented in the article. Article submissions, the results of the research are of interest for scientists studying the process of reading and usage of proverbs in English, Spanish and Tatar languages. The results can be used both when studying intercultural processes and by culture experts, philologists, ethnologists and others groups interaction and analyzing cultural and research issues and processes of the studying languages.
Introduction

Reading is a complex process; it is not about identifying words but also about understanding them. Reading requires attending to the environment, encoding and interacting with the stimulus in a meaningful manner and linking the meanings of the stimulus with existing knowledge and prior experiences. The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding.

V.V. Vinogradov (1975) writes: “... you can only study a language outside the language environment subject to regular, daily, abundant reading” (Vinogradov, 1975). Reading literature in a foreign language is not only the development language skills and abilities, but also an increase in the socio-cultural level competence. Fiction, as a large layer of culture any nation, gives a great idea of history, life, life, customs and traditions of other nations. Since language is an integral part of culture, it should be given great attention to reading in the early and middle stages of learning a language authentic fiction as an extensive reading, as a means of obtaining sociocultural information about peoples, belonging to the group of the language being studied.

A proverb is a simple and concrete saying, popularly known and repeated, that expresses a truth based on common sense or experience. They are often metaphorical. “Sayings and proverbs are part of any language, any culture. They were used to convey knowledge, wisdom and life verity from the beginning of times and till today. It is impossible to imagine language, or even our speech without sayings and proverbs. Not only they considerably widen our vocabulary, adorn and enrich our speech, but they also carry considerable information on the most vital things, underlining their polymathy” (Ayupova et al., 2014).

‘The problem of motivation /non-motivation of phraseological meaning and its dependence on the inner from transparence /non- transparence has not been solved’ (Ayupova, Byiyk & Arsenteva, 2017).

In foreign Spanish studies, the development of modality problems is mainly carried out in two directions:

1) A verbal inclination is analyzed in detail, the majority of researchers identified with the category of modality (Kilis & Eskeva, 2007) and considered as one of the grammatical means of this category by only some authors;

2) The interpretation of the modality at the syntactic level is reduced, as a rule (Alonso, 1998).

Within the text linguistics, modality is considered as one of the main text categories (Galperin, 1981). There are six basic types of text modality:

1) Epistemological modality.
2) Hypothetical modality.
3) Estimated (axiological) modality.
4) The meaning of the conditioning modality.
5) Evidential type of modality
6) Emotional modality.

Thus, the modality has many aspects of study and is examined from various scientific positions. Comparing the languages of different language groups, it makes sense to create our own classification of the different types of modality in English, Spanish and Tatar proverbs based on the studied types of modality.

The research provides an analysis of the structural, semantic and functional-stylistic features of the PE with the modality component in English, Spanish and Tatar languages.
Research Methodology


A review and analysis of theoretical materials has shown that the method of conceptual analysis, comparative analysis, conspiratorial, linguocultural analysis, the method of component analysis were used in the course of the research.

Material for practical analysis, obtained by the method of random sampling, even with a superficial analysis demonstrates the implemented in the functional grammar of the approach to the study of modality in proverbs of English, Spanish and Tatar languages.

Results and Discussion

Thus, there is a need for changes in the requirements for the level of language proficiency, hence the emergence of new approaches to the selection of content and organization of scientific research material, and therefore comparative studies are being carried out at the present stage.

The modality is defined by V.V. Vinogradov (1975) as a constructive feature of any sentence, conveying the relation (relation) of the content of speech to reality. Proceeding from this definition, and also, following the Greek - Latin traditions, the messages receiving their pretense in the form of sentences were considered by modality, mainly by the nature of the establishment of communicative goals and were divided into narrative, interrogative, exclamatory and motivating. He traced the history of studying this category, outlined the range of means of expression modality, revealed its scope and specific content. He believes that each sentence contains an indication of the attitude to reality in linguistics.

The same opinion was expressed by another Russian linguist, I.R. Galperin (1981), considering modality as a category inherent in language in reality, i.e. speech, and therefore is the very essence of the communicative process.

The point of view, according to which the invariance of the modality is the relation of the content of the utterance to reality, is widely spread also. modality extends to the relation of the subject of the utterance to action and the attitude of the speaker to the authenticity of the content of the utterance (Sham, 2005). With this approach, many varieties and means of expressing the modality are declared secondary or altogether outside this multifaceted, but at the same time integral category. This point of view is presented in the works of A.V. Bondarko (1990), M. Greple (1973), G.A. Zolotova (1962), V.Z. Panfilov (1977) and some other linguists.

G. Lyons (1978) on the nature of modality distinguishes two classes of proposals: imperative (express an order or instruction) and interrogative (express additional modal signs, on those or other expectations of the speaker). He also finds in various languages various ways of grammatical expression of the speaker's attitude to the content of the utterance. In his opinion, at least three scales of the modality are relevant:

- the scale of "desire and intention."
- the scale of "necessity and obligation".
- the scale of "confidence and opportunity".

All researchers note obvious interrelation of the people and language, to track ethnic identity in system of set expressions which proverbs, sayings, phraseological units and other paremias. It is necessary to recognize that
the Tatar proverbs, also as well as proverbs of other people of the world are used in two values: direct and figurative' (Yusupova, Mugtasimova & Nabiullina, 2015).

D.G. Tumasheva (1977), studying the morphology of the Tatar language, notes the correctness of the selection of modal words in a separate language group and recognizes them as independent parts of speech. It affirms the objectivity and subjectivity of modal words and divides them according to this parameter into two large groups: the modal words used in the composition of the predicate and expressing an objective relation of statements to reality (bar, yuk, tiek, momkin, yariy, ihtimal, imesh, ikæn), and modal words used as an introductory word in the sentence and expressing the subjective attitude of the speaker (ahri, imesh, bugai, belki, shmayat', ichmasam, ælbettæ) (Tumasheva, 1977).

In most English grammars (Swan, 1984; Close, 1979; Leech & Svartvik, 1983), we find information only on modal verbs and their semantics. M. Swan (1984), in particular, points out that modality in grammar (English) is considered to be such values as will (volatility), possibility or necessity. It follows that the verbs expressing these values are called modal auxiliary verbs "(Swan, 1984).

Summary

According to the research of modality in English, Spanish and Tatar languages based on our own classification we considered proverbs with an epistemological type of modality. Its markers are the verbs of knowledge, understanding, thinking, remembering, and constructions expressing the logical cause-effect relations of processes and facts (complex sentences with subordinate real or probable conditions). Let's give some examples:

In English:
Live and learn.

In Spanish:
A más vivir, más saber (a mas bibir, mas saber) - Live and learn

In Tatar language:
Яшьлегендә өйрәнәсең, картлыкыңда үкенәсең (yashlegendæ ù:irænæsæŋ, kartligiŋdæ ù:kenerseŋ) - If you do not learn in youth, you will regret it in old age.

Θίρηνυ беpвакиттада соp тyгеp (ççirëpçë: bervaktittadâ soç tugi:gel) - It is never too late to learn.

Verbs of speaking, action and perceptual activity, always in the form of an indicative mood, modal verbs could, must, might in the sense of supposition, modal words certainly, perhaps, etc., words removal and comparison as if, it seemed, it appeared, like, another's speech (direct, indirect, generalized exposition of someone else's speech) are used in this type of modality (Galperin, 1981).

In English:
a bird may be known by its song - A bird is seen by flight; A broken friend is unreliable, but will never be sound

A cat in gloves catches no mice - Without difficulty, you will not pull out the fish from the pond. Do not wash your hands, you will not wash yourself.

Be swift to hear, slow to speak - Listen more, talk less

Do not poke your wolves when the tail is tekin - The leopard cannot change its spots. - The leopard cannot be repainted. The wolf mouls every year, but everything happens (yes, the customs do not change). How many wolves do not feed, he looks into the forest.

In Spanish:
A donde te quieren mucho no vengas a menudo - (А donde te kieren mucho no bengas A menudo) - A frequent guest is not welcome brightly.

El amor todo lo puede - (el amor todo lo puede) - There is no law for love.

El remedio puede ser peor que la enfermedad - (el remedio puede ser peor ke л enfermedad) - Darn the hole until it's great.

A más vivir, más saber - (a mas bibir, mas saber) - Live a century, learn.

In Tatar language:
Tamap - таш ватар - (tatar - tash vatar) - Tatar will break a stone.
Tamap - ташка кадак кагар - (tatar - tashka kadak kagar) - Tatar can drive in a nail in a stone.

Ряксетен кургаш, михәтән дә күр - (рахәтен кургаш, мийнәтен дә күр) - If you like riding you should like carry the sleigh.

We also considered the emotional modality. Its components are:
emotionality, evaluativity, sincerity, interest, figurativeness, each of which is waiting for being discovered and studied in detail (Tarasova, Gizatullina & Mingazova, 2017). We found the following examples of PE with this component:

In English:
A burden of one's own choice is not felt;
For the love of the game;
He is happy that thinks himself so;

In Spanish:
Querer es poder- (kerer es poder) - Where there is a will, there is a skill.
Haz bien sin mirar a quien - (haz bien sin mirar A kien) - Do good, without looking for anyone.
Saber es poder - (saber es poder) - Knowledge is power.

In Tatar:
Тычканга улем, мэчегэ колке - (tichkanga ulem, mæshegæ kolke) – Toys for a cat, tears for a mouse.

In the course of our study, we considered the conditioning modality. The main means of expression are modal verbs, their equivalents (be to, have to, be able to) and volitional vocabulary (wish, want, desire, long for, able, prohibit, impossible, etc.). Let's give examples in English:

Beggars cannot be choosers-To the poor and the thief, all clothing is fit
Children and fools must not play with edged tools. - Children and fools should not play with sharp instruments.

On the basis of evaluative (axiological) modality lie the concepts of "good" and "evil", "good" and "bad." The main means of expression are estimated epithets and vocabulary, in which there is an evaluation component of meaning, as well as key words-symbols that always represent the axiological position of the author (Galperin, 1981).

We found the following examples of proverbs with this component:

In English:
Better be alone in bad company - With kind friends, but avoid the crafty ones.
Better be born lucky than rich- do not be born beautiful, but be born happy.
A civil denial is better than a rude grant - Polite rejection is better than a rude agreement.

In Spanish:
Amar es tiempo perdido, si no se es correspondido - (Amar es tiempo perdido, si no se es correspondido)- Love is nothing without sadness.

Amigo y vino, el mas antiguo – (Amar bino, el mas antiguo) - An old friend is better than the new two.

A beber y a tragar, que el mundo se va a acabar- (A beber i a tragar, ke el mundo se ba a akbar) - Where there is a joy, there is a grief.

In Tatar:
kem eshlæmi — шул ашамый – (kem eshlæmi – shul ašamîy)- Who does not work shall not eat.

Aгач - жиыме белэн, кеше эше белэн – (ağach - ʒimshe belæn, keshe eshe belæn) - The tree is famous for its fruits, and the man is famous for his works.

In the course of our research, we have considered the incentive modality. In the semantic aspect, it interacts with such modes of modality as the modality of necessity and obligation, the modality of possibility and impossibility. We found the following examples of proverbs with this modality component:

In English:

Bind the sack before it be full - know measure in all;

Business before pleasure - first thing, then entertainment;

Catch the bear before you sell his skin - first catch a bear, and then sell his skin;

Choose an author as you choose a friend - choose a writer the way you choose a friend;

Claw me, and I will claw thee - praise me and I praise you;

Don’t count your chickens before they are hatched - chicks do not count in autumn;

In Spanish:

A mas honor, mas dolor – (A mas onor, mas dolor) – A more honor, more pain.

La major felicidad es la conformidad – (La məhor felisidad es la conformidad) – The best happiness is compliance.

Lo mayor es ser franco – (Lo məhor es ser franko) – The best thing is to be frank.

Mejor es no menearlo – (mehor es nomeneralo) – It is better not to shake it.

In Tatar language:

Ике куян койрыгын берьолы тотам димә – (Ike kuyan koirigin ber’yuly totam dimæ) - For two hares you will chase, you will not catch a single one;

Тимерне кызуында сук – (timerne kuzyinda suk) - Strike while the iron is hot;

Усал булсан асарлар, юаш булсан басарлар – (Usal bulaʃən aşərət, yuash bulaʃən bəsarət) - You will be angry –will hang, you will be soft – will crush;

Кунак ашы — кара-карши – (Kunak ashı - kara - karshi) – You have been fed at a party - in return and you feed.

Conclusions

Thus, we can say that the concept of modality has a multifaceted interpretation in linguistics that requires in-depth study. Since the category of modality is recognized as very complex, the attitude to it is ambiguous, there is no unified opinion on its nature. In linguistics, modality is viewed as a complex functional - semantic category, which is relevant to reality and to the speaker’s opinion.

On the basis of our research we presented the table of the types of modality in English, Spanish and Tatar proverbs:
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