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FEATURES OF THE ORGANIZATION AND EVALUATION OF THE QUALITY OF GERMAN LANGUAGE LEXICAL COMPETENCE OF STUDENTS IN HIGHER SCHOOL

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Abstract: In the work we theoretically substantiated the purpose and content of the areas of control in education, gave a definition of the concept of “control of German-language lexical competence.” After analyzing the goals of teaching lexical units, we determined the purpose of control of lexical material and clarified the content of areas of control of lexical competence for students.

Key words: Assessment, German language lexical competence, functions, learning, exercises, development, techniques of teaching.

Accordingly, we note the need to consider the functions of control and evaluation of the level of formation of German-language lexical competence in 8th grade students in secondary school. The feedback function provides control of the foreign language learning process. This makes it possible to timely assess the methodological situation and make the necessary corrective changes in the selection of techniques, methods and techniques of teaching, selection of exercises, determining the mode and duration of their implementation, the sequence of all educational work with students. The feedback function allows students to self-assess achievements in language acquisition and plan their further learning activities. The assessment function is implemented during the assessment of the results of students' learning tasks. Assessment indicates a certain level of mastery of foreign language speaking activities, is a guide for students (and their parents) in further activities in mastering a foreign language. The educational function of control is realized on the basis of synthesis of the acquired skills and abilities in operation of the mastered language and speech material which are actualized in the

course of performance of control tasks. The developmental function of control involves the development of individual psychological characteristics of students who function during students' control tasks: operational auditory or visual memory, flexibility of thinking, phonemic hearing, plasticity of the articulatory apparatus, etc. Namely, the successful implementation of control functions affects the effectiveness of both control and the whole learning process.

In order to develop an effective method of organizing and monitoring and assessing the level of German lexical competence in students in higher school, it is necessary to consider the concept and purpose of monitoring and assessing the level of German lexical competence in students in higher school. A number of scientific and methodical works are devoted to the problem of control. L.S. Panova defined the concept of control. A.M. Zhovkivsky considered the main purpose of control. M.E. Breigina singled out control in foreign language teaching. A.V. Konysheva substantiated the control of the results of learning a foreign language. Based on the definition of L.S. Panova, we found that the control of German lexical competence in 8th grade - is to identify the level of lexical skills, determine the correctness of the educational process, diagnose difficulties in learning lexical material to students, check the effectiveness of teaching methods and techniques. (Panova 2010: 32). Meto. control in the formation of German-language lexical competence in students is to identify the fact and degree of mastery of vocabulary, i.e, lexical material of a foreign language. (Bilan 2011: 7). The control of the assimilation process is carried out during the study of a certain topic and shows the level of assimilation of each individual group of lexical units. The control of the results of mastering is carried out at the end of the topic and shows the level of formation of German-language lexical competence on the selected topic.

Thus, having determined the purpose of control of lexical material, we clarified the importance of areas of control of lexical competence for students. Types of control over the level of formation of German-language lexical competence in students.

In methodological science there is a problem of distinguishing types and forms of control in education, so we consider it necessary to generalize methodological views on this issue, specify types of control, and illustrate types of control the level of German lexical competence for 8th grade students. On this issue, there are different methodological views and approaches to distinguish between types of control. A.M. Zhovkivsky identifies five types of control, but does not identify forms of control at all. L.S. Panova considered these terms to be related. S.P. Shatilov identifies four types of control in pedagogical practice. A.V. Konyshcheva summarized the methodological views of Z.K. Majulene, E.M. Tovma.

We analyzed different methodological views on the separation of types of control. Based on this analysis, we take for further consideration the methodological and pedagogical separation of types of control. According to Shatilov, we distinguish such types of control over the formation of German-language lexical competence of 8th grade students as current, thematic, periodic and final. We consider it necessary to get acquainted with the types of control on the basis of the recommended textbook on “Gesunde Lebensweise”. Current control is the most common, because the lexical material for 8th grade students in the textbook “Deutsch” is presented in small parts and move on to the next part is possible only if you have mastered the previous material. The teacher’s task is to control the level of lexical skills. (Konyshcheva 2004: 28) N. Basay offers one exercise for each part of the lexical material, which in our opinion is insufficient.

Boundary control of lexical material is presented in the form of exercises in the test, which is conducted by the teacher to identify the level of mastery of lexical units on the studied topic. (Shatilov 1986: 151). not provided in every topic. Periodic control at the end of the semester consists of five types of work, such as listening, reading, writing, monologue and dialogue speech. The textbook does not contain exercises for periodic monitoring. Based on the observation of the educational process, we consider it necessary to note that in the eighth grade for German as a second foreign language is not characterized by final control.

Thus, we summarized the pedagogical views on the selection of types of control, clarified the content of the concepts of current, boundary, periodic, final control and illustrated their use in the textbook.

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We analyzed the forms of control of German-language lexical competence in the textbook N. Basay "Deutsch" for students on "Gesunde Lebensweise", consider and summarize scientific and methodological views on the problem of determining forms of control, specify the content of oral / written, monolingual / bilingual, test / non-test, individual / frontal / group control of the formation of German-language lexical competence, analyzed the exercises in the textbook and determined which forms of control the methodist offers for students and which need to be developed.

Thus, we revealed the meaning of the term "typology of exercises in controlling the level of formation of German-language lexical competence", we classified the types of exercises and gave examples, analyzed the textbook N. Basay and evaluated the types of exercises.

We developed European-wide recommendations for language education at the request of the Curriculum, determined the level of the set of criteria for the level of knowledge of students, we examined the twelve-point grading scale at school and concluded that modern evaluation criteria are imperfect.

We have developed a set of exercises for the organization of control and assessment of academic achievement of students in the process of forming German-language lexical competence.

Summarizing the above material, we can conclude that the method of organizing control and assessment of students in the process of forming German-language lexical competence occupies a leading place in teaching German and requires further detailed study to further develop new effective control exercises that would meet the requirements at different stages of control of lexical competence.

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