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METHODOLOGICAL TYPOLOGY OF LEXICAL MATERIAL

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ABSTRACT

The purpose of this article is to consider the place and specifics of lexical skills, appeal to the lexical side of the language, define vocabulary, as it is known, this is the main building material of the language. Unlike grammar, which reflects the relationship between classes of words, and always generalizes, vocabulary individualizes the utterance, gives it a specific meaning.

KEYWORDS

Generalization, semantic field, paronymic chains, typology of vocabulary, volume, degree of connectivity, stable, combinations, derivative, rely, semantics, differentiation.

INTRODUCTION

Until recently, linguists were mainly interested in the formal side of language, primarily morphology and phonetics, then syntax. As for vocabulary, here too the main attention was paid only to word formation. The problem of the correlation of vocabulary, grammar and phonetics in language teaching is very important. Until recently, grammar and phonetics were often studied in parallel with vocabulary and independently of it. One of the main progressive principles of modern

methodology is the organic connection of vocabulary with grammar and phonetics. In the modern methodology, the work on vocabulary is legitimately considered in the light of the tasks of developing speech skills. Quite a lot of attention is paid to the issues of vocabulary training in determining the specifics of operational lexical skills and the place of vocabulary in teaching oral-speech communication.

Before talking about learning the lexical side of the language, you need to give a definition of the word "vocabulary". According to the figurative expression of L.V. Shcherba, [9] vocabulary is the living matter of language. It serves for the objective content of thought, i.e. for naming. But another definition of vocabulary is better known. Vocabulary is a set of words and associations similar to them in functions that form a certain system. The consistency of vocabulary is manifested in the fact that all its units, based on their properties, are included in certain lexical associations (semantic fields, groups, synonymic and paronymic chains, antonymic oppositions, word-formation nests).

When working on vocabulary, sometimes difficulties may arise. And therefore, in the methodological literature there are various approaches to solving the problem of vocabulary typology, a number of principles of vocabulary classification are formulated. Among the factors contributing to the difficulties of active assimilation of words are the following:

1) coincidence or mismatch of the volume of meanings of words of the native and foreign languages: words that do not coincide in meaning present greater difficulties for active mastery than words with the same volume of meanings.

2) the degree of coherence or freedom of speech in relation to other words of a given language: free phrases, stable combinations of words (phraseological units), idioms.

Free combinations of words in a foreign language often do not coincide with those in their native language. Non-free, or stable, combinations of words or phraseological combinations of words are difficult

to master, which and x must be accurately and firmly remembered as one whole unchanged in certain contexts. These include: alle durch die Bank – absent in the native language; grosse Augen machen – similar to combinations in the native language ("to make big eyes").

Stable phrases also include idioms – unter vier Augen and others.

3) the nature of the word structure: simple, complex or derived words. Simple words are easier to digest.

4) concreteness or abstractness of the meaning of the word. Concrete words are often easier to digest than abstract ones.

In general, if we talk about the term methodological typology of vocabulary, then it means grouping language material by types of difficulty in mastering them by students. The most common is the following typology proposed by N.V. Nikolayev: he identifies 8 types of words [6].

1) international and borrowed words, the volume of meaning of which coincides in the native and foreign languages:

die Musik, der Designer, das Theater

The difficulty in mastering these words is in voicing, not in understanding.

2) derivatives and complex words, as well as combinations of words whose components are familiar to students:

der Lieblingsschriftsteller, die Gemäldegalerie

When understanding such words, it is necessary to rely on the knowledge of students.

3) root words whose volume of meanings does not contradict the volume of meanings of the corresponding words in the native language:

der Tisch, der Fichtenbaum, der Stuhl

4) words specific in their content for the language being studied (real words):

der Herr, das Brandenburger Tor, der Zwinger

To reveal their meaning, it is best to use an interpretation in their native language.

5) words of the root common with the native language, but differing in content (false friends of the translator):

die Familie, das Magazin

6) phrases and complex words, the individual components of which, although known to students, are not similar to the components of the lexical units associated with them in their native language.

When introducing such words, it is best to rely on a specially created context.

7) lexical units whose volume of meanings is wider than the volume of meanings of the corresponding words in the native language: der Jahrmarkt

The semantics of such lexical units presupposes several contexts.

8) lexical units whose volume of meanings is greater than the volume of the corresponding words in the native language: der Wortschatz [8, 178]

To avoid difficulties, it is advisable to consider the following recommendations:

1) since lexical units have different difficulties for assimilation, it is necessary, in the interests of the productivity of learning vocabulary, to assess the difficulty of lexical units to be assimilated and reduce them into groups that are more or less homogeneous.

2) it is necessary to provide ways of introducing vocabulary applicable to each group.

3) the introduction and explanation should focus on those aspects of lexical units that cause difficulties and look for ways to overcome them.

4) overcoming lexical difficulties is carried out in such ways: isolation of difficult words from each other, inclusion of the studied units in various combinations and associative connections, as well as performing differentiation exercises.

5) it is possible to indicate specific signs that should be used to overcome difficulties in mastering foreign language vocabulary [1,170].

More difficult lexical units (L.E.):

a) the longest and shortest L.E.

b) L.E. expressing abstract concepts

c) L.E. with weakened lexical semantics: setzen (in Bewegung, in Gang)

d) string words (der, so, die Sache, halten)

e) polysemantic words

f) reinterpreted complex and derived words (begreifen)

g) phraseological phrases

h) speech cliches: es kommt auf keinen Fall in Frage.

From the above, it should be concluded that by teaching vocabulary, we teach language. And language teaching is the main task of the methodology of teaching a foreign language.

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