

METHODOLOGY OF TEACHING GERMAN AS A SECOND FOREIGN LANGUAGE

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Abstract: The second foreign language in the universities is a new phenomenon. It can be argued that the introduction of a second foreign language into the curriculum of a general education school has become a real step towards multicultural education, towards the formation of a multilingual personality. German is typically the second foreign language. As practice shows, three out of four who study German as a second foreign language have studied English as a first foreign language and can use the experience, knowledge, abilities and skills that can be transferred into the second foreign language and greatly facilitate its learning.

Key words: German language, second foreign language, intercultural communication, learning process.

When teaching German as a second language, it is necessary to rely on the general principles that apply when teaching any foreign language. Despite the fact that these principles have much in common, they still have some modification in relation to the second foreign language, taking into account the specificity of the learning conditions, for example, the presence of three languages in contact in the learning process, extensive experience in learning a foreign language, etc.

The most essential principles are as follows:

1. As in teaching any foreign language, communicative goals predetermine the general methodological approach to teaching. But since the students already have experience in learning English, mastering German is carried out by them more consciously, they can compare both certain linguistic phenomena of German, and the organization of the learning process. Students who study English and German have more developed reflection. That is why the general methodological principle in teaching German can be defined as communicative-cognitive, where the cognitive aspect is subordinated to the communicative, and it manifests itself where it is necessary to find any analogies that facilitate assimilation, or, conversely, to identify differences in order to avoid interference.
2. The entire educational process should be focused on the student's personality, on his development, independence, on taking into account his capabilities, needs, interests.

When teaching German, there are even more prerequisites for this than when teaching English, thanks to the experience of learning a foreign language, a later start of learning and a more conscious approach to learning the language ... For some students, it is necessary to create conditions for faster progress, while others should be given the opportunity for repetition and training.

The problem of an individual's activity in learning is one of the most urgent in educational practice. The negative attitude of students to a foreign language, these include:

- Lack of systematic and in-depth clarifications about the importance of learning foreign languages;
- Incorrect teaching, not stimulating logical and meaningful memorization of language material, but orienting students only to intuitive understanding. Students accustomed to a system of work based on the principle of conscious learning cannot come to terms with a method of working on a language that contradicts their usual focus in working on other subjects. As a

result, they become convinced that a foreign language is some kind of special subject that requires primitive, uninteresting forms of work;

- Inability of the teacher to organize work depending on the different levels of education. The methodology of teaching a foreign language should be rebuilt at different stages of work, of course, in accordance with the age characteristics and the increased volume of students' knowledge;
- Lack of tangible practical results of work on the language among students. Students, after several years of studying a foreign language, not seeing the practical results of this study, are disappointed and come to the conclusion that their work on the language is useless, which, of course, does not contribute to an increase in interest in the subject being studied;
- Lack of timely individual assistance in the event of a backlog of students.

In addition, the lack of correspondence between the construction of lessons and the mental needs of students also leads to a loss of interest among learners in the subject being studied. It is also important to note that the specificity of teaching a foreign language is fundamentally different from the specificity of teaching other school subjects.

The impossibility of a foreign language to implement the entire set of functions performed by the native language. After all, acting in the unity of the functions of communication and generalization, at first it is the main means of the learner's "appropriation" of social experience, and only then is the means of expression, formation and formulation of his own thought. A foreign language under the conditions of higher education can no longer serve as an instrument of cognition of the surrounding world as a native one.

If a student masters all other subjects by means of the native language as a tool, tool, means, then when mastering a foreign language there arises the problem of gradual, externally controlled assimilation of the language itself, its means and methods of functioning, so that in the future with their help move on to solving complex cognitive problems. The challenge is to pinpoint the transition from what is currently the goal to tomorrow that will be the means to another, more complex

goal. To remove this difficulty, that is, to identify whether a foreign language at a certain moment is the goal or means of teaching, methodologists divide the process of teaching the language into several stages.

The educational process as a model of real intercultural communication, she identifies such four stages of mastering foreign language communication as the stage of the formation of speech skills, their improvement, the development of speech skills and communication training. Thus, all of the above allows you to understand the peculiarities of a foreign language as an academic subject in order to take them into account when including active teaching methods in a foreign language educational process. It is necessary to highlight the criteria, guided by which it is possible to determine the place of each of the methods in foreign language lessons, as well as to identify the means that ensure the applicability and effectiveness of active teaching methods.

A German lesson is a logically finished part of the work of teaching a language, the main goal of which is to achieve certain goals of a practical, general educational and educational nature. To achieve a positive result in the implementation of these goals, it is necessary to do pre-planned exercises and tasks, based on the means and teaching methods laid out by the teacher. The essence of the lesson depends on the speech orientation.

Successful assimilation of language skills and information in a German lesson is directly dependent on the organization of this lesson.

A German lesson can only be complex, that is, it should contain a variety of types of work and study different aspects of the language. During the lesson, students should demonstrate vigorous speech activity. Transfer of knowledge and skills from the native language to the target language. During the lesson, the training and consolidation of the passed material should prevail over the study of new.

A lesson system is a collection of lessons of different types, which are arranged in a hierarchical chain and have a common end goal. The system of lessons is characterized by the sequence of processing of some language material

and often covers an entire paragraph of the textbook or a certain conversational topic.

In the system, lessons are of the following types:

- ✓ A lesson in mastering primary skills;
- ✓ A lesson in practicing speech skills;
- ✓ Oral speech lesson;
- ✓ Lesson of repetition of the studied material.

In addition to these types, there are also survey and trial lessons.

Lessons for practicing primary skills are intended for: submitting new material, repeating this material, solving exercises and tasks for recognizing language material. The number of such lessons depends on the degree of complexity of the new material and on the level of knowledge of the target language. During the lessons of practicing speech skills, the main attention is paid to reading, dialogues.

The educational process is the most difficult moral relationship between a teacher and a student, in which the corresponding, defining feature is the upbringing of a sense of honor and dignity.

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