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**APPLICATION OF ADVANCED AND SITUATIONAL METHODS IN
LEARNING LEXICAL MATERIAL OF GERMAN LANGUAGE**

Nosirova Mukhayo Kimsanovna. *Senior teacher of department of foreign languages, faculty of agro engineering and hydro melioration, Andijan Institute of Agriculture and Agro technologies, Andijan, Uzbekistan*

Abstract: Successful mastery of foreign lexical materials is one of the most important conditions for language acquisition. At the same time, there are great difficulties in accumulating lexical material. One of the reasons for this is the infinity of language and its vocabulary. To achieve fairly quick results, it is necessary to limit the amount of lexical material studied, carefully choose promising areas of language acquisition. This can be the vocabulary of everyday communication, the topics and content of which are sufficiently reflected in textbooks, as well as in numerous phrasebooks and manuals on the German language.

Key words: language, vocabulary, linguistic, science, teaching, methods, German language, communication.

Vocabulary is the verbal material that students must learn to easily and quickly operate in the process of communicating in German, because of this mastery of it - a necessary prerequisite for using language as a means of communication. The main purpose of learning vocabulary is to create the necessary prerequisites for the formation of language activities.

For many decades, scholars have studied the problem of learning lexical material. There is a lot of work on this topic. But this issue remains relevant to this day. In this paper we will try to summarize already known knowledge, specify them and explore the stages of learning lexical material, methods that give the most effective results, techniques that help students better master and consolidate new words in a foreign language lesson.

During the work we will use such methods as descriptive, comparative and research.

The formation of lexical skills is constantly in the teacher's view. Its task is to achieve full mastery of the lexical minimum program by students, to fix in their memory vocabulary at the middle stage of learning.

Vocabulary is often identified with words. Indeed, in our imagination the vocabulary consists mainly of words. These include the so-called root, non-affixed words (das Buch, du Feder, vergessen); complex (die Tischlampe); derivatives (fontgehen, freundlich). The unit of learning lexical material is the lexical unit, which can be more than just a word. Linguistic criteria and methodological considerations allow to include in the vocabulary other units, which, as well as words that are integrally reproduced in speech, and also mean any one object of reality. The category of lexical units should include:

- a. word (schun);
- b. stable / stable phrases: nominative (not rethought): die Freie Peutsche Jugena, Meld der Aebeit; phraseological (rethought): it is located on the hand, on no fall, to make something;
- c. clichéd inversions (expressions), so-called "ready" sentences (ie those that do not change in speech): es versteht sich von selbst, entschuldigen Sie, bitbe... was gibt es Neues? What is it?

From a methodological and psychological point of view, all these outwardly different speech units are combined by the fact that students learn them as a whole and used in speech on the basis of a single verbal stereotype, which is formed through lexical exercises [3, p.159].

Systematic accumulation of vocabulary by students, its constant expansion - one of the main tasks of learning a foreign language. Without knowledge of words it is impossible to express or understand even the most elementary phrase. But, having studied even a large number of words, one may not be able to express what one of the prominent Methodists of the past, François Gwen, was convinced of all the time. Preparing for a trip to Germany, he studied the entire dictionary, but when he arrived in the country, he could not understand or express anything in German. The collapse of the method of memorizing individual words was still

useful for him: the search for other ways to master a foreign language led the French Methodist to create the famous “series of Gwén” [1, p.84].

It is known that just memorizing vocabulary for the practical mastery of the language is not enough: you need to learn word usage. It's harder and easier than just learning the vocabulary. It is more difficult because word usage requires not only knowledge of words (der Tisch - table; table - der Tisch), but also the ability to manipulate them in the course of utterances (die Tische lagen im Hof; die Familie saÂ am Tisch); it is easier because the manipulation of vocabulary in the course of utterances makes it possible to comprehend it more deeply and to remember it better.

So, the main thing in learning vocabulary is to make students master word usage. This complex task is solved in two aspects: it is necessary not only to use vocabulary in one's own speech, but also to understand it in the speech of others. In the methodology for a long time it was believed that learning to speak, those who learn a foreign language, the more able to understand the material they use. However, language practice does not confirm this opinion. It turns out that even a well-learned word is often difficult to recognize, because in writing, and especially - in oral speech, it is everywhere “masked” under a new environment, changing its basic meaning and appearance, as if returning to us with his unusual side. It turns out that the ways of carrying out the activities of the speaker, on the one hand, and the activities of the listener - on the other, have their own characteristics that require a differentiated approach to learning both in explanation and, especially, in exercises. It follows that words that are included in the vocabulary of students should be learned by them in two ways: both in the interests of speaking (reproductive aspect) and in the interests of reading and listening (receptive aspect) [3, p.160].

There are active, passive and potential vocabulary. Active stock is relatively limited. It is formed as a result of thorough processing of the material and is used in utterances and writing. The written stock is much wider and on its basis the process of reading and perceiving another's speech by ear is built. These two

categories of lexical material are constantly changing, in particular, expand as the enrichment of human experience. Foreign language teaching requires special attention, because knowledge is formed during the entire period of study.

The potential stock includes:

- complex and derived words, built from the minimum provided on the basis of familiar word-forming models;
- international words that preserve the similarity of sound and spelling in German and native language and the generality of meaning;
- a number of singular meanings of polysemous words, which are semantized based on knowledge of the main meaning.

In addition, in high school during the acquisition of vocabulary are also solved general education tasks. Although foreign language lessons do not introduce language concepts, it would be wrong to assume that learning is devoid of educational value: the latter consists not so much of mastering new concepts as of enriching existing ones. Thus, mastering foreign language vocabulary, the student is faced with a new way of denoting concepts known to him from previous experience and enshrined in the native language. It reveals new ways of articulating environmental phenomena in a foreign language with the help of a kind of network of lexical and semantic relations inherent in this language. Familiarity with the linguistic way of denoting concepts stimulates their more comprehensive and in-depth understanding, including in the course of existing or non-existing comparisons of studied lexical units with equivalent units of the native language. Such mental operations have significant educational value [3, p.162].

The selection of the lexical minimum must be carried out, because it is impossible, first, to fully master the vocabulary of the German language, which covers hundreds of thousands of lexical items; secondly, in the practice of communication people use a limited vocabulary that serves certain areas of communication; third, lexical units differ in their communicative values: some of them are suitable for use in any communication (this is the most commonly used

vocabulary), others are characteristic of only one or more related communicative areas. These considerations make it possible to determine the essence and objectives of vocabulary selection, which consists in the selection using certain criteria of the vocabulary of the language, which meet the capabilities and objectives of the German language course in primary school.

Situations at the speech level are aimed at organizing the conditions for the implementation of independent statements of students, when they are faced with the task of expressing their own thoughts and their attitude to certain moments. Students' attention is focused on the idea, not on the language means by which it will be expressed.

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