



Methodical Typology of Lexical Material

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Annotation: This article aims to consider the place and specifics of lexical skills, address the lexical side of the language, define vocabulary, as you know, this is the main building material of the language. Unlike grammar, which reflects the relationship between classes of words and always generalizes, vocabulary individualizes the statement, gives it a specific meaning.

Key words: generalization, semantic field, paronymic chains, vocabulary typology, volume, degree of coherence, stable, combinations, derivative, based, semantization, differentiation.

Until recently, linguists were mainly interested in the formal side of the language, primarily morphology and phonetics, then syntax. As for vocabulary, here too the main attention was paid only to word formation. The problem of the correlation of vocabulary, grammar and phonetics in language teaching is very important. Until recently, grammar and phonetics were often studied in parallel with vocabulary and independently of it. One of the main progressive principles of modern methodology is precisely the organic connection of vocabulary with grammar and phonetics. In modern methodology, work on vocabulary is legitimately considered in the light of the tasks of developing speech skills. Quite a lot of attention is paid to the issues of teaching vocabulary.

Before talking about teaching the lexical side of the language, it is necessary to give a definition of the word "vocabulary". According to the figurative expression of L.V. Shcherby, vocabulary is the living matter of the language. It serves for the objective content of thought, i.e. for naming. But another definition of vocabulary is better known. Vocabulary is a collection of words and associations similar in function to them, forming a certain system. The systemic nature of vocabulary is manifested in the fact that all its units, based on their properties, are included in certain lexical associations (semantic fields, groups, synonymic and paronymic chains, antonymic oppositions, word-formation nests).

When working on vocabulary, sometimes difficulties can arise. And therefore, in the methodological literature, there are various approaches to solving the problem of vocabulary typology, a number of principles for the classification of vocabulary have been formulated. Some of the factors that make it difficult to actively learn words include the following:

- 1) The coincidence or mismatch of the volume of meanings of words in the native and foreign languages: words that do not coincide in meaning present greater difficulties for active mastery than words with the same volume of meanings.
- 2) The degree of connectedness or freedom of speech in relation to other words of a given language: free phrases, stable combinations of words (phraseological units), idioms.

Free combinations of words in a foreign language often do not coincide with those in the native. Non-free, or stable, combinations of words or phraseological combinations of words are difficult to master because x must be accurately and firmly remembered as a whole in an unchanged form in

certain contexts. These include: alle durch die Bank - absent in the native language; grosse Augen machen - similar to combinations in the native language ("make big eyes").

Set phrases also include idioms - unter vier Augen and others.

- 3) The nature of the structure of the word: simple, complex or derivative words. Simple words are easier to digest.
- 4) The concreteness or abstractness of the meaning of the word. Concrete words are most often learned more easily than abstract ones.

In general, if we talk about the term methodological typology of vocabulary, then it means the grouping of language material according to the types of difficulty in learning them by students. The most common is the following typology proposed by N.V. Nikolaev: he distinguishes 8 types of words.

- 1) international and borrowed words, the volume of meanings of which coincides in the native and foreign languages:

die Musik, der Designer, das Theater

The difficulty in mastering these words lies in voicing, not in understanding.

- 2) Derivatives and compound words, as well as combinations of words, the components of which are familiar to students:

der Lieblingsschriftsteller, die Gemäldegalerie

When understanding such words, one should rely on the knowledge of students.

- 3) root words, the volume of meanings of which does not contradict the volume of meanings of the corresponding words in the native language:

der Tisch, der Fichtenbaum, der Stuhl

- 4) words specific in their content for the language being studied (reality words):

der Herr, das Brandenburger Tor, der Zwinger

To reveal their meaning, it is best to use the interpretation in the native language.

- 5) words of a common root with the native language, but differing in content (false friends of the translator):

Die Familie, das Magazin

- 6) Phrases and compound words, individual components of which, although known to students, are not similar to the components of the lexical units associated with them in their native language.

When introducing such words, it is best to rely on a specially created context.

- 7) lexical units, the volume of meanings of which is wider than the volume of meanings of the corresponding words in the native language: der Jahrmarkt

The semantization of such lexical units involves several contexts.

- 8) Lexical units, the volume of meanings of which is narrower than the volume of the corresponding words in the native language: der Wortschatz [7, 178].

To avoid difficulties, it is advisable to consider the following recommendations:

- 1) Since lexical units have different difficulty for mastering, it is necessary, in the interests of the productivity of teaching vocabulary, to assess the difficulty of the lexical units to be mastered and reduce them into groups that are more or less homogeneous.
- 2) it is necessary to provide ways of introducing vocabulary applicable to each group.

- 3) The introduction and explanation should focus on those aspects of lexical units that cause difficulties, and look for ways to overcome them.
- 4) Overcoming lexical difficulties is carried out in the following ways: by isolating difficult words from each other, by including the studied units in various combinations and associative connections, as well as by performing differentiation exercises.
- 5) You can point to specific features that should be used to overcome the difficulties of mastering foreign vocabulary. [1, 170]

More difficult lexical units (LE):

- a) The longest and shortest L.E.
- b) L.E. expressing abstract concepts
- c) L.E. with weakened lexical semantics: setzen (in Bewegung, in Gang).
- d) building words (der, so, die Sache, halten)
- e) polysemantic words
- f) rethought compound and derivative words (begreifen)
- g) phraseological phrases
- h) speech cliches: es kommt auf keinen Fall in Frage.

From the foregoing, it should be concluded that by teaching vocabulary, we teach the language. And language teaching is the main task of the methodology of teaching a foreign language.

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