

Vocabulary Exercises in German as a Foreign Language Lessons

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Annotation: In the article were analyzed types of vocabulary exercises in German as foreign language lessons and its features.

Keyword: vocabulary, exercises, German language, lesson, foreign language.

INTRODUCTION

The vocabulary work forms the basis of linguistic communication and is therefore the starting point for autonomous foreign language acquisition. The expansion of the vocabulary is an integral part of the teaching subject German as a foreign language for beginners as well as for advanced learners. Effective and motivating vocabulary work should therefore not be neglected.

In linguistic foreign language acquisition research today, attention is devoted to autonomous learning, along with the teaching of vocabulary, learning strategies and learning techniques. Research in the field of learning psychology has shown that the application of learning strategies can make the foreign language process much easier.

MAIN PART

Due to the globalization of economic processes, modern society changes very quickly and places great demands on the individual with regard to language skills.

Independent learning is becoming more and more important in order to meet the challenges of "lifelong learning". Therefore, teachers not only have to impart the knowledge, subject matter and rules to the students, but also show ways how to learn effectively and successfully. The school must bring learning strategies and techniques closer to the students so that language acquisition can also be expanded independently. The motivation of a pupil is a very important aspect. If the motivation and curiosity of the pupils can be aroused and they become enthusiastic about language learning, then they will also develop into "autonomous learners".

Foreign language learning and autonomous vocabulary acquisition depend on psychological, educational and social factors. One has to consider the age of the students, perceive and take into account their personality and individual needs. If the learner recognizes his or her needs, what type of learner he is and using the appropriate learning strategies, then the learning process will be effective and successful. There are different definitions of autonomous learning in the specialist literature:

A very general definition of autonomous learning reads: "The learners have the possibility and the ability to determine the learning goal and the learning path themselves, as well as to assess their own learning behavior. Autonomous vocabulary learning means the ability to acquire words in a foreign language largely independently (independently, self-determined). This assumes that we know how best to learn words.

This knowledge has two sources: teaching and personal experience. Learning to learn in the area of vocabulary means that the lessons give space to talk about possibilities of appropriate, networked and multi-channel learning and to try them out. The impulses should come from the teacher, whose role is shifting more towards his learning assistant and organizer, because autonomous learning extends beyond lessons and school time. "

VERBAL LEARNING STRATEGIES

INVENTING CONTEXES

The unknown word is deduced from the sentence or text and the meaning of the word becomes clear. In this process, autonomous learning is fully encouraged.

The teacher says a word and the students use that word in a sentence. You can add the other expressions.

For example:

Ich sehe.

Ich sehe dich.

Ich sehe dich nicht gut.

Ich sehe dich nicht gut, ich trage die Brille.

These sentences can also be used playfully. You can repeat the sentences and keep them.

WORD COMPOSITION

For the thematically oriented vocabulary, the word composition comes into consideration. One works, for example, with the topic of clothing:

Find words

The teacher prepares a table with differently distributed letters from the vocabulary of a specific topic.

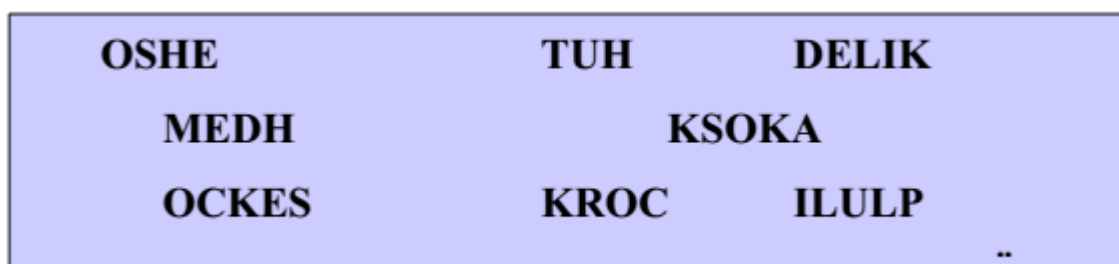
The students should find as many words as possible on the respective topic in this table.

a) Pulli, Rock, Hose, Hut, Kleid, Hemd, Sakko, Socke

A	K	I	R
P	E	O	L
K	C	U	S
M	D	T	H

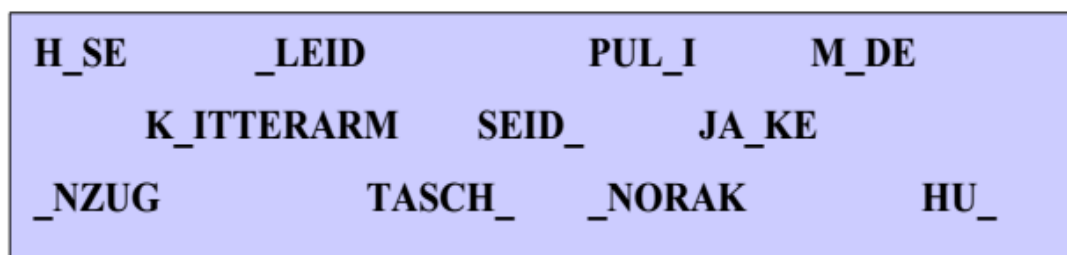
The teacher prepares b) the words in a jumbled order from a chosen topic and writes these words on the board. The students form the correctly spelled words from this.

b) Hose, Hut, Kleid, Hemd, Sakko, Pulli, Rock, Anzug, Socke



The teacher prepares c) the vocabulary with missing letters. The task is to recognize the words.

c) Hose, Kleid, Pulli, Mode, knitterarm, Seide, Jacke, ...

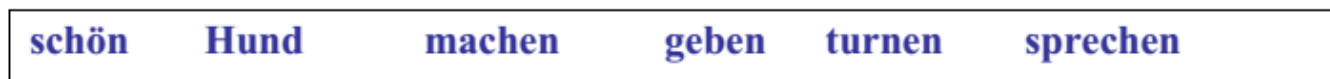


FORMING SYNONYMS AND ANTONYMS

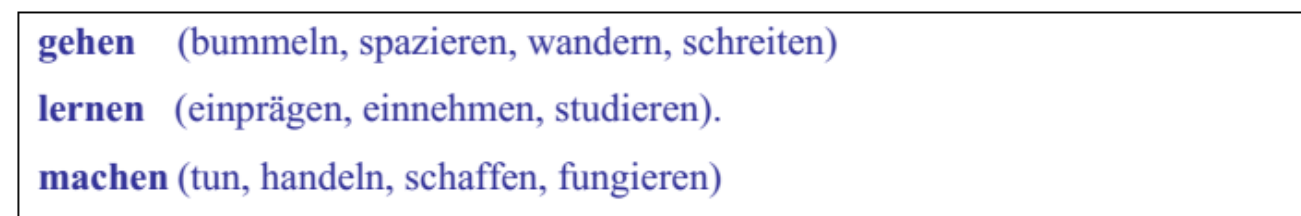
The students look for synonyms, series of synonyms or antonyms for the words. Sometimes they don't know the right expression, so they have to Dictionary can be used. In the event that the student has to use the dictionary, he will expand the vocabulary.

e.g.:

1. a) Forms the synonyms for these words:



b) Forms a series of synonyms for the following parts of speech:



2. Forms the antonyms for these words:

Ausgabe, einsteigen, einpacken, abschneiden, klug, wild, weit, klar,
breit, Anstieg, vertikal, weiß, viel, etwas, wenig, kaufen,
liegen, Feiertag, stark, tief, glatt,

CONCLUSION

There are different learning strategies in German. The teacher must always try to enrich vocabulary with varied exercises.

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