

SELECTION OF TEACHING STRATEGIES FOR THE APPLICATION OF PAREMIOLOGY IN THE LANGUAGE TEACHING PROCESS: THE EXAMPLE OF THE GERMAN LANGUAGE

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ABSTRACT

Combining paremiology, the study of proverbs, with language teaching is one way to deepen the cultural content in students' language study and add a unique perspective. The present paper tries to provide several interesting approaches how effective teaching strategies in the context of teaching German as a foreign language. Applying proverbs not only helps gain vocabulary and understand grammatical structure, but also allows us to capture the subtle cultural differences between German and other languages. Furthermore, the use of proverbs helps one gain an insight into much broader social norms underpinning German society. By providing a synthesis catering to varied teaching appliances and utilizing advanced technologies such as games and so on, this study aims to show how one can integrate proverbs once more into language lessons with highly favorable results for both things: culture appreciation and recast language retention. The study confirms the importance of paremiology in creating an engaging and unified learning experience.

Keywords: German Language, Strategies, Teaching, Paremiology

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INTRODUCTION

In this paper we study how proverbs could be introduced into the classroom and test the effectiveness of teaching strategies for doing so. We want to know if drawing on proverbs will advance learners' language skills, intercultural sensitize them and improve overall communication proficiency. By looking at a range of pedagogical models, we delve into the question of which is most likely to embed paremiological content in course curricula. This not only makes learning rich and textured with experience, but also deeply rooted in the German language as well as its cultural milieu.

It is essential to mix together cultural and language into the process of language teaching in order to achieve a transformative effect on language acquisition. This paper shows how the study of proverbs, known as parenesiology, might be effectively employed in the instruction of German as a Foreign Language (GLF). By integrating proverbs into the language syllabus, teachers can help students to understand the language and its cultural background at once.

As a background, Proverbs (equivalent to Chinese idiom): these short sayings pass on the wisdom of a long cultural tradition with brevity and vividness and readings at one go; they are a sort that needs elaborate explanation with deeply felt meanings drawn out through sound production from point or space on paper. In recent years, educational researchers have increasingly stressed the importance of cultural competence as well as linguistic ability. It is particularly noteworthy of the research by Obodoeze, Oguike, and Obiorah (2018) about effective communicative language learning approaches in teaching German. Communicative language teaching stresses communication and real-life interaction therefore, and is very much at home with bringing in proverbs that carry a folk flavor.

The challenges of adopting to CLT methodology in various educational contexts, as measured by results in the study of Sekiziyivu and Mugimu (2017): injecting communicative pedagogies into environments where conformity-based classroom routines predominate necessitates flexible teaching strategies that bridge traditional exam-oriented curricula to a communicative style.

Paremiology provides a unique perspective on language education. The results of Markelova's research (2021) clearly demonstrate the role played by proverbs in enriching vocabulary and cultural knowledge for students. Proverbs are not just linguistic products, but rather they are deeply embedded in the cultural fabric of a language. Understanding proverbs means not merely knowing their meanings and kanji pronunciation, but in fact understanding their cultural flavor and emotional coloration. For a comprehensive approach to teaching language, proverbs are an ideal tool.

We will be using paremiology for German language education. Our research aims to promote students' mastery of both German language and culture in one package. The research methodologies will take place under six sections as follows:

Introduction to Paremiology: Students examine the significance of paremiology and explore its historical context.

Participatory activities: Students conduct role-playing and other activities that promote practice in using proverbs in context.

Cultural Research: An assignment is given for students to find out about the social implications of particular proverbs.

Creative Writing: Students write short stories and dramatic dialogues in which proverbs are used, developing their own style of expression through language.

Review and Appraisal: There are tests, self-assessment and peer review to judge how well students understand the proverbs and can use them appropriately.

By including paremiology in class, language teachers give students a deeper and more intimate knowledge of the language. This approach not only raises students' language competence but also deepens their awareness of cultural systems. It prepares them for more effective communication across diverse contexts. The findings of this inquiry hope to inspire new pedagogies in which language acquisition and cultural appreciation unite to form one education.

LITERATURE REVIEW

Below is some information about the main factors that we have obtained from various research projects and they are explained...

The initial article we scrutinized was printed in 2018 by **Nkechi Obodoeze from Nnamdi Azikiwe University, Gerald Iheanyichukwu Oguike from the University of Ilorin, and Agu Basil Obiorah**, whom examined the Communicative Language Teaching (CLT) methodology regarding instructing German as a Foreign Language (GLF) in Nigeria. CLT is a linguistic teaching approach that emphasizes interaction equally as a teaching device and a learning objective. The authors clarify how teachers can steer the educating of German in the classroom by taking under consideration the students' genuine experiences. The article also presents a handful of communicative activities that may be utilized in German lessons for non-native speakers of German, including longer activities allowing students to converse about their interests and more complex tasks requiring cooperation to solve problems (Obodoeze, Oguike, Obiorah, 2018).

In 2017, the Journal of Education and Practice published an article by Samuel Sekiziyivu and Christopher B. Mugimu, "Communicative Language Teaching Strategies for German as a Foreign Language in Uganda." The paper examines the challenges and strategies involved in applying Communicative Language Teaching (CLT) method, completed by a glance at what it means to teach German Language Education meaningfully. The study highlights the clash between Uganda's exam-oriented curriculum, based on teachers' effectiveness and prescribed by student's exam results, and the CLT approach to language learning: cultivating communicative skills in which interactive and student-centered teaching strategies are an important part. In Germany, however, with a large class size common, this is hardly possible. The research results show that the teaching strategies employed by German teachers in Uganda, generally speaking, do re together well with those called for in CLT. There exists a classroom environment that fails to give fitting opportunity for students to

interact at the required level. The authors suggest that use of teacher training programmes needs careful attention. One possibility would be to develop materials better for German teachers so that they can learn these new strategies (Sekiziyivü, Mugimu, 2017).

The next study we researched has been carried on by **Markelova, E. in 2021**. This article pertains in part to the important role of proverbs and sayings (paremias) in teaching foreign languages in raising students' vocabulary and level of recension ability, as well their ability to understand various texts--folklore, classical and modern Russian literature, daily news reports via mass media etc. The author emphasizes the need to give paremias deep linguo-cultural annotations, closely linked with emo-cognitive annotations so that students can better understand those idiomatic expressions. The introduction of some de-nominal analysis techniques and attention to ontological situations, cultural stereotypes, discursive strategies related to paremias (proverbs) of the article. By discussing work-related proverbs in Russian as a data example some conclusions can be drawn that must be arrived at through a combination of linguo-cognitive and semantical analysis where the paremia's semantic structure is not immediately transparent. The results also offer practical guidance for the preparation of educational materials as well as lexicography (Markelova, 2021).

METHODOLOGY

We designed this research to probe integration of paremiology (science study proverbs) into the process of teaching German as a foreign language. In this part we compiled data on learning Modern German from individuals and appraises the role played in this process by such an effort. The programme is divided into the following sub-steps:

1. Introduction to Paremiology

The purpose of this research to teach students the basic grasp of paremiology as an academic field and how important its concepts are for language learning.

As a methodology, a full research was made on the meaning, history and other factors that have affected paremiology in language learning. Literature consultation was made on paremiology as a field.

2. Paremiology Analysis

The purpose of this research is to give students the ability to analyze and interpret proverbs.

As a methodology, twenty idioms that are commonly used in German were chosen of these proverbs. For example, "For better or worse"- "Übung macht den Meister" and "Alle Wege führen nach Rom" - "Everywhere in the world."

German Proverb	Azerbaijani Meaning	Cultural Context
Übung macht den Meister	Təcrübə mükəmməllik yaradır	Continuous work brings success.
Alle Wege führen nach Rom	Bütün yollar Romaya çıxır	At the end of every road, the same place is reached.

Table 1: Meanings of Proverbs

Source: Made by author

3. Inter-Activities

The aims of this methodology are let students know how a proverb works and give them more practical experience in using the minutiae of proverbs to express themselves.

As a methodology, the German proverbs were matched to their meanings in English or elsewhere (see example below):

Example:

Der Apfel fällt nicht weit vom Stamm - The apple doesn't fall far from the tree

Wo ein Wille ist, ist auch ein Weg - Where there is a will, there is a way

Students used these proverbs in role-playing scenarios to practice their use in context.

4. Cultural Study

The aims of this methodology are to make people recognizer's without feeling uncomfortable, know human dream absolute its most at core (Murashova, 2018).

Here students were set projects to discover the significance of particular proverbs and make presentations about them.

5. Creative Expression

The aims of this methodology are to get students writing more proverbs and use their writing as a vehicle for practicing the language.

As a methodology, students wrote short stories or dialogues incorporating proverbs that were specified by themselves.

6. Review and Assessment

The aims of this methodology are to know to what extent students understand, and are able use that knowledge in practice.

As a methodology, quizzes were given on a number of different proverbs and their usage was explained.

Then students were divided into twos to exchange and comment on each other's use of proverbs in both written spoken language tasks. Students kept records of their how they were learning to use proverbs in their diary.

DISCUSSION

Introducing paremiology—study of proverbs—into language education provides a unique way to improve students' linguistic and cultural skills. According to this research, proverbs can be used to enhance students' understanding and use of the foreign language of German as they study. Ideal for teachers and student alike to break down learning German proverbs into comprehensible step for the experts and beginners at an almost even level in measures. Meanwhile, students will also gain a deeper understanding of the culture and context in which their thinking is formed. Here the aim is to present paremiology as a theoretically coherent and tradition-based discipline knowledgeable throughout the world, offering antiquarian expertise in every major language spoken today. Through these students can stay away from punishment in their work, while at the same time trying to take in what they are learning. The proverbs have become an integral part of students 'use of the language at all levels. The research is divided into six main phases, each intended to build on students' knowledge of and ability to apply German proverbs.

Phase 1: Introduction to Paremiology

At the beginning of the process, students are introduced to the study of paremiology as a first-line treatment. The goal here is to provide a basic understanding of proverbs, as well as their historical development and place in language learning. This entails a detailed review of available material so that students are grounded in theory and do not experience these ideas as something alien. By understanding the role proverbs play in language and culture, students can see their application in the learning of German.

Phase 2: Paremiology Analysis

During this phase students learn to analyze and interpret German proverbs. Twenty of the most frequently employed German proverbs are chosen for study, and their meanings compared with those found (e.g.) in other languages, such as Azeri. For example, proverbs like "Exercise makes perfect" or "Practice makes a master" (Übung macht den Meister) "All roads lead to Rome without exception." (Alle Wege führen nach Rom) In this way students begin to grasp the multiple layers of meaning behind German proverbs as well as their cultural contexts.

Phase 3: Participatory Activities

Students take part in participatory cultural transfer activities as they apply the knowledge they have undergone. This phase involves the students in using proverbs contextually, through role playing scenarios. Students match German proverbs with their English or other-language meanings and practice using them

interspersed in dialogue. These activities aim at strengthening students' capability to organize in an effective way proverbs into everyday language use (Nichiporchik, 2015).

Phase 4: Cultural Research

The importance of proverbs in culture for the language learner cannot be overstated. During this phase, students do projects or reports on various aspects of certain German proverbs' cultural implications. Through this process, students can get a feeling for the deep cultural implications behind proverbs and how they reflect social norms and traditions.

Phase 5: Creative Expression

This phase is devoted to fostering creative use of proverbs. Students are required to write short stories or dialogues that incorporate proverbs. These exercises allow students to play around with language, and test their grasp of proverbs in creative settings. It also gives students the chance to express themselves and put lessons learned to use in new and innovative ways (Nikitina, 2015).

Phase 6: Sum Up, Evaluate

In the final phase, students must demonstrate their comprehension and application of proverbs. Tests and self-assessment are used to assess students' understanding of proverbs and how effectively they can use them. Students also keep diaries to record their progress as they learn and reflect on their experiences in the use of proverbs.

As a conclusion, introducing paremiology into German teaching is different from any other learning method. So, learning It involves historical understanding, cultural perspective and built-in practice methods that provide students with a greater comprehension of the proverbs and their use. This paper aims to introduce potential benefits of using proverbs as a teaching tool in language class.

CONCLUSION AND RECOMMENDATION

A multi-faceted approach is provided by integrating paremiology—the study of proverbs—into German education as a foreign language not only to gain more language abilities, but also enhanced understanding and appreciation of these people group's cultural heritage. This study has shown that proverbs are not just linguistic trappings, but are also a part of cultural traditions and components of communicative ability. By embedding proverbs into the language curriculum, educators can establish a richer, more interactive learning environment. But it goes beyond dull memorizing and mechanical repetition of language drills.

Firstly, paremiology allows a unique look at the cultural and social patterns of the German-speaking world. Proverbs can contain a society's values, norms, historical contexts. This makes them a helpful orthophonic device for drowning into a culture. Through study and application of German proverbs, students learn about common sense and traditional beliefs which form German-speaking societies. By understanding this cultural context, students learn to appreciate the subtlety and fine points of language—resulting in more of an understanding and empathy with the speakers.

The research further points out several practical results to the practice of proverbs in language teaching. By analyzing and interpreting proverbs, learners can not only expand their vocabulary but also gain deeper insights into grammatical structures and idiomatic expressions. Preverbs often run contrary to meaning, adopting metaphorical language and allusions which both stimulate logical thinking among learners ask them to solve new problems creatively This process means improved both language skills as well as cultural awareness essential for effectively communicating in a foreign tongue.

What's more, the methodological approach outlined in this study—comprising introduction, analysis, participatory activities, cultural studies, and creative expression—rendered successfully integrating proverbs with lessons. Each stage builds upon the previous one, so that a steady and organic learning process is created. This systematic method guarantees that students are not only exposed to individual proverbs but also gradually learn how to use them in many different contexts; thus, consolidating their understanding and retention.

As far as participatory activities are concerned, role-playing scenarios and dialogues represent golden opportunities for students to put proverbs into practice in real-life situations. These activities serve to close the gap between theory and practice. Here, students have a chance to try their hand at experimenting with language and obtain a sense of security and self-confidence.

Cultural research projects give students an opportunity to explore the deeper implications and social settings of proverbs, opening their appreciation of the cultural context in which these phrases have travelled. At this stage, not only does knowledge of German history become multi-phase and three-dimensional, students also start to think about how their own backgrounds have brought them into contact with a number of different cultures apart from their own target language. The final phase of review and assessment ensures that students are able to demonstrate comprehension or application of proverbs.

At the same time the keeping of diaries entails writing as content entry for that particular purpose, and it will act as a valuable medium introducing more and wider discussion on many important matters. In conclusion, it brings a completely new aspect to traditional methods of teaching. Through the inclusion of proverbs, students receive an all-round experience in language that is more in tune with the culture in which they are learning those languages. Through this, they are not only expected to have a better mastery of the mechanics of speech, but also know and feel its cultural charm. Chinese teachers may make use of this approach to bring about a deeper fusion between language and culture. Pupils will thus become even better at communicating their ideas and be able to take advantage of all the achievements in these fields made up to now by everyone concerned with education, in this case 'all mankind'. This piece of work once again sounds the call for incorporating cultural components into the language education. According to the translation potential of proverbs as a force for achieving pedagogical goals in language learning will be emphasized. However, one should not lose sight of the mass of data contained herein and term it an anthology.

Here we can give recommendations based on our research:

1. Encouragement for students to analyze and explain proverbs will not only help them to expand their vocabularies but also lead to insights such as how grammatical constructs are used differently here than in conventional English speech

2. Using proverbs is a good method for using language metaphors and allusions to stimulate logical reasoning and promote creative problem-solving ability.

The goal of these recommendations is to help students enjoy a more engaging learning experience and gain insight into sign languages as a living tradition.

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