

Methodology of Teaching German as a Second Language

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Abstract: Learning a new foreign language also poses many challenges, for example, when teaching German in English, students face difficulties: in pronunciation; in the rules of reading; in intonation; some words in English and German are similar and pronounced, but have different meanings, they are called "false friends of the translator"; word order; when articles are depleted; in the attachment of verbs; in complex grammatical constructions and so on. It is well known that the grammar of German is much more complex than the grammar of other Germanic languages.

Keywords: foreign languages, complexity, differentiation, principle, Latin script, potential dictionary

The main purpose of teaching a foreign language is to master a foreign language at the basic level of mastering foreign languages. In this regard, the training includes: language, speech, socio-cultural knowledge, skills and abilities that provide the formation of primary communicative competence, ie. ability and readiness to use a foreign language in the process of intercultural interaction in the usual cases of oral and written communication (speech, listening, reading and writing). Against the background of new developments in modern technology, there is a need to know foreign languages. And it helps to learn a second language based on the first language. While learning German as a second foreign language, students acquire basic socio-cultural knowledge about our country and the country of the language being studied. The choice of German as a second foreign language for students to study (hereinafter referred to as 2-FL) is not uncommon, and the strengthening of cooperation in trade and professional life between Russia and Germany, the growth of personal mobility, the expansion of ties with German culture, with the possibility of sharing with students and teachers. German is usually a second foreign language. Practice shows that out of every four people who learn German as FL 2, three learn English as the first foreign language and the experience, knowledge, skills and abilities that can be transferred to the second foreign language can use nicknames. When teaching German as FL 2 after English, it is important to rely on the general rules that apply to teaching any foreign language. Although these principles have many similarities, they do make some changes to FL 2, for example, taking into account the specific characteristics of the learning environment, e.g. communication (native language, FL 1 and FL 2), great experience. learning a foreign language, etc. The most important principles are:

1. As with any foreign language teaching, communicative goals also determine the overall methodological approach to teaching. However, because students have experience learning IL-1, the mastery of IL-2 is done consciously, comparing some of the linguistic phenomena of IL-1 and IL-2 and the organization of the learning process. Students studying FL 1 and FL 2 have a more developed mirror (a desire to look at themselves from the outside, to be accountable to themselves). Therefore, the general methodological principle of IL-2 teaching can be described as communicative-cognitive, where the cognitive side is subordinate to the communicative and it is important to find any similarities that facilitate assimilation or, conversely, to avoid interference. manifests itself when it is necessary to identify differences.

2. The whole educational process should be focused on the personality of the student, his development, independence, abilities, needs, interests. In teaching IL 2, there are more conditions than teaching IL-1, because the experience of learning a foreign language, then start reading (from the

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seventh grade of a school with in-depth study of English) and thus a conscious approach to language learning. ... Thus, taking into account the individual characteristics of students and the differentiation of reading can be done taking into account the level of preparation for Lesson 1. For some students, you need to create the conditions for faster development, while for others, you need to give them the opportunity to repeat and teach.

3. The whole educational process should have a socio-cultural orientation, but here too there is a peculiarity: early use of original materials (from the first lesson real texts are given and the interaction of the three national cultures) relies on).

4. Work on the acquisition of certain linguistic tools to move to speech actions aimed at solving specific communicative tasks shown in the tables at the beginning of each chapter of the textbook and to ensure the interaction (interactivity) of students in speech. need One of the means of enhancing the interaction of speech and creating these real or imaginary conditions is the use of these design techniques and role-playing games. Education is active in nature. 5. All four basic types of speech activity: listening, speaking, reading, writing - should develop in harmony with each other. The peculiarity of teaching Ill 2 is that the reading is carried on in real texts from the very beginning and has a large share. school students are familiar with the Latin script, quickly mastering the rules of reading, although there is a risk of interference with the German language. They master the technique of working with text in a foreign language, wider lin6. A comparative (contradictory) approach is very important in reading Lesson 2. Students have the opportunity to identify differences between languages and look for similarities in them. 2 is a great help to the native language and FL 1 when learning FL, especially in English, because German and English are the same - they belong to the German language and there are many similarities. 7. The intensity of IL-2 study and the principles of economics are very important. If students have a high level of English, the process of mastering 2-FL can be significantly enhanced. This will save time and speed up the learning process:

1) Having a Latin script reduces the alphabetical order and reduces the difference in the spelling of the phonetic letters in German and English to the identification and mastery of the graphic and phonetic representation of the word;

2) availability of significant potential vocabulary. English words, similar to German, borrow directly from English, internationalism facilitates the reading process and contributes to faster assimilation of the German dictionary.

3) rapid development in the field of education contributes to the rapid development of socio-cultural harmony;

4) The orientation phase in the study of IL-2 in the mastery of all linguistic tools, including grammar, can be shortened and carried out independently, for example, using tasks such as "Go to the Rule". Accelerating the initial stage of teaching and the whole learning process in general is an important condition for its success and effectiveness. 8. It is necessary to regularly monitor the success of IL-2 in teaching, to develop in school students the ability to think, self-manage and self-awareness.

Among these principles, the first principle is particularly important, which can be achieved by comparing language systems, introducing all types of support, the second stage mastery process, which facilitates and accelerates the memorization process.

Latin script; a phrase that has similarities at the level of pronunciation, meaning, spelling. word formation: tanzen - to dance / der Elefant - fil beginnen - to begin / die Hausarbeit - homework; the existence of explicit and implicit articles and the similarity of the rules of their use: Das ist ein Mann. Der Mann ist gut./ This man. The man is good; similar sentence structure: Er ist gut / U good. Sie kann tanzen / He can dance; formation of temporal forms (from the three basic forms of the verb and the

auxiliary lagol haben \ u003d to have in perfect): kommen - kam - gekommen / come -came - come, bring - brachte-gebracht / - brought - brought; modal verbs: müssen - must / können - possible; mandatory: Read the text !! / read the text! All this can be the basis for learning German as a second foreign language, especially at an early stage. The process of learning a second foreign language can be more intense, as access to this process is easier because of the principles outlined above. The beginning of learning a second foreign language allows you to reinforce a number of factors: having a Latin script, so you can shorten the learning time of the alphabet as much as possible and explain the differences and mastery of phonetic correspondence, graphic representations of words ; a great potential dictionary that teaches you to read and understand what you can read (English words like German, direct borrowing from English, internationalism). Due to the students 'knowledge of the Latin alphabet, the time to work with the alphabet and the spelling of German letters was minimized. In parallel, the teaching of speaking, reading and writing is carried out in a modern style language education: the development of language and communication skills. Learning German is quick and easy in the following cases: - Believing in the similarities with English, as well as finding help in your native language; use linguistic assumptions (about the meaning of the word, the grammatical form), relying on the context of the word, the familiar parts; noticing differences in language phenomena and ways of expressing ideas; translating work ability into a new language (finding the meaning of a word in a dictionary, using word combinations, performing various exercises, etc.). consider learning a new language as a means of getting acquainted with another culture, the culture of German-speaking peoples (through direct contact with the mother tongue, during correspondence).

Learning a new foreign language also poses many challenges, for example, when teaching German in English, students face difficulties: in pronunciation; in the rules of reading; in intonation; some words in English and German are similar and pronounced, but have different meanings, they are called "false friends of the translator"; word order; when articles are depleted; in the attachment of verbs; in complex grammatical constructions and so on. It is well known that the grammar of the German language is much more complex than the grammar of other Germanic languages. He concluded: "It's very good in Germany. I have no friends but to mingle with them." Based on the above, it should be considered when learning German as a second foreign language: both positive and negative). The formation of relevant skills in English increases the likelihood of their transmission from this language and weakens the influence of the mother tongue. The influence of the mother tongue and English is manifested differently at different language levels and in different types of speech activities When studying grammar and defining pronunciation, both positive and negative transitions from English are often seen, but the influence of the mother tongue is also important. in this case, the interaction of languages depends not only on the level of formation of skills and abilities in English, but also on the complexity of the events being compared. In order to enhance the positive influence of German and to prevent the interference of the mother tongue at the grammatical and lexical levels, students 'attention should be focused on finding similarities and differences in these languages.

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