

USING MNEMOTECHNICS IN TEACHING GERMAN ARTICLES FOR UZBEK STUDENTS

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ABSTRACT

This article discusses the problems that arise when learning the German article, and how to solve them using mnemonics. Explores what strategies can be used to solve or minimize this problem. This process will show how the use of mnemonics differs from simple grammar rules.

Keywords: Article, mnemonic, painting, story, noun, genus, working in groups, grammar.

INTRODUCTION

Of course, teaching and learning any language as first foreign language, as a second foreign language, as specific purposes, has its own challenges. For example, there are many differences between the German and Uzbek languages. This is because they belong to different language families. We can see such differences from prepositions to verbs. One of the biggest problems for language learners is the presence article of nouns in German. As we all know, the use of nouns in the Uzbek language without article, and at first it is difficult for language learners to accept this.

Often lack of time or motivation to solve this problem related to article. Almost all German teachers use simple rules for teaching this theme. This is due to the lack of mnemomaterials, that can be used in teaching article in German language books and many teachers are unaware of mnemonics.

Materials and Methods

An interesting aspect of the lesson is the use of masks, visualizing abstract concepts, adding some humor to the lesson, and encouraging learners to do their part.

First of all, let's take a closer look at the use of German articles. There are 2 types of articles in German. These are definite and indefinite articles. But by distinguishing between definite and indefinite articles, the problem is not solved. In English, for example, **a** and **an** are indefinite articles. But, they do not indicate the genus of the word that they are referring to.

In German, however, the exact definite and indefinite articles vary depending on the genus of the noun. For example: **ein Mann - der Mann** maskulin; eine Frau - die Frau feminine; **ein Kind - das Kind** neutral. **Ein Mann- der Mann** is in the maskulin and means man. The word **eine Frau - die Frau** means female and this is in feminine. The word **ein Kind- das Kind** means "child" and the word "Kind" is in neutral. At first glance it seems easy to understand the concept of genus of the nouns. But the word **das Mädchen (girl)** distracts both educators and language learners from the word genus, **der Tisch (table)** to maskulin, and **die Tomate (tomato)** to neutral. There are various ways to properly identify a noun's article. For example, genus of known nouns can be identified, depending on specific suffixes or biological sex. People, who speak German as mother tongue, do it through intuition. Those, who learn German

as a foreign language or as a second foreign language will have to remember the article of the each noun. Typically, German teachers teach the following rules when teaching article rules:

For maskulin is used article "der" to denote words of all gender according to natural gender: der Lehrer / male teacher, der Sportler/ athlete, etc. In addition, the following words always refer to maskulin:

Portions of the day:	der Morgen (morning), der Abend (evening), and c.
Seasons:	der Sommer (summer), der Winter (winter), and c.
Days of the week:	der Montag (Monday), der Mittwoch (Wednesday) and c.
Months:	der April (April), der Juni (June), and c.
Weather:	der Regen (rain), der Schnee (snow) and c.
World sides:	der Süden (south), der Westen (west) and others.
Car brands:	der BMW (BMW), der Benz (Benz) and others.
Trains:	der Regionalexpress, Der Schnellzug (high-speed train);
Alcohol drinks:	der Wein (wine), der Schnaps (vodka), etc.

We can also use the article "die" for feminine with the words "natural female" . For example: **die Frau / woman, die Lehrerin / teacher, die Professor / professor woman**, etc. But with the exception of the words **das Mädchen (girl)** and **das Weib (wife)**. In addition, the following words apply to the neutral:

Motorcycle brands:	die Suzuki, die Harley Davidson, die Triumph and c.
Ship names:	die Queen Elizabeth, die Gorch Fock, and c.
Planes:	die Boing, die Concorde, die Robin and c.
Numbers:	die Eins (one), die Sieben (seven) and c.
Flowers:	die Tulpe (tulip), die Rose (rose) and c.
Trees:	die Tanne (fir) and c.

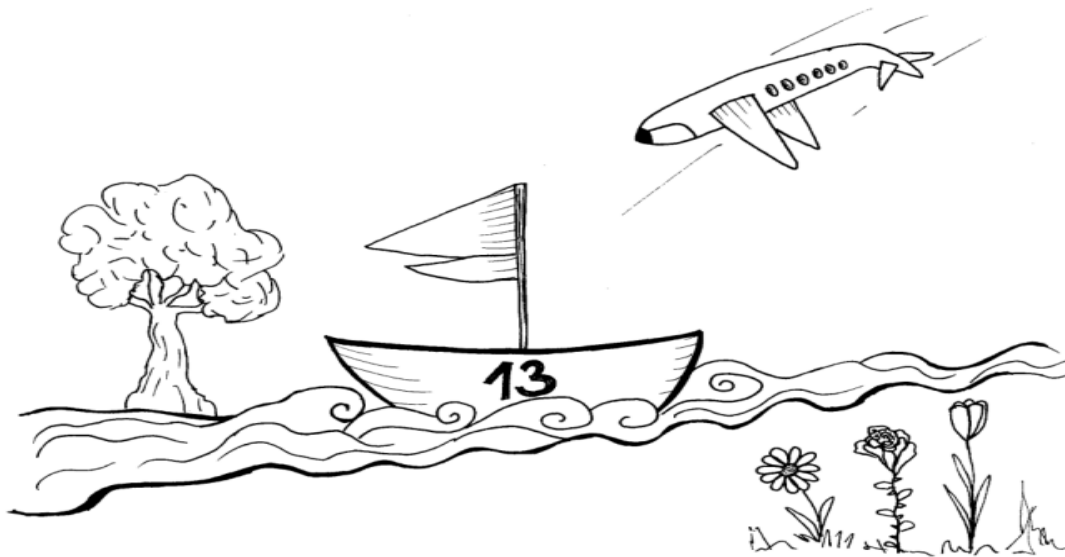
The same can be said for the neutral. The article "das" is used for neutral:

Colors:	das Blau (blue), das Grün (green), and c.
Metals:	das Silber (silver), das Gold (gold), and c.
Chemicals:	das Helium (helium), das Uranium (uranium), and c.
Letters:	das A, das B, das C, and c.
Physical sizes:	das Ohm (ohm), das Amper (ampere), and so on.
Continents:	das America (America), das Africa (Africa), and c.
Languages:	das Spanisch (Spanish), das Englisch (English) and c.

It is difficult to memorize the nouns with right article in this way and it is not easy to remember. Drawing is a very effective way for solving this problem. As we know, the memory of the pictures takes a long time. Because the image information is stored in our right brain. For example, words related to maskulin can be illustrated by the following illustration by Kateřina Sojková. [1.51-54.]



1. Picture for maskulin



2. Picture for feminine



3. Picture for neural

In these pictures, any of the above-mentioned concepts of the rule are associated with one another. For example, the BMW model shown in the Picture 1 is the basis for all car brands, or the flowers in Picture 2 are the basis for all types of flowers (with the exceptions), and He (helium) in picture 3 is the basis for all chemicals.

Adapting pictures to the classroom process depends on the skills of the teacher. There may be different examples for this. For example, a teacher may use his or her own pictures in the classroom, or give students instructions that they have to prepare their own picture with a grammar rule. The pictures should be based on unusual, different fantasy. "... Working with drawing is a great way to remember and the words that resemble the image are memorized twice. Every drawing, that we made, makes the learning process more enjoyable and interesting, but the non-imaginative information is rather boring." [2.15.]

In his work, K. Sojková emphasizes that it is more effective to incorporate a variety of fiction stories into the classroom. In this case, the student not only acquires grammar, but also stimulates the development of writing and speaking skills. It is also important that, apart from formal grammar lessons, a form of task that will motivate learners to think is created.

RESULT AND DISCUSSION

In each group, the stories are different. Combining these with the rest of the group will be a great opportunity to work with the rest of the group, writing the most interesting and flawless. Below are the stories for each article: [1.42-45.]

Prinz auf dem weißen Pferd (DER)

So bin ich verlobt! Mit einem Prinzen auf dem weißen Pferd. Und wie ist die Geschichte? Es war einmal ein schöner sommerlicher Julisonntag, er holte mich mit einem weißen BMW mit einer Weinflasche ab und ich bekam einen Ring mit einem riesengroßen Diamanten! Naja, in Euro verdient man leichter! Wir fahren über die Stadt aus, als es auf einmal sehr wenig wurde, der Wind wehte vielleicht aus allen Himmelsrichtungen und es begann zu schneien! Im Sommer! Und so sage ich bis heute, dass für mich ein Prinz auf dem weißen Pferd kam.

Mein erster Flug (DIE)

Ich sollte zum ersten Mal in meinem Leben mit dem Flugzeug fliegen. Als ich zum Flughafen kam, stellte ich fest, dass mein Flug die Nummer 13 hat! Da ich abergläubisch bin, drehte ich mich auf dem Absatz um und ging lieber eine Dampfschiffkarte kaufen. Wenigstens kann ich mich während der Fahrt an der Flora erfreuen.

Indianer aus Venezuela (DAS)

Mein Vater erzählte mir davon, als er nach Venezuela flog um die Indianer zu besuchen. Am Anfang hatte er Angst – er flog auf einen anderen Kontinent, in ein anderes Land, wo eine andere Sprache gesprochen wird. Er musste sich aber vor nichts fürchten – er fuhr zu den Indianern, in den Dschungel, ins Paradies von Gewässern, in keiner Stadt. Als er die kleine Indianer mit Farben an ihren Körper kennengelernt, stellte er fest, dass sie eigentlich glücklich sind. Sie brauchen nicht zur Schule gehen, die chemische Elemente, physikalische Einheiten und geschweige denn das Buchstabenalphabet büffeln. Sie brauchen kein Geld, weil sie alles, was sie brauchen, auch die Medikamente, in der Natur finden.

CONCLUSION

During the research

1. Developed ways of learning and teaching German articles through mnemonics.
2. Stories should be taught to students in groups. Students can then be instructed to repeat what words are typical for each article.
3. It works even better if you print out the compiled stories underneath the picture and distinguish the genus's typical representatives with thick or sideways font. When these tasks are grouped into three subgroups, each group will be able to produce artwork and story for each article.
4. When working in groups, students are usually dominated by a cheerful mood. Using mnemonics in German lessons is most useful way to memorize lots of information and interesting lessons may be more effective than general lessons.

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