Analysis of the Compound Formulations of Conditional Speech Educational Tasks in the German Language

Abdiloyev Shavkatjon Oxonjonovich
German Teacher of Fergana State University

Abstract. *Most of the analyzed textbooks are based on the communicative method of teaching the German language, and conditional communicative exercises predominate in them. In conditional communicative tasks, grammatical, lexical and phonetic forms are trained in the context of a simulated situation and assimilation occurs naturally, while in conditional speech exercises the forms are taken out of context, in isolation, in order to achieve automaticity in the use of these forms by students. The number of conditional speech exercises in the analyzed textbooks varies.*
Keywords: Microtext, component, psycholinguistic feature, focus, listening skill, pronunciation skill, mnemonics, communicative task, methodological task.

Introduction In addition to simple formulations of conditional speech tasks, the analyzed textbooks contain composite microtexts, as well as blocks of tasks united by the common goal of developing the skill of conscious and automatic use of grammatical, lexical or phonetic forms. Let's look at examples.

a) Hör zu und sprich genau nach

b) Hör zu, sprich nach und klatsch mit (Planetino 1, S. 11)

This example of a phonetic conditional speech task contains two components in which the addressee is encouraged to perform five actions. The first component encourages two actions: listen to the text (hör zu) and repeat (sprich genau nach), the second component encourages three actions, the last of which (klatsch mit), from a methodological point of view, serves for a more visual understanding of the rhythm of the German sentence by the student - a technique used in teaching phonetics

Laute und Buchstaben: sch

    a. Hör zu und sprich genau nach

    b. So übtst du das sch:

    c. Lies laut, dann hör zu und wiederhole. (Planetino 1, S. 35)

This text of the formulation of the conditional speech exercise can be called polycode or creolized, since it is represented not only by the text of the instructions, but also contains an image. The image is indicated by point b (So übst du das sch:), the image itself serves for clarity, which is explained by the psycholinguistic characteristics of the target audience of the textbook: visibility is one of the basic principles of teaching children a foreign language (see: Appendix, Figure 2.2).

Stadtplan von Kleve

    a. Hör zu, zeig auf dem Stadtplan mit und sprich nach.

    b. Deck die Wörter zu. Hör zu und antworte laut.

    c. Hör zu und klatsch mit. Welches Wort ist das? (Planetino 3, S. 41)

In the above example of a composite instruction for a conditional speech phonetic exercise, the principle of cultural awareness-raising orientation, characteristic of many modern textbooks on the German language, is implemented. The tasks are aimed at developing listening and pronunciation skills, expanding vocabulary using mnemonics (listening, speaking, clapping). Receptive action is followed by productive action: zeig auf dem Stadtplan mit und sprich nach; deck die Wörter zu, hör zu, antworte; hör zu, klatsch mit. The learning activities are logically divided into points, so the formulation has 3 components. The first component is represented by a simple imperative sentence in which performative verbs are in the form of the 2nd person singular imperative, which is a sign of being directed at the child addressee. The second component is represented by two simple sentences in which 3 actions are programmed. The second and third actions (Hör zu und antworte laut) are logically combined and separated from the first action (Deck die Wörter zu), and imperative sentences with verbs in the form of the 2nd person singular imperative are also used. The third component is represented by two sentences. The first simple imperative sentence programs two actions. The second sentence is interrogative; it indirectly encourages action of a productive nature, namely, to name the word heard, and also limits the scope of information search. Conditional speech exercises in the text of the textbook can follow each other, and also include elements of communicative exercises, for example,

Nomen: Akkusativ
    a. Markieren Sie die Verben und die Artikel im Dialog.
    b. Sammeln Sie an der Tafel. Lesen Sie die Sätze laut.
    c. Nominativ – Akkusativ: Was ist anders? (Berliner Platz neu 1, S.57)

Ein Essen planen: einkaufen, kochen.
    a. Schreiben Sie Sätze
    b. Sprechen Sie im Kurs (Berliner Platz neu 1, S.57)

These two examples of microtexts of instructions for conditional speech grammar tasks belong to the macrotext of one textbook and follow each other. The communicative and methodological tasks of one task cannot be fully determined without knowledge of the goals and objectives of another task. Exercises to develop the grammatical skill of using accusative forms of nouns, like many other exercises, are multifunctional. Other objectives of the exercises are: training speaking and writing skills, developing the skill of conscious use of forms. The learning object of the first task is dialogue, as indicated by the noun in the role of adverbial place (im Dialog). The incentive in the first component of the formulation is expressed by an imperative sentence using the grammatical form of the polite imperative (Sie-Imperativ) of the verb markieren. The verb markieren is transitive and requires an accusative complement, in this case these are two homogeneous accusative complements: die Verben und die Artikel. The second component is represented by two simple common imperative imperative sentences, the form of the imperative verbs is the same as in the first component. The sentences are complicated by the adverbial place in the first sentence (an der Tafel) and the adverbial manner of action in the second sentence (laut). The circumstance of the place indicates the tool that must be used to complete the task. The word laut serves as an additional, optional, pointer to how the educational action should be performed. The educational goal of the last component of the first formulation of the task, expressed in two sentences, is to develop the skill of conscious use of forms. The communicative goal - an incentive to reflect on the forms of grammatical forms of the accusative and nominative - is expressed using a nominative sentence (Nominativ - Akkusativ) and a special question (Was ist anders?). The question about the function of the incentive, unlike the imperative sentence, is not categorical: the incentive is expressed indirectly, and its communicative setting

cannot be clear based on the meaning of the performative verb. Requesting information in the form of a question is divergent in nature; it encourages cognitive activity and expression of opinion.

The learning object of the second task is a series of verbs that require an common simple sentences that are logically isolated as two components separated by one common learning object, and that are graphically separated by clauses a and b. The motivation in both components of the formulation is expressed by imperative sentences. The performative verbs schreiben and sprechen are given in the form of the polite imperative (Sie-Imperativ). The accusative complement (Sätze) from the first component of the formulation and the manner of action adverbial from the second component are semantically relevant (im Kurs). The illustrative function of the formulation is expressed only by means of graphic notation of the example. There are no example pointers. Special attention should be paid to the subheadings of the tasks, which briefly express the goals and objectives of the tasks (Nomen: Akkusativ) or define the thematic range of the vocabulary used in the task (Ein Essen planen: einkaufen, kochen).

In the example below of educational instructions for a conditional speech grammatical task, the incentive function is expressed in the first component by an imperative sentence, and in the second component by a special question that softens the prescription. The common learning object of the two components of the formulation is the table located between the components. An indication of the contents of the table is given in the second component using the adverbial mode of action "wie in den Beispiel". The illustrative block of information in the second component of the formulation is part of the orienting one. It is noteworthy that the second component of the formulation encourages the addressee to both perform a transformation of the general educational object ("Markieren Sie die Perfektformen in 2b"), which implements the intertextuality function of the microtext of the formulation, and leads to the transformation of a new educational object ("ergänzen Sie die Regeln."):

b. Schreiben Sie die Perfektformen aus 2a und die passenden Infinitive in die Tabelle.
c. Was fдllt auf? Markieren Sie die Perfektformen in 2b wie in den Beispielen und ergдnzen Sie die Regeln. (DaF kompakt A1-B1, S. 47)

The following microtext of the educational formulation of a conditional speech grammar task is extremely informative, which is a characteristic feature of the textbook Lerngrammatik für Studienvorbereitung, intended for students of language specialties:

Bitte formen Sie das Partizipialattribut in einen Relativsatz um. Gehen Sie dabei in zwei Schritten vor: Bilden Sie zuerst die einfachere Form mit sein+zu+Inf., erst danach bilden Sie den Relativsatz im Passiv und suchen das passende Modalverb dazu. (Lerngrammatik fьr Studienvorbereitung, S. 58)

In this microtext of the formulation of a conditional speech exercise, the first sentence indicates the task that the addressee needs to solve. The following sentence details the addressee's algorithm of actions. The motivation is expressed using imperative sentences, using the polite form of the imperative and performative verbs umformen, bilden, dazusuchen, characteristic of instructions for conditional speech tasks. The first sentence uses the contact word bitte, which is typical of the wording in this textbook. Linguistic terms (das Partizipialattribut, Relativsatz, die einfachere Form mit sein+zu+Inf., Passiv, das Modalverb) are information-intensive units of text that play the role of semantic supports, as well as the role of intermediaries between the student and the scientific community.

Thus, as in the analysis of simple formulations of conditional speech tasks, in the analysis of compound formulations we in most cases dealt with tasks that train the skill of using grammatical forms. For the textbook Lerngrammatik zur Studienvorbereitung, the presence of conditional speech grammatical tasks is most typical due to the fact that the main goal of this textbook is to teach students of language specialties the skills of conscious use of grammatical forms.

Reference

1. Oxojonovich, A. S., & Usmoilovich, A. Y. (2022). About the Problems of Language Teaching to Little Children. *International Journal of Culture and Modernity*, *14*, 30-34.

2. Abdiloyev, S. O. (2022). Nemis tili darslarida frazeologizmlardan foydalanishning innovatsion usullari. *Архив научных исследований*, *2*(1).

3. Oxojonovich, A. S. (2022). On the General Associative Aspects of Allegoric Symbols. *Spanish Journal of Innovation and Integrity*, *6*, 424-428.

4. Aziz, A., & Shavkat, A. (2022). Aristocrats Sympathetic to Heine. *International Journal of Formal Education*, *1*(10), 40-43.

5. Aziz, A., & Shavkat, A. (2022). Symbol of the Paris of Inspiration. *International Journal of Formal Education*, *1*(11), 17-20.

6. Умаржонова, Г. М., & Абдиллоев, Ш. О. (2022). НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА "HAND"-"ҚЎЛ" КОМПОНЕНТЛИ СОМАТИК ФРАЗЕОЛОГИЗМЛАРНИНГ СТРУКТУР-ГРАММАТИК ТАҲЛИЛИ. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *2*(10), 226-231.

7. Oxonjonovich, A. S. (2022). GERMAN PHRASEOLOGICAL UNITS WITH A ZOONYM COMPONENT. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *2*(11), 239-244.

8. Oxonjonovich, A. S. (2023). Peculiarities of Semantics of Phraseological Units with Zoonyms. *Journal of Pedagogical Inventions and Practices*, *17*, 98-102.

9. Абдилоев, Ш. О. (2023). АЙРИМ УЙ ҲАЙВОНЛАРИ БИЛАН БОҒЛИҚ БЎЛГАН ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ ТУРЛИ ХАЛҚЛАРДА МАЪНО ИФОДАЛАНИШИ. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *3*(5), 122-128.

10. Абдилоев, Ш. О. (2023). ФРАЗЕОЛОГИК БИРЛИКЛАР—ХАЛҚ ҲАЁТИНИНГ ИНЪИКОСИ. *PEDAGOGIK ISLOHOTLAR VA ULARNING YECHIMLARI*, *1*(2), 157-159.

11. Абдилоев, Ш. О. (2023). ЎЗБЕК, РУС, ТОЖИК ВА НЕМИС ТИЛЛАРИДАГИ ЗООНИМ ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ ЎХШАШ ВА ФАРҚЛИ ХУСУСИЯТЛАРИ. *IQRO JURNALI*, *3*(1), 156-159.

12. Abdullayev, S. (2022). ACHIEVING THE RICHNESS OF ORAL AND WRITTEN SPEECH WHEN TEACHING A FOREIGN LANGUAGE. *Oriental Journal of Social Sciences*, *2*(06), 34-39.

13. Абдилоев, Ш. О. (2021). ТАЪЛИМ ЖАРАЁНИДА АХБОРОТ-КОММУНИКАЦИЯ ТЕХНОЛОГИЯЛАРИДАН ФОЙДАЛАНИШ. *Евразийский журнал академических исследований*, *1*(9), 306-309.

14. Ibrochimowitsch, S. R., & Oxonjonowitsch, A. S. (2023). DIE WORTARTEN IM DEUTSCHEN. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(6), 28-31.

15. Oxonjonovich, A. S., & Ibrohimovich, S. R. (2023). O'ZBEK VA NEMIS TILLARIDA JINS KATEGIRIYASINING GRAMMATIK QURILISHI. *XXI ASRDA INNOVATSION*

TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR, *1*(6), 19-22.

16. Абдилоев, Ш. О. (2023). ЎЗБЕК, ТОЖИК, РУС ВА НЕМИС ТИЛЛАРИДА УЙ ҲАЙВОНЛАРИ БИЛАН БОҒЛИҚ БЎЛГАН ЗООНИМ ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ ХУСУСИЯТЛАРИ. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(5), 149-152.

17. Oxonjonovich, A. S. (2023, June). FRAZEOLOGIK TADQIQOTLAR TARIXIGA BIR NAZAR. In *" ONLINE-CONFERENCES" PLATFORM* (pp. 88-90).

18. Oxonjonovich, A. S. (2023). ZAMONAVIY NEMIS TILI FRAZEOLOGIK NEOLOGIZMLARINING SINTAKTIK TUZILISHI VA SEMANTIK TARKIBI. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(8), 28-32.

19. Okhonjonovich, A. S., & Ibrokhimovich, S. R. (2023). GENERAL CONCEPTS OF PHRASEOLOGICAL UNITS. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(6), 23-27.

20. Abdiloyev, S. O. (2023). Phraseologies In German Related To Animal Wildlife. *PERFECT EDUCATION FAIRY*, *1*(1), 29-35.

21. Oxonjonovich, A. S. (2023). NEMIS TILIDA HAYVONOT DUNYOSI BILAN BOG'LIQ BO'LGAN FRAZEOLOGIZMLAR. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI*, *3*(11), 1-4.

22. Oxonjonovich, A. S. (2024). Functioning of Zoomorphisms in the German Language. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, *2*(2), 236-240.

23. Qayumjonovich, A. O., & Bahodirovna, A. F. (2023). ORONIMLARNING O 'ZIGA XOS XUSUSIYATLARI. *Scientific Impulse*, *2*(14), 136-140.

24. Abbozov, O. Q. (2021). General properties of oronims. *ISJ Theoretical & Applied Science,(12)*, 389-391.

25. Qayumjonovich, A. O. (2023). In Particular of the Formation of the Oronims. *Intersections of Faith and Culture: American Journal of Religious and Cultural Studies (2993-2599)*, *1*(10), 13-17.