

## Features of Teaching Vocabulary in German Lessons

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**Abstract:** One of the most important problems in teaching the German language is the problem of the formation and development of lexical skills. It is difficult to overestimate the importance of this problem. Vocabulary is the main resource for ensuring communication and understanding in a foreign language. Without knowledge of vocabulary, it is impossible to construct coherent statements. The article discusses the features of teaching vocabulary in German lessons.

**Keywords:** German language, vocabulary teaching, approaches to teaching foreign languages, communicative approach.

Vocabulary is the totality of words of a language, its vocabulary. This term is used both in relation to individual layers of vocabulary (everyday vocabulary, business, poetic, etc.), and to designate all words used by any writer or in any one work [10]. The goal of teaching vocabulary is the formation of lexical skills, the ability to combine words according to lexical rules. Lexical skill - the choice of a lexical unit is adequate to the speaker's intention. Features of vocabulary acquisition include the connection of lexical material with the content of communication. In addition: an inexhaustible supply of vocabulary, difficulties associated with the internal form of the word, sound, graphic, grammatical; with the meaning of the word, with the nature of compatibility with other words, with use [1, p.1645]. Also: continuous accumulation of vocabulary, limited topics, insufficient number of lessons. A number of issues related to working on vocabulary have been covered in the methodological literature. However, there are problems in developing the lexical skills necessary for speaking. There is no proper variation in vocabulary in students' statements, and therefore their speech is very often linguistically poor [7, p.206]. When working on vocabulary, there are traditionally three main stages:

- familiarization;
- primary fixation;
- development of the ability to use skills in various types of speech activity [29,p.1415].

The first two stages are often combined into one - presentation of vocabulary. The presentation stage plays an important role in teaching vocabulary. All subsequent work on vocabulary depends on the effectiveness and purposefulness of this stage. The teacher's task is to choose the most effective method of presentation in accordance with the level of training, the level of knowledge of the students, the qualitative characteristics of the word and its belonging to the active and passive minimum. The variety of different methods of semantization and primary consolidation allows you to choose a method that corresponds to the goals and objectives of a given lesson, the capabilities of the teacher and vary them from lesson to lesson.

Mastery by junior year students of various types of speech activity in German is a process of gradual and systematic formation of speech skills and abilities. In German language lessons, students develop the ability to use lexical skills in various types of speech activities: listening, speaking, reading and writing. However, working with new vocabulary does not end with one lesson [23, 293]. This continues in all subsequent lessons. Students will encounter the same

words many times when reading texts and doing homework. The teacher himself needs to know well how students have mastered new vocabulary, what lexical units should be repeated until they achieve their solid assimilation (i.e., how they have developed practical lexical skills). But you should not think that a whole lesson is devoted to this work. In one lesson, in accordance with the recommendations of textbook authors, work is carried out both on the formation of skills and on the development of skills [21, p. 272]. Until recently, linguists were primarily interested in the formal side of language, primarily morphology and phonetics, and then syntax. As for vocabulary, here too the main attention was paid only to word formation. In modern methods, work on vocabulary is rightfully considered in the light of the tasks of developing speech skills. Quite a lot of attention is paid to the formation of lexical skills. The role of vocabulary in the process of learning a foreign language is great - it is vocabulary that conveys the immediate subject of thought, so it penetrates into all spheres of life, thereby helping to reflect not only real reality, but also imaginary reality. Without mastering lexical material, it is impossible to create a strong language base for students. Mastery of words is the most important condition for speaking.

The problems of teaching vocabulary were dealt with by such methodologists as Rogova G.V., Minyar-Beloruhev R.K., Shatilov S.F., Bim I.L. and other researchers, thanks to whom significant progress has been made in solving the problems of mastering a foreign language and achieving greater efficiency in the learning process. The ability to automatically, relatively independently perform a number of actions and operations related to recalling a word from long-term memory and correlating it with other lexical units is called lexical skill [8, p. 84].

Consequently, the goal of teaching the lexical side of speech is the formation of productive (determining the development of speaking and writing skills) and receptive (as a condition for the implementation of receptive activities: reading and listening) lexical skills. Lexical skill is a synthesized action of choosing a lexical unit adequately to the plan and its correct combination with others, performed within skill parameters and ensuring the situational use of this lexical unit in speech [34; 35; 38]

Lexical skill occupies an important place in the system of teaching a foreign language, as it reflects the relationships between classes of words and generalizes the information received. Moreover, vocabulary individualizes the statement and gives it a specific meaning [6, p. 27]. Work on accumulating vocabulary accompanies the entire learning process. At almost every lesson, the teacher introduces children to a new portion of words and works on their assimilation.

Work on vocabulary should ensure the creation of vocabulary and the prevention of its forgetting, as well as the use of vocabulary in speech that is adequate to the purpose of communication. Students should have an abundance of vocabulary, allowing them to choose the most appropriate word, phrase or speech cliché based on their attitude and speech needs [3, p.123]. Success in mastering a word depends on the student's ability to perform the following actions:

- observe, compare, analyze a linguistic phenomenon; -guess from the context or word-formation elements the meaning of an unfamiliar lexical unit;
- work with various dictionaries; - maintain an educational dictionary, choosing a convenient recording form;
- use supports and mnemonic techniques for memorizing words (gestures, conventional signs, rhymes, unusual illustrations).

Work on vocabulary is based on certain patterns and principles, compliance with which is a necessary condition for the effectiveness of the learning process [15].

These include:

- didactic principles: visibility, activity, strength, consistency, consciousness, scientific character, taking into account age characteristics;

- the actual methodological principles: communicative orientation of learning, situational nature, collective interaction, life orientation of learning, correspondence of tasks to speech and thinking activity;
- private methodological principles - the gradual formation of a skill, the adequacy of exercises to the actions being formed, the interaction of exercises on the formation of lexical, grammatical, phonetic aspects of speech, taking into account the interaction of oral speech forms of vocabulary development with the development of reading and writing techniques, the interaction of all types of speech activity [26, 29, 33]. Lexical skill as a complex structured action includes several operations, the main of which are:
  - ✓ the operation of calling a word
  - ✓ the translation of lexical units from long-term memory into operational memory adequate to the speech task in a given situation;
  - ✓ the operation of combining words is an instant combination of a given lexical unit with the previous and (or) subsequent one in accordance with the design and norms of the language [18,21,24].

To develop lexical skills, it is necessary to form the following educational actions:

- word semantization;
- capturing the sound and graphic form of a word;
- introduction of a word into long-term memory:
  - by association;
  - by semantic grouping of vocabulary (synonyms, antonyms, words similar in meaning);
  - on a thematic basis;
  - quickly recall a word from long-term memory by revising vocabulary on a topic (for example, food, travel, what can be white);
- use of words in phrases (depending on context); - replacing a word that is necessary but unknown to the student with one that is close in meaning [5, p. 79]. Working with vocabulary takes place in every lesson. Students often encounter the same words while reading texts and doing homework.

Thus, the goals and capabilities of each stage of language learning determine the specifics of working with the lexical component of speech [2, p. 1060]. Teaching vocabulary at different stages cannot but differ in the depth of understanding of the word (as a multicomponent unit, a unit of a certain style, a unit whose meaning depends on the context, etc.) and tasks (intensive expansion of vocabulary, systematization of vocabulary, etc.). Each stage of learning has its own difficulties: at the middle stage there is the problem of memorizing a word, at the advanced stage there is the problem of learning to use it. So, the teacher needs to know for sure how the students have mastered the new vocabulary, which lexical units should be repeated until their absolute mastery is achieved.

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