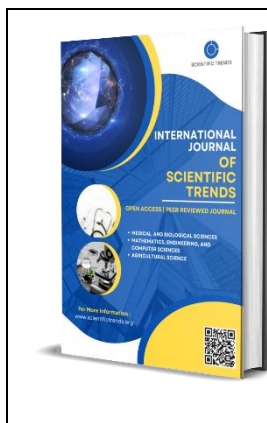


Teaching German

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Abstract

Germans also work with children outside of school hours, so students communicate in German throughout their stay in the camp. The ultimate goal of mastering a foreign language is clear and simple – the ability to express oneself in a foreign language, that is, the development of that communicative and intercultural competence that allows one to work with information in the target language, both orally and in writing according to the subject of the situation.

Keywords: Language, qualities, section, problems, teaching aids, oral, motivation.

Introduction

Foreign languages are playing an increasingly important role in modern Russian education. Many schools offer the learning of two foreign languages; Grammar schools attract students less by the number of languages than by their quality and offer their students a significantly larger number of lessons and a variety of extracurricular activities.

The aim of speech instruction in foreign language teaching is to develop speaking skills that enable students to use them in unskilled speaking practice at the level of generally accepted everyday communication.

The implementation of this goal is associated with the development of the following communication skills in the students:

- understand and produce foreign-language utterances according to the specific communication situation, speaking task and communication intention;
- engage in linguistic and non-linguistic behaviour, taking into account the rules of communication and the national and cultural specificities of the country of the language to be studied;
- use rational methods for mastering a foreign language and improve them independently.

Speech is one of the types of human language activity that, like any type of activity, is the result of the mental and psychophysical activity of the human brain. Speaking is a way of expressing thoughts through language, i.e., mechanism for converting thoughts into statements.

From a psychological point of view, the process of finding a statement takes place in 4 phases:

- word selection process;
- designing the model with keywords;
- formatting a message according to the norms and grammatical rules of the language;
- Implementation of the statement.

Teaching speaking is about developing students' skills in dialogical and monologue speaking.

Characteristic of the dialogue speech are the exchange of remarks between speakers, the repetition of phrases and individual words after the interlocutor, questions, additions, explanations, the use of hints that can only be understood by the speaker, various auxiliary words and interjections. The characteristics of this speech largely depend on the degree of mutual understanding of the interlocutors and their relationships. The learning of dialogical language should aim to develop the ability to use answer cues correctly spontaneously, to ask questions of different types and to answer them logically, to use linguistic clichés according to the rules of language etiquette, to express a request, advice, agreement, rejection, etc.

Monologue speech has greater compositional complexity, requires completeness of thought, stricter adherence to grammatical rules, strict logic and consistency in the presentation of what the speaker of the monologue wants to say.

Mastery of communication skills includes the following:

- use of intonation patterns and rhythms, correct emphasis in words and sentences;
- Selection of suitable words and sentence types depending on the target group, social situation, topic and situation;
- arrange thoughts in a logical order;
- Use the language fluently and with few pauses to express judgments.

In the lessons for the development of speaking skills, one often encounters the problem of "silence of the students". In my opinion, this problem arises from a series of difficulties that arise when learning to speak.

The main difficulties in learning to speak include motivation problems such as:

to understand the communicative language task correctly;

- lack of linguistic and linguistic means (lexical units, grammatical structures and phonetic design) to solve the task;
- lack of ability to use elements of narrative, description and reasoning using phrases – clichés;
- inability to correctly construct a monologue statement that contains an introduction, means of logical connection, and conclusion;
- inability to endure the required duration of communication in a foreign language.

In the process of learning to speak, with proper organization of work with students, you can overcome these difficulties and achieve considerable success.

For this purpose, several categories of exercises of different degrees of activation are used and should be used, which are divided into two types:

The first type is linguistic, training, preparing, pre-linguistic, primary, elementary, non-communicative, " exercises ". The aim of such exercises (type 1) is the targeted activation of the language material, the result of which should be the ability to operate certain phonetic, lexical and grammatical elements or entire sentences. The core of these exercises is the repeated and varied repetition of a foreign language form corresponding to the given content.

The second type is language, communication, situational, synthetic, updated, creative exercises.

The purpose of such exercises (type 2) is the unregulated, concretely undirected activation of the language material under the conditions of speaking practice in the solution of communicative and content-related problems. The result of such activation should be language competence and the

willingness to be included in real communication. The core of these exercises is the formation and implementation of one's own content in a foreign language form.

It is very important to talk about the psychological differences between exercise types 1 and 2. The orientation of all the pedagogical actions carried out can be characterized as follows: from exercises in which the student's attention is directed to the linguistic form of the statement (type 1 - training) to exercises in which his attention is focused on the content of the statement (type 2 - communicative).

Training exercises should: have a training character, which means that the same speech elements are repeated on the material of each exercise; be pedagogical in nature and prevent language errors; be designed to work on any linguistic phenomenon; Ensuring the production of a minimal unit of speech – a sentence – as the end product of the operation.

Communication exercises should: provide students with information that, if shared, can become their real need or learning task; stimulate the production of coherent language based on their life experience and knowledge; stimulate the expression of your attitude towards a particular event; Create situations for verbal communication.

One of the methods of speech teaching is the case technology method – a method of active problem-situation analysis based on learning by solving specific problem situations (cases). Its main purpose is to develop the ability to develop problems and find their solutions, as well as to learn how to handle information. The case method can be successfully used in foreign language teaching, as this method is complex and involves all kinds of language activities: reading, speaking, writing, listening. Students have a real opportunity to communicate in a foreign language in the process of interacting with other group members and the teacher.

Training cases (case study) are divided into the following phases:

The first phase is the phase of case preparation or the phase of task formulation. In this phase, students complete the following tasks:

- Selection of associations, selection of synonyms and antonyms;
- Use of the tenses Present Continuous and Present Simple of the English verb;
- Ability to ask questions.

The second phase is analytical (the beginning of a case discussion).

Purpose of the phase: Analyze the case and develop a solution:

Suggested tasks:

- distribution of phrases – constructors (phrases – clichés) and words – connectives according to their intended use;
- Analysis of similarities and differences, advantages and disadvantages;
- Argumentation of your point of view.

The third stage is the final phase (presentation of the solutions by students).

Objective: Present and justify the decision/conclusions on the case.

In our teaching, we use pedagogical cases (case studies) whose main task is teaching. They significantly expand the creativity space that covers the activity of case creation and strengthen the role of creative improvisation in the learning process.

As part of such trips, students not only take part in lessons at language schools, but also volunteer in social institutions, where they communicate easily with staff and visitors. A good basis for such communication is provided by the holidays in the youth language camp "Vergissmeinnicht" in the

south of Russia (Tuapse), where daily German lessons are taught not only by teachers but also by German native speakers. The Germans also work with children outside of school hours, so the students communicate in German throughout their stay in the camp. The ultimate goal of mastering a foreign language is clear and simple – the ability to express oneself in a foreign language, that is, the development of that communicative and intercultural competence that allows one to work with information in the target language, both orally and in writing according to the subject of the situation. The realities of modern life push yesterday's students to continue learning a foreign language, regardless of which field of activity is chosen for professional development. A foreign language is needed both for obtaining information about one's own field of expertise and for everyday communication, not only due to the growing number of borrowings into modern other languages, but also to obtain relevant information in the world first-hand. Written communication has become much easier for laypeople in the language thanks to modern technologies for translating texts, but there is still no such breakthrough in oral communication. Therefore, learning a foreign language is the top priority when teaching German as a foreign or second language. In this regard, foreign and Russian approaches show a significant discrepancy.

In textbooks and study guides, elements of preparation for speaking begin in the first sections, but the intensity and number of tasks leave our publications far behind textbooks and study guides from publishers such as Hueber, Klett, Schubert, Cornelsen and others. For example, in the textbook PEDAGOGICAL SCIENCES – Beginner's Encounters A1+, lexical structures for active oral use are suggested as early as the second exercise of the first chapter. In the DaF textbook Kompakt A1–B1 offers the possibility to use expressions heard in the audio application already in the first exercise, and tasks for answering or asking questions can be found in almost every exercise. This lack of consideration of the aspect of speaking a foreign language is reflected in examinations. In the Uniform State Examination in German, an oral part was only introduced in 2015. If we compare international exams in German as a foreign language up to and including level B1 (Start German, Goethe Certificate) and the Unified State Exam and Olympiads corresponding to level B1, then it is worth paying attention to the difference in the composition of the exam.

German exams generally consist of four aspects: listening, reading, writing, and speaking. Dr. Martin Löschmann (IHK, Berlin), like other German teachers of German as a foreign language, is of the opinion that German teaching methods place too much emphasis on grammar and are at the expense of the development of communication skills. He sees the solution to this in bringing the exercises closer to everyday situations, as is done, for example, in the GoetheZertifikat exam: In the "Writing" section, depending on the level of difficulty, you have to fill out an application, fill out a form in a hotel, book a trip or respond to a letter from a friend or official. In the Unified State Examination, students are also asked to respond to a letter from a friend. However, in the second task, in the "Writing" section, they are asked to write an essay on a specific topic, the skill level of which is closely related to the ability to express their point of view verbally, but to which less attention and time is devoted. The ability to express one's point of view is mainly developed in one's native language. If a student has difficulty expressing his opinion in his native language, the same difficulties occur when learning a foreign language. Therefore, as already educated individuals with a particular worldview, adults have an undeniable advantage in mastering this aspect of language. According to Professor Dr. Angela Friederici, who researches the cognitive

abilities of the brain at the Max Planck Institute: "The decisive factor is how the brain processes language." The more knowledge the brain has already acquired, the better it will cope with new ones." The second benefit of learning a foreign language as an adult is inner motivation. Intrinsic motivation is the process by which the student is interested in learning himself, that is, he learns on his own initiative, based on personal motives.

It should be noted that internal motivation can be hidden, for example: hope, recognition, self-determination, and explicitly: career, business relationships, diversity, curiosity, competence. But in addition to such positive aspects, adults also have specific negative attitudes. The most common assumption is that what was not learned in childhood and adolescence can no longer be learned, since the speed of perception usually decreases after 17 years. However, this factor can be easily neutralized by the right motivation: if it is clear why you need to make an effort, this obstacle is easy to overcome. Adults often have difficulty learning for certain subjective reasons. This can primarily be a learning interruption that gives up the study habit. Therefore, it is the students who can achieve good results in mastering foreign languages: most often in Russia there is no break after school, the personality is already formed, and the student is able to use internal motivation independently, but at the same time the authority of the teacher nevertheless allows him to successfully use external motivation. External motivation consists of motives that lie outside the student's personal interests – external conditions, be they material (reward, punishment) or social (competition, recognition or group feeling) motives. When designing communicative situations, external motivation comes into its own – the most important method in speech lessons.

Communication situations can be either typical, standard, i.e. common in everyday life, for example, a conversation between buyer and seller, a conversation between business partners, the purchase of a train or plane ticket, the booking of a hotel room or free, determined by certain unique factors. The first type of communication or language situations is more commonly used in the initial stages of learning and is characterized by a series of specific key phrases. Standard speaking situations are also often used in job-oriented language teaching. A striking example is the course "German as a Foreign Language" for doctors practicing in Germany.

Many foreign specialists aspire to continue their professional activities in German clinics after such a practice. Includes an analysis of possible topics that should be discussed primarily with patients, such as the initial appointment, discussion of the diagnosis based on the test results, discussion of further treatment, preoperative discussion with analysis of possible risks, etc. What kind of motivation leads to this? Which factors and learning approaches play a decisive role in the development of oral speaking skills can only be determined individually. The ability to speak orally in job-oriented foreign language teaching opens up access to the necessary information in the subject area and the possibility of controlling one's own motivation and developing further skills and abilities.

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