

Teaching Lexical Material with Cultural Depth: The Use of Proverbs in English Instruction

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Keywords	Abstract
education lexical material language lexicon of the language proverbs sayings	<p>In ancient Spartan education, teaching foreign words was considered useful for the general development of the child. Intensive teaching of lexical material to students is still one of the problems that need to be explored. In order to properly develop a student's speech, it is necessary to teach him lexical material. Lexis is the basis of language, without which speech is unthinkable. The lexicon of the language is closely related to grammar and phonetics. One of them complements the other. Lexical material intensifies language activity, reading and writing, and on its basis the student conveys his idea to another. Explaining new words, the teacher should not be satisfied with using the words in separate sentences. Because students can already find sentences containing new words in the textbook and can freely write the sentences on the board themselves. At this time, the teacher should visually direct the students' attention to the cards with proverbs and sayings containing new words.</p>

Introduction

Word is the basis of language, a means of expression of the mind. Through the word, the laws of grammar are implemented, pronunciation and reading habits are instilled. In ancient Spartan education, teaching foreign words was considered useful for the general development of the child. Intensive teaching of lexical material to students is still one of the problems that need to be explored. Some linguistic methodologists try to prove that students should be taught only oral conversational speech.

Some say that vocabulary is more important for oral speech. Associate Professor N.I.Gež writes that "In order to properly develop a student's speech, it is necessary to teach him lexical material. Lexis is the basis of language, without which speech is unthinkable." The lexicon of the language is closely related to grammar and phonetics. One of them complements the other. Lexical material intensifies language activity, reading and writing, and on its basis the student conveys his idea to another.

The correct interpretation of the meaning of a word depends a lot on the correct explanation of the word and how the teacher conveys it to the students. As we know, the meaning of a word can be interpreted

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phonetically, grammatically and lexically. When interpreting the meaning of a word phonetically, it is natural that more emphasis should be placed on pronunciation, because if the student does not pronounce the word correctly, the meaning of the word can change completely. We use the following methods to help the students master lexical material:

- 1) visual explanation of the word,
- 2) explanation through translation,
- 3) explanation within a sentence.

When explaining new words, the teacher should not be satisfied with using the words in separate sentences. Because students can already find sentences containing new words in the textbook and can freely write the sentences on the board themselves. At this time, the teacher should visually direct the students' attention to the cards with proverbs and sayings containing new words. Thus, a red line should be drawn under the new word used in proverbs and sayings.

Of course, sometimes proverbs and sayings use words that are not clear to students. In this case, a green or blue line should be drawn under the words. The teacher should also explain these words to the students as new words, which serves to further enrich their vocabulary.

It is necessary to start teaching proverbs and sayings from the initial stage of teaching. At this stage, the teacher should use proverbs and sayings that are more easily remembered by students. At the initial stage, the teacher should give students some information about proverbs and sayings. Students should be explained that proverbs are one of the genres created by the people, which are more related to the life and livelihood of the people, their labor activity, small in form, concise in meaning. These expressions, which are very small in volume, consisting of only a few words, convey a deep meaning. The rich life experience of the people, the truth of life, the omnipotence of human intelligence are expressed concisely in proverbs and sayings.

Russian writer M. Gorky wrote: “the greatest wisdom lies in the simplicity of the word. Proverbs and sayings are always short, but they contain the mind and feeling of whole books.” That is why Russians called proverbs and sayings “instructive words”, “golden words”, Eastern peoples “rose gold of the tongue”, “pearls not arranged in a thread”, Greeks and Romans “wise ideas”, Italians “school of the people”, Spaniards “nature of the soul”, English and French “fruit of experience”, etc. names.

When explaining the new words of the text “On Sunday”, the word “to help” can be explained in the following proverbial structure. For example, “God helps those who help themselves” ≈ “From you, from me, blessings.” Here, it should be brought to the attention of the students that the word “to help” means “to help”. Then, their attention should be drawn to the proverb written on the card. As can be seen, there is another new word in this proverb that is unknown to the students. The meaning of the word “God” used here should be explained to them as “Allah”. The translation of this proverb in our native language may be unclear to the students at first. At this time, the teacher should explain to them how proverbs and sayings are translated into our language. It should be brought to the attention of students that it is possible to translate proverbs and sayings existing in both languages in three cases.



In the first case, when translating proverbs and sayings that are completely identical in both languages, an equal sign (=) is placed between them. For example: “There is no rose without a thorn” = “Tikansız qızıl gül olmaz.” In the second case, English proverbs and sayings are translated into Azerbaijani mainly through their analogues (similar) and an approximate equal sign (\approx) is placed in front of them. For example: “Don’t cross the bridges before you come to them” \approx “Çay gəlməmiş çırmalanma.” In the third case, if English proverbs and sayings have several analogues in Azerbaijani, it is possible to give a translation of almost all of those analogues known to us.

For example: “Cut your coat according to your cloth.” \approx “Stretch your leg according to your blanket,” “Look at your strength, close your mouth.” Students should be explained that the first proverb presented to them belongs to the second group, because this proverb is translated into Azerbaijani mainly through its analogue.

When explaining the word “to count” in the text “At the English Lesson”, the proverb “When angry, count a hundred” can be used. The teacher should first give the translation of the unknown word “angry” to the students. After the meaning of the words used in this proverb is clear, it can be translated literally to the students. The children give the literal translation of this proverb into Azerbaijani as “When angry (when angry), count to hundred.” However, it is necessary to bring to the attention of students that there is a similar proverb in our native language. This proverb is completely consistent with the proverb “When you are hungry, drink water” in our language.

It is necessary to find the correct equivalent of each proverb and proverb in Azerbaijani. When explaining the words “beginning” and “great” in the text “The 28th of May”, the following proverbs can be used. 1) “A good beginning makes a good ending” 2) “To be great is to be simple” - the proverb needs some explanation. The teacher first translates this proverb line by line in the following variants: “Genius is simplicity”, “To be great is to be simple”, “Great men are simple”, etc. After that, it becomes clear to the students that the translation of the word “great” means “great”. The teacher should also not forget to give the students the translation of the word “simple”. Then the teacher should explain the Azerbaijani version of this proverb as “When the tree bears fruit, it bows its head down (digger)”. It should also be brought to the attention of the students that although this proverb consists of six words, it has a deep meaning here. It is said that when a person grows up and his knowledge increases, he does not hold his head high and boast.

In the text “Tomorrow”, in the explanation of the word “tomorrow” - the proverb “Don’t put today’s work till tomorrow” = “Bu günün işini sabaha qoyma” - can be used, and in the text “My First Visit to London”, in the explanation of the word “to promise” - (“to make a promise”, “to make a promise”) - proverbs such as “Promise is promise”.

In the text “The Months of the Year”, when explaining the word “spring” - it would be correct to use the proverb “One swallow does not make a spring” \approx “Without a flower there is no spring” -. Since the word “swallow” in this proverb is unknown to the students, the teacher should translate it as “qaranquş”.

In the text “The Season of the Year”, when translating the word “nightingale” - it is possible to use the proverb “Nightingales will not sing in cages” = “Bүлбүл qəfəsdə oхumaz” \approx “Even if the nightingale is in a golden cage, it is still in prison”.



In the text “My Winter Holidays”, when explaining the word “to catch” - the teacher should first give a line translation of the proverb “A cat in gloves catches no mice”. (“A cat with gloves cannot catch a mouse”). Then the equivalent of this should be presented to the students. That is, this proverb in English corresponds to the proverb “No one eats honey without effort” (Zəhmətsiz bal yeməzlər.) in Azerbaijani.

It should also be noted that our students are very indifferent to this genre of oral folk literature in our native language. They know very few proverbs and riddles in their native language. However, in our daily life, there are such controversial issues that using a proverb and a riddle is enough to put an end to that dispute. It is important to show students some examples of such proverbs: 1) “Never hit a man when he is down” ≈ “They do not hit a man when he is down.” (Yıxılana balta vurmazlar.) 2) “A closed market ruins friendship.” 3) “Don’t quarrel with your bread and butter” ≈ “Don’t despise your bread.”

At the higher stages of education, the differences between proverbs and sayings should be explained to students. Because, students always have difficulty distinguishing them from each other. When explaining these differences, it would be appropriate to bring to the attention of students the idea of the Russian linguist V.I. Dal. According to him, “A proverb is a clear, short saying that circulates among the people, but does not yet constitute a complete proverb. It is a piece of advice, a conventional manner of speaking, a common way of expressing oneself in folk language and expressions.”

Based on this idea, we must say that proverbs and sayings are distinguished from each other not by their form and external characteristics, but precisely by their content. This difference in content is that proverbs fully express the idea, generalization, depth of thought play an important role in them. On the contrary, sayings often refer to this or that specific event, express an incomplete idea. Therefore, sayings are a popular genre used to explain a phenomenon that sometimes seems unknown, which is called a proverb, a proverb. For example: "A toothless mouth is a toothless mill"; "A separated brother, a strange neighbor"; "A man's gaze on the ground, a silent stream of water" etc.

In the text “Our Football Team”, when explaining the word “still”, the proverb “Still waters run deep” can be used. The teacher should first translate this proverb to the students as “Sakit axan su dərin olar”. Then he should give its equivalent in Azerbaijani: “Adamın yerə baxanı, suyun lal axanı.”

In general, the number of these examples can be increased even more. I would like to remind you that these proverbs and proverbs taught to the students should be repeated during each lesson so that they are strengthened in their memory. It should also be noted that the students’ interest in learning proverbs and proverbs in English is gradually increasing. Thus, after this, the students ask the teacher how the proverbs that are often used in everyday life sound in English. The proverbs that the students are most interested in are the following: 1) “İşləməyən, dişləməz” ≈ “No pains, no gains”; 2) “Hand washes hand, hand washes face” = “Clow me and I’ll clow thee” (Əl əli yuyar, əl də üzü yuyar); 3) Beauty is on, nine are frozen” ≈ “Fine feathers make fine birds” (Gözəllik ondur, doqquzu dondur); 4) “One man, no man” = “Tək əldən səs çıxmaz”; 5) “Fish begins to stink at the head” = “Balıq başdan iyələnər”; 6) “As you sow, you will mow” = “Nə əkərsən onu biçərsən”; 7) “All are not hunters that blow the horn” (Hər oxuyan Molla Pənah olmaz); 8) “Many words will not fill a bushel” 9) “Wisdom is not attained with years, but by ability” = “Ağıl yaşda deyil, başdadır” and so on.

Conclusion



Thus, students who graduate from secondary school, in addition to a rich vocabulary, master at least 70-80 proverbs and sayings in English. Proverbs are a reflection of the struggle, labor, thoughts, experience of the people and is a specific genre that expresses deep and broad meanings about trials, viewpoint, and attitudes to life. Most of the proverbs are moral and educational examples based on life experience. Finally, I think it would be enough to recall the opinion of the English scholar A. Tennyson about the importance of students learning proverbs and proverbs in English. According to him, “Proverbs are a precious ring that always shines on the index finger.”

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