

THE RELEVANCE OF VERBAL PREFIX FORMATIONS IN DA F LESSONS

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Tayanch soʻzlar: prefiksli feʼllar, soʻz yasalishi, soʻz turkumi, grammatikani oʻrganish, oʻrganish muvaffaqiyati, oʻqitish, leksik jihatlar.

Ключевые слова: префиксальные глаголы, словообразование, классификация слов, изучение грамматики, успех в обучении, обучение, лексические аспекты.

Key words: prefixed verbs, Word formation, Word classification, learn grammar, learning success, Teaching, lexical aspects.

There are different ways of forming new words in the German language. Compared to the very rare word creation, there are quite productive word formation mechanisms such as. Prefixation, suffixation, composition, abbreviation and conversion [1:239-241] With regard to all these word formation mechanisms, the German language is one of the most productive languages in the world. The expansion of the learner's vocabulary is one of the social areas of DaF lessons, because only with an extensive vocabulary does the learner have the ability to express concepts, relations, properties, etc. in a differentiated and concise manner. Therefore, understanding the word formation mechanisms mentioned is an important prerequisite for learning success.

The aim of the work is to present the relevance of the German prefix and the associated separability vs. inseparability in an understandable way in order to encourage further didactic work. We want to show the possibilities of prefixes with separable, inseparable as well as semantic or inseparable prefix depending on the semantic function. Our paper should also help to sensitize both teachers and learners to the evident or latent regularities of the grammatical phenomenon of prefixation, which has been recognized as being extremely complicated. Therefore, we will proceed methodically by comparatively analyzing, examining, describing, synthesizing, noting and explaining approaches of some linguists.

In our home country, when learning the first foreign language, students usually acquire grammar-oriented learning habits, which they transfer to the university when learning the second foreign language. This means that grammar lessons in the second foreign language gain special importance for the students. As a result, many students tend to equate success or failure in grammar class with overall success in language acquisition. For this reason, many people have a special sensitivity to this area in connection with grammar lessons. This sensitivity often leads to fear of being overwhelmed, which in turn limits confidence in their ability to learn the language. This can lead to learner reluctance to learn grammar, which has less to do with actual difficulty and more to do with the fact that it is presented under the name "grammar". At this point, the particular importance of the methodical handling of grammar lessons can be determined. If the methods are monotonous or do not match the grammatical scientific content of the course, the students will feel bored and failing, which has a negative impact on the entire language acquisition, because the grammar lesson is discussed as the center of language acquisition. Of course, this also means that the teachers must have a certain grammatical knowledge. In the area of verbal prefix formation, it can be stated that this - to quote Odowa [2:159-164] - represents a particular problem, since there are different scientific models that differ from one another in important respects. Viewing and evaluating them from a didactic perspective should help to reduce any uncertainty that may also exist among the teachers.

Grammar exercises should be contextual, communicative, conversational, intercultural and creative. Because in this case the learners do not learn by heart or they not only practice abstract grammatical structures, but they also get the opportunity to get involved in the exercises as personalities, according to Butzkamm [3:193]. In this way, the emotions of the Learners taken seriously: Many learners consider grammar exercises to be dry and not very motivating. However, since cognitive processes do not take place without affective processes and the effectiveness of learning is higher when the knowledge to be acquired is emotionally positively accompanied, grammar exercises in particular should therefore be designed accordingly. [3:235].

The number of prefixed verbs in German is very large. They express an almost incalculable quantity of meanings. In addition, many verbs are ambiguous, which makes them difficult to classify. A comprehensive description of prefix verbs is therefore almost impossible and is not the aim of this short article.

In research there are different semantic description attempts for prefix verbs of the third main group to explain the separability or non-separability. So Fleischer/Barz use [6:397] for the semantic description of the prefix formations with "through" the criteria "local", "relational", "perfect", "resultative" and "durative". Wahrig, on the other hand, divides the through prefixes into eight meaning groups without giving them a specific term. The Duden grammar [7:428], in turn, uses five groups of meanings, which, however, are not identical to those of Fleischer/Barz. In addition to the semantic criteria, the phonological criterion of stress and the syntactic criterion of valence are used to describe separability and inseparability, respectively, in the third group.

The intended exercise typology should take into account the three main groups (inseparable, separable, separable and inseparable) of prefixed verbs as well as the four linguistic levels (phonology, morphology, syntax and semantics) and - for the third main group - the difference between language reception and language production. This exercise typology must be illustrated in such a way that the German teachers are provided with an understandable and comprehensible decision-making aid for the preparation and completion of the lessons. A table is useful for this. The basic pattern of this exercise typology should theoretically also apply to other complicated grammatical phenomena, e.g. B. be transferrable to expected interference errors.

The phenomenon of prefix verbs proves to be a particularly difficult linguistic structure because there are hardly any didacticization's for German as a foreign language. Although there are publications such as Schröder [4:183] and Balci [1:124], which attempt to present the meaning of the prefix formations, these have more the character of reference works. In this context, it can be stated that in our country there are no didactic guidelines for teachers on this subject that go beyond the standard exercises of the current textbooks. For the reasons given,

this error is to be seen as a problem whose solution is a desideratum. One can assume that the hitherto didactic reticence towards this problem results from its complexity. This means an additional burden for the teachers, since they should have neither the time nor the opportunity to survey and analyze the state of linguistic research and make it fruitful for their lessons. Instead, they have to be satisfied with the explanations and exercises available in the textbooks and relevant reference works and hope that the learners will acquire this linguistic structure sufficiently.

As a form of derivation, the prefix belongs to the field of morphology. It is therefore necessary for an adequate reflection to first examine the scientific basis of this area. The best-known scientific descriptions are presented below and then assessed for their didactic suitability. This area is of considerable relevance for learners of German. Because the active and passive mastery of “forms, shapes and structures” can be understood as mastery of the German language personally. This mastery includes in particular the ability to understand and apply the principles of German word formation. This shows that morphology can be of great use: With its concepts and analyses, it provides a set of tools with which the formation of prefix verbs can be made transparent for teachers and thus easier to teach. This also applies to learners, with restrictions. When presented with workable morphological models, they acquire a cognitive schema that enables them to see the “structures” of prefixed verbs and use them in their own language reception and production. In addition, in the language acquisition process that has been expanded in this way, the foundations can be laid for later specialist discussions in the linguistic seminars. Of course, if such an approach is to truly support the language acquisition process comprehensively, it must include not only prefixed verbs but also other word-formation processes (determinative and copulative compounds, derivative nouns, adjectives and adverbs with prefixes and suffixes).

The basis of foreign language learning is to understand and produce the meanings of the language appropriately. For this, the learners would basically have to recognize the morphemes along with their functions, without these being clearly conveyed in textbooks or in lessons in separate

chapters. Rather, the lexeme appears as the basic unit of meaning-making, which is also due to the dictionaries. As is well known, dictionaries do not use the morpheme but the lexeme as a unit of order. This can give the impression that they are the only meaningful units, misinterpreting the relevance of the morphology. As a result, the expansion of the vocabulary, e.g. through prefixation, is treated externally and unsystematically in teaching practice.

First, after starting with substantive or adjective-based prefixes, it seems intellectual to introduce those with a verb base that also have semantic continuity. Namely, the learners start from the assumption that prefixes are connected with the respective base word in terms of meaning. It is therefore methodologically easier to deal with the semantic modification caused by the prefix in the classroom. First of all, following this, a treatment of those deverbal prefix verbs that show semantic discontinuity (e.g. search vs. try) is necessary. Furthermore, it is necessary in class to use a system that is as easy as possible as a basis and that is suitable for the associated language use. The morpho-syntactic criterion of separability or inseparability plays the main role here, because this is where most errors are to be expected, both for reception and for production. This means that only the categorization according to the basis and the (non) separability emerge as didactically important criteria. The separability refers to the well-known fact in German that certain verb suffixes are discontinuous (arrived, to arrive, arrives...). This morphosyntactic peculiarity is a potential additional source of error for learners who generalize the separability and, for example, metaphorically refer to subordinate clauses: “I’m happy if he invites me. This must be given special consideration in DAF lessons”.

The so-called types of action are essential for understanding the meaning of the prefix verbs. It is not necessary for the learners to learn the relevant technical terms, as this would probably overwhelm them. In fact, the teachers should have a solid knowledge of the prefixed verbs in order to be able to prepare their lessons on the basis of them. Helbig&Buscha [5:143] and the Duden grammar [7:197] are the only grammars that list and completely define the same types of actions.

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РЕЗЮМЕ. Ushbu maqolada prefiksli fe'llar turli nuqtai nazardan ko'rib chiqiladi, nemis tilidagi murakkab tuzilishga misol sifatida foydalanish mumkin gaplar oxiridagi keladigan fe'llar bilan prefikslar qullanilishi haqida suz yuritiladi.

РЕЗЮМЕ. В данной статье префиксальные глаголы рассматриваются с разных точек зрения, а употребление префиксов с глаголами в конце предложений может быть использовано как пример сложной структуры немецкого языка.

SUMMARY. In this article, prefixed verbs are considered from different points of view, and the use of prefixes with verbs at the end of sentences can be used as an example of the complex structure of the German language.

KISHIK MAKTAB YOSHIDAGI O'QUVCHILARGA ZAMONAVIY EKOLOGIK TA'LIM-TARBIYA BERISH MAZMUNI

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Tayanch so'zlar: tabiat, ta'lim, atrof-muhit, o'quvchi, pedagogika, ekologik ta'lim, maktab.

Ключевые слова: природа, образование, окружающая среда, ученик, педагогика, экологическое образование, школа.

Key words: nature, education, environment, student, pedagogy, environmental education, homeland, school.

Bugungi kunda yangi pedagogik texnologiya asosida ta'lim-tarbiya jarayoniga yondashish o'qitish, rivojlantirish

va tarbiyalashning yo'nalishlari, muammolari, echimlarini tez hal qilishga yordam bermoqda. Ta'lim tizimining yangi