



Work On the Word in German Lessons at The University. Features Of the Lexical Approaches

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ABSTRACT

The article is devoted to the lexical approach to teaching foreign languages, which allows you to put the student at the center of the educational process and develop his communication skills. The growing interest in the lexical aspect has recently been determined by the transition from grammar to the student's vocabulary, the formation of which is the main goal of learning a foreign language.

Keywords:

Lexical approach, lexical materials, development of lexical units, personal aspects of learning, formation of a student's vocabulary.

When learning a foreign language, most students of a non-linguistic university face various difficulties. The difficulties associated with mastering linguistic material include spelling, phonetic, grammatical, lexical. The latter are of greatest interest in this study. In order to overcome lexical difficulties and develop the educational independence of students of a non-linguistic university while improving lexical skills, filling gaps in lexical knowledge in the process and upon completion of mastering the Wirtschaft Deutsch academic discipline, students need to be able to independently apply strategies for working with vocabulary in cases of accessing foreign language materials professional orientation.

Actual problems of teaching economics in German for students of the Faculty of Economics. The specifics of the methodology of teaching economic disciplines at the Faculty of Economics, in which a special place is given to the analytical and practical way of presenting the economic processes of modern reality, contributed to the revision of both the content side of studying economics in German, and the introduction of new forms of educational activities and methods of presenting educational material.

When teaching economics, a teacher often faces a number of problems:

- new terms that are saturated in scientific texts require dictionary translation, which takes a lot of time;
- voluminous language constructions that require careful analysis;
- grammatical formulas based on scientific material unfamiliar to students, etc.

The purpose of teaching the scientific style of speech is to master oral and written speech within a certain range of topics and situations of texts in the specialty.

The content of teaching the language of the specialty is speech skills, grammatical and lexical material based on the educational material of the course "Wirtschaft Deutsch", speech samples. By means of texts in the specialty, foreign students get acquainted with the general scientific and actually scientific vocabulary of the German language. Economic texts are designed to stimulate the mental activity of students, teach them to compare and contrast the economic processes taking place in different countries. The methodological apparatus for teaching economics in German is complex:

- teaching basic economic knowledge;
- students' awareness of the structure of economic texts;
- mastery of a sufficient stock of economic vocabulary;

- mastering the grammatical system of the scientific style of speech;
- a set of control measures (economic dictations, tests, olympiads).

Economic dictation is a form of written control of knowledge and skills. It represents economic vocabulary and definitions of some economic terms. With the help of economic dictations, you can check a limited area of scientific and professional knowledge:

- terms;
- concepts;
- names;
- names of economic processes.

The use of this type of control makes it possible to check and evaluate the knowledge of all students at the same time, stimulates them to better assimilate the material being studied and contributes to the development of logical thinking.

We also suggest using test tasks as a control, the performance of which allows you to correctly assess the success of the students in mastering specific economic knowledge and some sections of the academic discipline. Test tasks are the most objective way to measure the results of mastering the curriculum in the language of the specialty, since they are guided exclusively by empirical criteria, while completely excluding the possibility of a teacher's subjective assessment. In addition to the above, it is convenient to use tests in the process of self-training of students in the self-control mode; for this, it is desirable to place them on the educational portal of the university. Modern students perceive tests as a form of control, verification of acquired knowledge, very positively, as they allow for a short period of time to check and evaluate the level of learned material as much as possible. The final test in economics systematizes and summarizes the studied material, provides an opportunity to check the level of formation of skills and knowledge in economics.

The presented forms of knowledge and skills control contribute to the implementation of the main learning functions:

- the actual teaching function of improving and systematizing the acquired knowledge;

- control, one of the most important in the educational process, revealing the level of knowledge, skills and abilities of students at a particular stage;

- diagnostic, necessary for the timely identification of gaps in order to eliminate them as soon as possible;

- educational, forming a sense of responsibility, composure, organization and discipline of students.

The correct use of these functions in the educational process will lead to good results in the discipline being studied, including the «Wirtschaft Deutsch» course.

Olympiad in the German language is one of the forms of enhancing educational activities. The purpose of such an Olympiad is to identify students who have strong language skills and abilities, as well as good knowledge of economics. This type of educational activity contributes to the maximum activation of the mental activity of the participants of the Olympiad, the formation of cognitive interest in the educational material and the «Wirtschaft Deutsch» discipline as a whole. The main objectives of the German Olympiad are:

- in repetition and consolidation of previously acquired knowledge, skills and abilities;
- in the formation of students' skills and abilities of a competitive, competitive nature.

In the theoretical part of the Olympiad, we propose to include tasks covering all the basic provisions of the educational material in the discipline "Wirtschaft Deutsch". This will allow to identify among the participants the students who are most successfully coping with the study of the program of this course. In addition to theoretical tasks, it is necessary to include practical tasks of an educational and entertaining nature, which will undoubtedly serve to intensify learning activities in the process of studying the Wirtschaft Deutsch course. We offer the following structure of the Olympiad tasks:

- 1) test (answer choice);
- 2) economic tasks;
- 3) puzzles.

Preparation for any level of testing should begin with a thorough study of vocabulary, its systematization, thematic

delineation of words, distribution by synonymic and antonymic series, building word-building chains, etc. Starting the process of preparing vocabulary manuals, it is necessary to understand the requirements of GOST, which are based on the concept of "lexical unit"

A lexical unit is a unit of the lexical level of a language that has a two-sided character (content plan and expression plan), grammatical formality and performs a nominative function. A lexical unit is a collection of all forms and meanings of one word. In speech, this abstract unit is realized in concrete units, since one meaning and one form is chosen for a certain context. If for a specialist in Russian language the word forms of a certain word are one lexical unit, then for a teacher-developer (in a certain sense, a programmer) who creates quizzes, these are separate components of the data array, the total volume of which, of course, determines the amount of programming and, at the same time, the time spent by the student in the process of training. Here it is necessary to maintain a balance, to optimally combine the goals and possibilities of development in terms of its applicability.

The experience of holding Olympiads shows that students are happy to take part in them: Olympiads develop a sense of competition, contribute to the development of cognitive interest in the discipline, and help to make sure that the chosen professional direction is correct. Using in the educational process the proposed methods of activating the educational activity of students, we solve three important tasks at once: 1) we increase the general scientific level of students; 2) we teach to understand new economic texts; 3) we form the basic skills of working with texts on economics, greatly facilitate the understanding of texts in the specialty.

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