PROBLEMS OF ENRICHMENT OF GERMAN LANGUAGE TEACHING METHODS AND VOCABULARY THROUGH WORD GAMES

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Annotation
The article focuses on the teaching of the German language and the enrichment of its lexical content, and provides recommendations for the specific features of the language and didactic games that can be used in the teaching process.

Keywords: German, didactic games, mastery, vocabulary, phonetic games, grammar games, lexical games.

Introduction
It is no exaggeration to say that in recent years the system of teaching foreign languages in our country has reached a real renaissance. It is no secret that the government and the head of state pay special attention to this issue. In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further improve the teaching of foreign languages in secondary schools", Resolution of the President of the Republic of Uzbekistan dated 25.01.2021 "On measures to support research activities in the field of public education and the introduction of a system of continuous professional development", The resolution of the Cabinet of Ministers "On measures to effectively organize the promotion of foreign language learning" is a proof of our words.

The organization of classes on the teaching of various disciplines of teachers on the basis of non-traditional methods, the achievement of a standard design of the educational process, the rational use of these projects is the key to the design of the educational process on the basis of a perfect standard. -work, the ability to use these projects rationally can be a guarantee of thorough, in-depth acquisition of theoretical knowledge by students, the formation of practical skills and competencies.

Adabiyotlar Sharhi

As we study the sources on this topic, it should be noted that interactive didactic and pedagogical games are used to teach foreign languages in schools, especially in German, and to increase students 'vocabulary. S. S. Kuklina, N. M. Kleimenova and, E. L. Berdnikova, E. A. Pavlova, A. Yu. The main emphasis of Yusupova's research is on the teaching of foreign languages, especially German, on the basis of pedagogical technologies. However, N. M. Klei-menova and E. L. Berdnikova give specific classifications of active teaching methods..

V.P. Bespalko, N.F. Talizina, O'.Q. Tolipov, L.V. Zankov, S.K. Islamgulova T.Ya. Galperin, V.M. Davidov, G.K. Selevko, P. Mitchel, M. Usmonboyeva, J.G '. Yodoshev, S.A. Usmonov, N. Saidahmedov, M. Ochilov, N.E. The Shurkovas did the work.

Research Methodology and Empirical Analysis

Teachers should use games in their lessons when it comes to language teaching. In this process, the following tasks should be performed in the organization of each didactic game:

1. Predetermine the game theme.

2. Identify and plan the goals and objectives of the didactic game, the course, the logical sequence, the tasks that students must complete.

3. Identify and design ways to create a system of problem-based learning situations for students during the didactic game.

4. Familiarize students with the goals and objectives of the didactic game, the distribution of tasks required by the didactic game, give each student a clear direction.

5. Identify opportunities for students to apply the knowledge, skills and competencies they have acquired from previous topics in routine and new and unexpected situations in solving this learning problem.

The role of games in the classroom and the time allotted to the game depend on a number of factors:

a) Training of students;

b) The material under study;

c) Clear objectives and conditions of the lesson.

If the game is used as a training exercise for the first reinforcement of the lesson, it can be allocated 20-25 minutes from the main part of the lesson. In the future, it may take about 3-5 minutes to repeat the lessons. In this way, an effective environment is created through play to maintain and enhance the vocabulary base in the student's memory. Phonetic games can also be used extensively to teach German and enrich vocabulary. Games like these are designed to teach students to pronounce unfamiliar

sounds, to teach them to read poems aloud and clearly, and to play them in roles. The teacher reads a phonetic poem dominated by sound. Kids need to anticipate this in advance.

Mi-May-Mausemaus
Komm aus dem Loch heraus
Mi-May-Mausemaus
Men Katzenxausda kom!
Men kovboyman
Von Seinem Kovboy - Bett auf
Und wascht sich mit

There are pictures on the board, 2 letters under each picture. The first is to point to what is being described, and the second is to change the word with its help.

For example: hand a = u (Hand-Hund) moon o = u (Mond-Mund) u = i (Tur-Tier) V = N (Voza-Nase) F = T (Fisch-Tisch) H = M (Haus-Maus) o = a (Shlang-Hase) B = T (Buch-Tuch)

Turn one word into another! Only one letter change is allowed. The words are written on the board as a chain.

 For example: Mund - Mond - Mohn - Lohn - Sohn.

It is also possible to use lexical games. Such interesting games teach students to use vocabulary in situations close to the natural environment, to activate students' verbal thinking, to develop oral reaction, to help students Introduce your compatibility.

The teacher can invite students to open the lesson topic, in which each letter is coded with a number corresponding to the ordinal number of the letter in the alphabet: A-1, B-2, C-3, and so on.

For example: 4, 5, 21, 20, 19, 3, 8, 5, 19, 3, 8, 21, 12, 5, 14. (Deusche Schulen)

The children create a team story on the topic. Each phrase consists of a certain number of words: the first of one, the second of two, and so on. The one who composes the last phrase is the winner. The teacher writes all the sentences on the board. *For example: 1. Der qish. 2. Es schneit. 3. Alles oq ...*

Teacher female and male names …The student must name the word for the same letter, for example, in the topic "Profession": Susanna-Sekretarin, Tom-Techniker.

Beispiel: aufmachen Ich _habe_ das Fester _aufgemacht._

1.	abfahren	Der Zug _____ schon _____.
2.	anbieten	Du _____ mir deine Hilfe _____.
3.	anmelden	Max _____ sich an der Universität in Leipzig _____.
4.	anrufen	Julia _____ dich nicht _____.
5.	antworten	Du _____ mir _____.
6.	aufstehen	Wann _____ du _____?
7.	beeilen *sich*	Ich _____ mich sehr _____.
8.	beginnen	_____ der Film schon _____?
9.	bleiben	Wie lange _____ du in München _____?
10.	einladen	Wer _____ Paul _____?
11.	einsteigen	_____ du in den Zug _____?
12.	empfehlen	Wer _____ dir das Hotel _____?
13.	erinnern *(sich)*	_____ Max sich nicht _____?
14.	erklären	Ich _____ ihm das Problem _____.
15.	finden	_____ ihr den Weg _____?
16.	fliegen	Julia _____ nach Brasilien _____.

Fig-1: Grammar game

There are also a number of grammar exercises outlined above:

Results

Through the above didactic and other classified games, we have witnessed a number of solutions to the problem of teaching the German language and thereby incorporating lexical content into the minds of students through new approaches and pedagogical technologies.

In each lesson, you need to follow a certain sequence of fun games:

➢ The teacher announces the name of the game and its purpose.
➢ Explains the task of students and the rules of the game;
➢ Assign roles to each student (if the game has a role).
➢ Divides them into groups.
➢ How to evaluate the result of the game;
➢ Discipline is instructed.

Conclusion and Discussion

Improving the effectiveness of foreign language teaching depends in many ways on the school's educational base, what teaching aids the teacher has and how to use them in the teaching process..

The use of game methods in German lessons not only stimulates interest in learning the language, but also helps students to master the lexical structure of the language and to acquire a rich vocabulary creates.

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