

Effective Methods of Teaching Foreign Languages (In the Example of the German Language)

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Annotation: This article discusses the use of handout schemes and games in foreign language classes, including German language teaching, to increase students' vocabulary, and some methodological recommendations are given in this regard. recommendations have been made. Key words: Speech culture, spiritual heritage, phonetics, morphology, work on vocabulary, expanding literacy, speech richness, knowledge, skills. All over the world, the creative work in the field of national economy is the implementation of large projects.

Keywords: creative work, national economy, "Know and own", public pedagogy, methods for healing.

One of the most important factors determining humanity is spirituality, and one is enlightenment. In the words of Goethe, "Know and own" is a wise rule, but "unite and direct" is even better. At the moment, the development of spirituality and enlightenment of students, which is considered an urgent problem for public pedagogy, is one of the big problems facing pedagogues. Even the most developed countries are unable to solve this problem. So, if this problem exists in this world, what should we do? Great pedagogues use different methods and methods for healing. For this, we have spiritual heritage left to us from our ancestors. Now we just need to convey it to the minds of young people with effective means. Our country wants to improve the quality of education for young people, to connect education with life, to combine it with productive work, and to become educated and cultured people in all respects. an important and responsible task is being set. Successful implementation of this task requires the teacher to be fully literate, to know the grammatical rules of the language, and attention is paid to expanding the vocabulary. It is not one job. All subjects are conducted in connection with all grammatical rules. Since working on vocabulary in German language classes is aimed at developing students' speech, expanding their literacy, and improving speech culture, work on vocabulary in schools, it starts from the primary grade and continues throughout the entire education period. It requires students to have certain preparation in working on the vocabulary, to work on the basis of a certain plan. In this work, students' vocabulary expands in connection with the passage of phonetics and morphology (word composition, phrases from nouns, adjectives, verbs and numbers), synonyms, antonyms, homonyms of the word. The experience of working on polysemy, as well as working on the vocabulary in connection with the student's writings, will be covered. In this article, it is recommended to use in the lesson from many works on the teaching methodology. In this topic, I have selected some topics from the methods and styles of the great pedagogues V.F.Shatalov and V.F.Kud from various lexical methodological schemes. (From the Russian language, this method is called LSS - lexico-semonticheskiy-schema). In the scheme, pictures, symbols, letters and words are given in abbreviated form. These pictures and words are a warning sign. Psychologists have found that vision and perception develop the mind, increase the wealth of speech, and are very useful in sharpening the ability to think.

In each class, topics are selected depending on the age of the student. Effectively used topics give the student the following practical benefits in language learning: increases vocabulary, helps to see words correctly and write correctly. helps to build. These pictures and the schemes separated in sections help the student's aesthetic education. It improves the student's ability to make sentences based on grammatical rules. The topics are different: "In der Schule", "Zu Hause", "In der Klasse", "In da Turnstunde", "Die Schulbibliothek", "Unsere Wohnung", "Unsere Wohnzimmer", etc. Let's look together at the words, pictures, symbols placed in the scheme "In der Pause". The teacher explains the situation that can be done during the break of the students during the passage of this topic. The scheme consists of three blocks (parts). Block 1. Call picture. This represents Es lautet und die Pause beginnt. Pictures of a schoolboy and a schoolgirl: "Im Klassenzimmer sind jetzt nur zwei Schuler." The word "Klassendienst" means Sie haben Klassendienst - the verbs "aufmachen, abwaschen" are used in the words window and board. Sie machen die Fenster auf, waschen die Tafel ab, machen das Klassenzimmer sauber.

This topic helps to determine the knowledge and skills acquired in the sports lesson. This topic also consists of three parts, block 1. The word O N 26 indicates the teacher's name and surname and age Olim Nazarovich. Unser Turnlehrer heisst OLim Nazarovich. Er ist 26 Jahre alt. er ist immer lustig. Block 2. Gym, picture of students, turnen, spielen, laufen verbs are given. Wir turnen alle gern: die Jungen und die Madchen. Wir marchchieren in der Turnhalle, laufen und springen. Wir spielen oft Ball und Tennis. Block 3. The sentence and the school yard shown in half form have an ice rink and hockey equipment. Aber besonders gern turnen wir im Schulhof wir haben hier auch eine Eisbahn. Pictures of sticks, pucks, sleds, and ice fields define winter sports. ., Wessling G. Aufgaben und Übungstypologie zum interkulturellen Lernen mit Beispielen aus Sichtwechsel-neu, in Zielsprache Deutsch 27(2) 1996, S. 77-91

It is known that communicative competence is in the mother tongue in social situations and to be able to communicate in any foreign language to follow the culture, social flexibility, cooperation in the team implies the formation of abilities to work effectively

It's no secret that most of our country's students have a foreign language Among the languages, there is a strong emphasis on learning English. That's the practice shows that three out of four German learners learn English as their first language learned as a foreign language and used the acquired experience, knowledge, skills can be transferred to a second foreign language and facilitate its learning.

It is precisely such situations that are brought up in preschool educational institutions occurs when students reach school age and are admitted to school.

In such cases, students who have studied English to a certain extent are taught German In order to be interested in language lessons, it is necessary to pay attention to certain principles. English When learning German as a second language, any foreign it is necessary to rely on the general rules used in teaching the language. This although the principles have many similarities, they are a second language has some kind of modification, for example, to the educational conditions themselves characteristic, contact of three languages with the educational process (mother tongue, English and German language) etc.

As with any foreign language teaching, communicative goals predetermines the general methodological approach to learning. But since students already have experience in learning English, they seek to compare the specific aspects of English and German. That's why the general methodological principle in learning a second foreign language can be described as communicative-cognitive, where the cognitive side is the communicative side subject to and any

similarity that it makes easier for you to learn it was necessary to identify the differences in order to find or avoid confusion manifests itself in the place . In general, some level of English. These are two languages when learners start learning German they notice the following similarities between:

1. *both languages use Latin letters;*
2. *field of use of vocabulary and words;*
3. *similarity in the structure of simple sentences (linking verb availability). Deutsch: Mein Name ist Miller.*

English: My name is Miller.

Deutsch: Sie ist krank. English: She is ill.

Deutsch: Er spricht Deutsch.

English: He speaks German.

4. *When studying tense forms (of the three main forms of the verb and the use of the auxiliary verb haben = to have);*

Deutsch: Kommen – kam – gekommen

English: come – came – come

German: Bringen – brachte-gebracht

English: bring – brought – brought

Deutsch: Sprechen – sprach – gesprochen

English: speak – spoke – spoken

But it is important to know that in the process of learning a new foreign language, for example, when learning German through English, students have some of the following may face difficulties :

- when pronouncing;
- in the study rules;
- in intonation;
- some words in English and German are pronounced the same, but has a different meaning, and is called "the false friends of the translator";
- in word order;
- in conjugation of verbs; - in complex grammatical constructions and others.

According to statistics, only 15% of success in language teaching is due to the teacher, 50% depends on the abilities and efforts of the student. The remaining 35% is for interest based on motivation. The teacher's strength is grammar to spread interest in a new language in a complex system of paradigms does not allow.

In order for students to learn a foreign language easily during the lesson, it is as follows using topics that are interesting and develop speech in a modern way it works. —Kennenlernen (—Dating), —Mein Klasse (—My Class), Themes like —Tier (—Animals), —Meine Familie (—My Family), of course to develop basic knowledge and speech of our students will help.

Dialogue, opinion in the development of communicative skills in children listening, reading, and writing are key experiences of sharing.

For example, above a lesson is being held on the basis of the noted "Mein Klasse" topic in the process er/sie, ihr - from personal pronouns, mein, dein - from possessive pronouns, it is convenient to use numbers, educational tools, names of subjects. Dialogue - and during the survey, which subjects of science do you like, which does not like; boys talk about your girl friend; and in the communication process working with active vocabulary; built on the basis of studied linguistic materials listening to small input texts in audio recordings; orally reacting to what you hear helps.

In conclusion, to make learning German easier draw students' attention to find similarities and differences between English and German should be directed. The foreign language teaching competence of the student the knowledge, skills and competences acquired in everyday life are clearly one forms the ability to apply in practice in the field.

The motivational potential of authentic videos in foreign language classes is important. This methodological tool with communicative situations in everyday life allows to study existing situations in the expressed living language environment, which prepares students to use the studied language in real situations.

Problem situations based on the information shown in the videos comment and discuss, find additional information and group them as a result of sharing with students worldview, moral and aesthetic education is formed, as well as linguistic information (verbal and non-verbal communication tools), encourages use in social and cultural situations.

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