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SELECTING WORDS FOR GERMAN LANGUAGE TEACHING

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ABSTRACT

This article focuses on word choice in German language teaching. The authors illustrate the various features and characteristics of words that are important as selection criteria with specific examples. Similarly, in language learning, emphasis is placed on the importance of words. In addition, a detailed analysis was made of the need for words, their comprehensibility and ease of learning.

KEYWORDS

Language, criteria, words, specific, amount, nature, communication, classification, adjective, number, verb, rhyme.

INTRODUCTION

It is impossible to learn a language without learning words. But it is difficult to know all the words in the language. Therefore, the words that need to be studied should be selected. Word choice for teaching

purposes has a long history. The selection process is important and involves solving a number of problems. These include the object of selection, the unit, the principles, the sources, and so on.

The amount of words is integral to the purpose of education. How many words and which words should be studied? The answer to the question becomes clear after defining the purpose of education. For example, the amount and nature of words learned in preparation courses for a particular activity (hostess, taxi driver, waiter, tour guide) are radically different from those in general education.

According to the sources, for everyday communication it is necessary to understand 8000 words in the native language and to use 2000 words. The most commonly used texts in everyday life are:

The first thousand words make up 80%

The second thousand words make up 8-10%

The third thousand words account for 4%

Fourth thousand words 2%

Fifth thousand words 2%

That's 95% of the total. (Deler, 1986: 7)

The issue of word choice has a long history, starting with the famous Czech educator Jan Amos Kamensky. A closer look at this issue shows that it is recommended to choose a different number of words. The authors consider different features and characteristics of words as important as a criterion for selection.

- Subject matter - Themenbezogenheit (Wohnen, Sport, Umwelt);
- Multiple use - Häufigkeit des Auftretens;
- General criteria (space, time) - Raum, Zeit;
- Aesthetic criteria - Aesthetic (Wortklang);
- Depending on the situation - Situativbezogenheit (Sprachhandlungen);

- Productivity for word formation - Produktivität für Wortbildung;
- Significance - Bedeutsamkeit (Bildungswort);
- Universality - Universalität (Allerweltswörter).
- Based on the requirements of language education, the above criteria were supplemented by Professor G. Neuner:
- Necessity - Brauchbarkeit - importance for educational purposes;
- Comprehensibility - Verstehbarkeit;
- Ease of study - Lernbarkeit
- The Lernbarkeit criterion is important for the educational process.

The ease and difficulty of learning the word comes first. According to G. Neuner, the following words in German are easy to learn:

Words related to specific situations and actions in the student's experience;

- Words whose content and form have entered the context;
- Words whose content and form have entered the context;
- Mazmuni va shakli kontekstga kirgan soʻzlar;
- Words that have entered the context in content and form;
- Mazmun va shakl jihatdan kontekstga kirgan soʻzlar;
- Words that are close to the reader in content and emotion;
- Words that are interesting to read and write;
- Words that are close in content and form to the students' native language (except for "fake friends of the translator"). (Neuner, 1991: 79)

Words can be divided into three groups in terms of learning.

In particular, easy, moderately difficult and very difficult words. It should be noted that such a classification of words is inextricably linked with the level of knowledge, individual characteristics, interests and interests of students.

Therefore, the ability to differentiate sharply according to the acquisition of words is limited. The usefulness, comprehensibility and ease of learning of words should also be taken into account.

However, from the point of view of mass learning of the language, the need for words comes first, and their comprehensibility and ease of learning do not take second place.

A word is the smallest unit of language that has an independent meaning. It is the building block of language and cannot be communicated without words. In the process of communication, not individual words, but they are used in the text. Therefore, the concepts of working on the word and the text are inextricably linked.

Words are classified from different perspectives. In particular, linguistically they are classified as follows:

According to word groups;

- Independent words: noun, adjective, number, verb, rhyme;
- Auxiliary words: article, preposition, connective, auxiliary, loading;
- According to the structure: primitive, artificial, simple, compound;
- According to the meaning: synonym, antonym, homonym;

By origin: foreign, international.

Classification of words has been proposed, substantiated and implemented differently by different authors in terms of lexicology, grammar, stylistics and other areas.

From the point of view of education, words are classified as follows:

1. Productive vocabulary - Äusserungswortschatz, Mitteilungswortschatz, aktiver / reproduktiver Wortschatz; Words used to express an idea. Such words include, first of all, auxiliary words;
2. Receptive vocabulary - Verstehenswortschatz, passive / receptive Wortschatz: words used to understand an idea;
3. Potential vocabulary - potenzieller / komplementärer Wortschatz: words that the reader has not specifically learned, but can understand when encountered, for example, all compound and artificial words. The amount of these words depends on the volume of productive and receptive vocabulary and the quality of assimilation. As the volume of productive vocabulary increases, the potential vocabulary will increase.

Words and difficulties in their acquisition When people use words in their native language, they involuntarily perform complex activities. When speaking, words are pronounced fluently, with accents, understandably, or when they are written, they are written on paper in accordance with the rules of orthography, calligraphy, reading, they are connected, separated, varied and will be displayed.

When people listen to each other, they distinguish words, recognize them and connect them with meaning. Listening to or reading a word is inextricably linked with the development of a number of skills.

For example, to pronounce and understand the word Schloss, you need to know the following components.

- Schloss, Schloß, Schlos - spelling-graphische / ortographische Kompabilität.
- (Königs) schloß, (Tür) schloß - ma "nosi - semantic Kompabilität.
- Walter besucht das Schloß, er schloß auf / ab / zu / an - Compatibility.
- Wohnhaus, Schluppen, Schluß - methodical application - stylistic Kompabilität.
- [ʃlos] - [ʃloese] - pronunciation - phonetische Kompabilität
- Schloß, - Schlösser- spelling and grammatical features -graphische / grammatische Kompabilität

It is impossible to learn a language without learning words. Any field - grammar, phonetics, spelling, etc. - is connected with the word.

Words are studied at the level of meaning. Auxiliary words are used to connect independent words. In order to learn new words, it is necessary to listen, read, pronounce, write, use, understand the meaning in the context.

Word learning - Lernbarkeit - depends on the ease and difficulty of the word.

Difficulties in word learning cannot be defined in the same way for all students. Reason:

- Each student has an individual character. He has his own interests, hobbies, opportunities.
- Each student has a unique experience of language learning.
- Certain words are easy to learn and others are difficult.
- Each word causes different difficulties in learning. For example, independent and auxiliary words, synonyms, phrases, etc.

- In the process of learning words, there may be groups, for example, words that are difficult and easy to pronounce, words with clear meaning / abstract words, nouns / verbs, synonyms / words. p-meaning words, general meaning / field words. In the groups of words listed, the former is easier to assimilate than the latter.

Homework:

From the list of words below, mark the words that are difficult to learn and explain why.

- Lehrer
- Lernen
- Lehren
- Schreiben
- Beschreiben
- Schreiber
- Verscheiben
- Einschreiben.

Difficulties can be divided into two groups:

- Difficulties in the learning process: pronunciation, writing, remembering, deciphering, etc.
- Difficulties in the process of use: adaptation to the speech situation, lack of, ability to feel the language of the native speaker, etc. Latzel (1993: 179) has the following types of difficulties in learning words:
 - Pronunciation difficulties;
 - Differences in writing and reading;
 - Morphological difficulties;
 - Syntactic difficulties;
 - Differences in meaning from the native language;

- Multiple zeros.

Homework:

Give examples of the above difficulties.

Homework:

What learning activities and mental operations should students master first? Insert in order,

- Understand words from a foreign language;
- Pronunciation and spelling of words;
- Distinguish the meaning of words;
- To use morphologically and syntactically correct words;
- To be able to use words in accordance with the situation of speech.

Homework:

What skills and abilities are required from students to perform the following exercises?

- a) Substitution tables;
- b) Phonetic exercises.

Working with lexical material is the basis for the following methodological conclusions. Strict adherence to these conclusions in the process of working on the lexical material of the language ensures the success of language learning:

- Vocabulary is a complex subject of the educational process;
- The fact that the vocabulary is not quantitatively limited, it is necessary to limit it for the purpose of language learning;
- At the end of the stages of education the volume of vocabulary is determined relatively;

- Vocabulary work continues at all stages of education.

Presentation of lexical material and explanation of the meaning of words

A word, a lexical unit, a presentation of lexical knowledge means to bring to the attention of students new, unfamiliar or lexical material that needs to be practiced or repeated.

When performing lexical exercises, it is necessary to pay attention to the following:

1. In what form is the vocabulary presented (in the composition and style of texts, drawings, diagrams, etc.)?
2. Are new words highlighted in the exercise?
3. Is it possible to know the productive, receptive and potential vocabulary in exercises?
4. Is the grammatical material connected with vocabulary?
5. How to assess the lexical skills associated with the retention of vocabulary?
6. Are the lexical tools presented effectively and interestingly?

Analysis of lexical materials in textbooks shows that they are presented in different order and do not have the same pattern of presentation. As a form of presentation, the following are common. In particular, annotated or non-annotated texts, pictures (photos, drawings, diagrams, etc.) for listening or reading, often with explanations and comments, along with a list of words / glossar.

Pictures perform many functions. Including,

- Provides naturalness;
- Makes it easier to imagine;
- Supports students' visual memory;

- Encourages reading and learning;
- Makes it easier to understand a situation, event, event, topic and word.

A list of words is useful only if it provides additional information to the reader.

Homework:

What information can be found in the following list of words?

- Given in alphabetical order;
- Given in paragraphs;
- The article of horses is given;
- Shown on the pages;
- Emphasis added;
- The length of the flour is given;
- A large number of horses are given;
- Incorrect verbs are given with an asterisk;
- On the left there are words related to the topic, on the right there are words related to the topic.

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