



The Importance of Poems and Songs in the Development of German Vocabulary in Young Children

Isamutdinova Durdona Maripfjanovna

Andijan State Institute, Teacher of the Department of Theory and Practice of the German Language

Abstract: Motivation is one of the most important conditions for successful foreign language learning. When planning a lesson, the teacher strives not only to impart certain knowledge to the students, but also to make learning as interesting as possible. Authentic materials – poems, songs and riddles – can help with this. They add a playful element to the lesson, encourage students to work actively, and also introduce them to the culture and traditions of the German people.

Keywords: motivation, poetic view, purpose, poetic text, sensitivity, vocabulary, tradition, ideas.

A riddle is one of the small forms of oral folklore, in which the most vivid, characteristic features of objects or phenomena are given in an extremely concise, figurative form. Riddle-making develops the ability to analyze, generalize, forms the ability to independently draw conclusions, inferences, the ability to clearly highlight the most characteristic, expressive features of an object or phenomenon, the ability to vividly and succinctly convey images of objects, develops in children a poetic view of activity¹.

Riddles enrich children's vocabulary, help them see secondary meanings of words, and form ideas about the figurative meaning of a word. They help them learn the sound and grammatical structure of foreign speech, forcing them to focus on the language form and analyze it.

The purposes of using riddles in a German lesson:

- train students in using vocabulary in situations close to a natural setting;
- activate students' speech and thinking activity;
- develop students' speech response².

The forms of riddles can be different (frontal, group, individual). The types of exercises that include solving riddles can also be varied. You can make a crossword puzzle, chainwords, lotteries from the answers, hold competitions. You can complicate the task by scattering riddle words, you will get a deformed text, which you need to work on composing. The answer words can be suggested to be written in different columns in accordance with the studied topic. You can write down the entire text of the riddle and work on it and analyze only the word - the answer, looking at it from different sides³.

One of the effective methods in teaching a foreign language is undoubtedly the use of poetic text, because this method primarily contributes to such an important factor as interest in the subject. The task of the teacher is to ensure that this interest is constant and sustainable. This is where a huge number of poetic works and texts come to his aid, which open up wide opportunities for effective teaching of a foreign

¹ Короткова И.П. Роль фольклора в развитии творческого потенциала детей на уроках иностранного языка в младших классах / И.П. Короткова // Среднее профессиональное образование. – 2012. – №3. – С. 42.

² Короткова И.П. Роль фольклора в развитии творческого потенциала детей на уроках иностранного языка в младших классах / И.П. Короткова // Среднее профессиональное образование. – 2012. – №3. – С. 42.

³ Короткова И.П. Роль фольклора в развитии творческого потенциала детей на уроках иностранного языка в младших классах / И.П. Короткова // Среднее профессиональное образование. – 2012. – №3. – С. 41-43



language. Poems enrich the spiritual world of the child, teach to see the beauty of man and nature, develop sensitivity to the poetic word, delight and amaze with the musicality of the language. Work on poetic works is of great importance for aesthetic education - the systematic development of aesthetic feelings, artistic tastes and versatile creative abilities - both in lessons when teaching a foreign language and outside of class time⁴.

At the same time, when working on a poem, practical learning goals are also pursued:

- pronunciation is practiced;
- expressive reading skills are developed;
- various linguistic phenomena are learned;
- students' vocabulary is expanded;
- knowledge about the life and traditions of the German people is acquired;
- grammatical material is consolidated;
- students gain an understanding of poetic translation⁵.

The use of poetic texts in the language being studied is very relevant at any stage of learning a foreign language, especially at the initial stage of mastering the language.

Much attention in working with a poetic text should be paid to the selection of material. Any teacher, when working with a poetic text, chooses a certain way of selecting material⁶.

Arutyunova believes that the selection of material should be based on such principles as authenticity, accessibility in terms of information and language, relevance, problematic and emotional, and the material must necessarily correspond to the age characteristics of the students⁷.

Approaches to working on poetry in foreign language lessons can be different, depending on the tasks the teacher sets and the age of the students.

Work on a poem is often preceded by a teacher's report on the particularities of the writer's work, regional commentary, and introduction to new words.

After listening to the initial perception of the poem, students are advised to complete the following series of exercises (at the teacher's discretion).

1. Exercises aimed at monitoring the understanding of the content of what has been read:
2. Exercises on interpreting the text of a poem are used to work with poetic works in older grades. They may include the following tasks:
 - answer problematic questions (discuss the problem);
 - define the main idea of a poetic work;
 - highlight in the text and comment on the means of artistic expression used by the author.
3. Creative exercises. These exercises challenge students to creatively rethink what they have read in a foreign language. At this stage, students may be asked to illustrate a poem or perform a literary translation⁸.

⁴ Алексеева О.Н. Использование аутентичных текстов как средство повышения эффективности обучения французскому языку [Электронный ресурс] / О.Н. Алексеева // Всероссийский фестиваль педагогических идей «Открытый урок». – Режим доступа: <http://festival.1september.ru/articles/588758/>

⁵ Лащикова И.И. Песни на уроках немецкого языка / И.И. Лащикова // Иностранные языки в школе. – 2003. – №2. – С. 67.

⁶ Лащикова И.И. Песни на уроках немецкого языка / И.И. Лащикова // Иностранные языки в школе. – 2003. – №2. – С. 68.

⁷ Алексеева О.Н. Использование аутентичных текстов как средство повышения эффективности обучения французскому языку [Электронный ресурс] / О.Н. Алексеева // Всероссийский фестиваль педагогических идей «Открытый урок». – Режим доступа: <http://festival.1september.ru/articles/588758/>



Music and singing also play a major role in increasing students' motivation. Singing in a foreign language plays an important role in developing phonemic hearing, which in turn improves pronunciation skills, increases the volume of auditory memory, and develops listening skills.

It is known that a song, especially an authentic one, is an important element of any language. In addition, a song is a great way to increase interest in both the country of the language being studied and the language itself.

However, not every song material is of interest. Therefore, when selecting musical visual aids for educational purposes, a foreign language teacher must adhere to certain criteria.

In addition to the already listed criteria for selecting poetic texts, when selecting musical material, one should take into account the peculiarities of students' musical perception. For this purpose, one should use general musical criteria for selecting songs: a clear rhythmic pattern, a rhythm-forming tempo (without long parts, breaks), euphony⁹.

Work on a song can be conditionally divided into several aspects:

- Grammatical;
- Phonetic;
- Technical (ways of memorizing the content of a song);
- Lexical (content of a song);
- Socio-linguistic;
- Regional studies¹⁰.

In conclusion, I would like to note that the use of poems, rhymes and songs creates a psychologically favorable climate and a comfortable atmosphere in the classroom. Techniques for working with poems, songs and rhymes are combined with other techniques and make the lesson easy, interesting and memorable, and have a positive effect on the motivational sphere of students.

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⁸ Лащикова И.И. Песни на уроках немецкого языка / И.И. Лащикова // Иностранные языки в школе. – 2003. – №2. – С. 68-69.

⁹ Алексеева О.Н. Использование аутентичных текстов как средство повышения эффективности обучения французскому языку [Электронный ресурс] / О.Н. Алексеева // Всероссийский фестиваль педагогических идей «Открытый урок». – Режим доступа: <http://festival.1september.ru/articles/588758/>

¹⁰ Комарова Ю.А., Бирюлина А. Использование современного песенного материала в обучении учащихся старших классов / Ю.А. Комарова, А. Бирюлина // Иностранные языки в школе. – 2008. – № 4. – С. 43.