

## THE ROLE OF DERIVATIVE WORDS IN THE TEACHING OF GERMAN AS A SECOND FOREIGN LANGUAGE

Sirojiddin Abdurakhmanov,

Lecturer,

Department of Roman-German languages

Samarkand State University

e-mail: s-abduraxmanov83@mail.ru

**ABSTRACT:** This article is dedicated to a problem of German learning with derivation of words and word combinations.. It uses new teaching methods using lexical derivations in teaching German as a second foreign language.

**KEYWORDS:** word, word combination, lexical unit, vocabulary, word derivation, affixal morpheme , logical mentality, method of conscious comparing

### INTRODUCTION

Students can be divided into small groups to reinforce a derivation material during the lesson, and each group can be given the task of creating a speech situation based on one of the derivative expressions. After completing this task, students take turns to study the speech situations created by their classmates and compare them with their own. With this exercise, students will have the opportunity to both interact interactively and think logically.

### INTRODUCTION

Dominoes can also be used to determine how well students have learned German affixes. This game is started by any student, or the teacher, by saying a certain affixal morpheme or writing it on the board. The next student is required to cite the first letter of this morpheme or another affix corresponding to the last letter. According to the domino rule, the first student will have to say a new affix that matches the letters to the right and left of the domino line. It is also important to note that the affix morpheme on the left is inversely related to the word before it. The game goes on like this. The student who can say the last affix in this game is the winner. The gameplay is roughly as follows:

Teacher: + ab +

1-student : + ab + bar +

2-student: + sua (aus) + ab + bar +

3-student: + bus (sub) + sua (aus) + ab + bar +

4-student: + bus (sub) + sua (aus) + ab + bar + re +

5-student: + bus (sub) + sua (aus) + ab + bar + re + en +

The advantage of this game is that it can be organized both in writing and orally. The game can also be played between two students (das Partnerspiel) or in a small group of more than two students (das Dominospiel in kleinen Gruppen). It is also advisable for first-year students to use German affixes in this game, which in turn complicates the game for second-year students, who are given the task of using artificial words instead of affixes. possible. For example:

Teacher: + abfahren +

1-student: + abfahren + nonverbal +

2-student: + nehegsua (ausgehen) + abfahren + nonverbal +

3-student: + nehegsua (ausgehen) + abfahren + nonverbal + lebendig +

4-student: + nehegsua (ausgehen) + abfahren + nonverbal + lebendig + Gebäude +

Our research supervisor P.J. Nazarov used the use of quick memory exercises in the German language "Zählwörter", including asking children for their parents' phone numbers in German or showing the order of different numbers on the monitor once and then recommends that students perform a memory exercise such as asking them to say the sequence of these numbers correctly [11.35]. In order to implement the method of working in small groups using arithmetic operations, P. Nazarov allocated four separate tables in preparation for the lesson, each table was divided into four arithmetic operations: addition, subtraction, multiplication and division. after a little gluing and at the beginning of the lesson, students are divided into four small groups and gathered around the four tables to produce the appropriate number from the

natural numbers 0 to 9 using the arithmetic sign marked on the tables, and this explaining the solution of an arithmetic example in German is also an effective method.

Here, the German teacher says a two- or three-digit number aloud or conveys the number to the students through a listening comprehension exercise (“Hörverstehen”). As soon as students hear this number, they begin to perform their own arithmetic operation, which means that each group tries to find the number heard faster using the arithmetic symbol shown to them. According to P. Nazarov, to increase the complexity of this exercise, the teacher will increase the number of arithmetic symbols. For example, a teacher tells students to use the appropriate arithmetic sign twice. In this case, the following mathematical examples can be generated in small groups.

In order to further increase the effectiveness of teaching in this interactive method, the teacher is required to periodically change the position of small groups and the number of arithmetic symbols used in mathematical practice. To increase students' interest in this exercise, each group can also determine the number of arithmetic symbols used in mathematical operations by throwing dice. Through this exercise, students will develop quick logical thinking and a creative approach to learning numbers in a foreign language.

## CONCLUSION

In our opinion, it is advisable to use as many numerical derivations as possible when doing math exercises and assignments in the classroom, because this type of exercise allows students to effectively use derivative units in the speech situations in the foreign language they are learning. may be able to. This article provides recommendations for strengthening the interest of students in the teaching of German as a second foreign language, to increase their internal inclination (motivation) to German. This chapter also provides guidelines for the effective use of word formation in German lessons.

## REFERENCES:

1. Donalies, E. The formation of words in German. An overview I E. Donalies Studies on the German language. - 2002. - Vol. 27. - 190 p.
2. Fleischer, W. Word formation in contemporary German I W. Fleischer. - Leipzig: VEB Bibliographisches Institut, 1969. - 327 pp.
3. Gerhard Neuner, Hans Hunfeld. Methods of teaching foreign languages (Translator: Saidumar Saidaliyev). - Namangan, 2005. 240 p.
4. Galskova N.D. Modern methods of teaching foreign languages. M .: Arkti-Glossa, 2003 .-- 192 s
5. Jalolov J. Methods of teaching a foreign language. - Tashkent: Teacher, 1996. 368 p.
6. Kolker Ya.M. Practical methods of teaching a foreign language. -Ed. 2nd, stereo - M .: Academy, 2000 .-- 264 p.
7. Kubryakova, E.S. Word formation. Linguistic Encyclopedic Dictionary. / - M .: SE, 1990. - 520 p.
8. Leping E.I. and other Big German-Russian dictionary. Volume II. - Moscow: Russian language, 1980.656 p.
9. Nefedova, L.A. Foreign language vocabulary in modern German. Foreign language vocabulary in the context of borrowing and word formation. Monograph. / - M .: Prometheus, 2012 .-- 98 p.