



The Methodology Of Teaching German Language In Foreign Countries

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INTRODUCTION

Until the beginning of the 90s, the ratio of foreign languages studied at school was established by the Ministry of Education. At present, in accordance with the developing market relations, the educational services provided by the school determine the demand. And the demand is now manifested in a clear preference for the English language. As a rule, parents tend to send their child to learn English. From the point of view of parents, this is quite justified, since this is the language of international communication, which is spoken by almost the entire civilized world. Now the ratio of foreign languages studied at school has changed dramatically in favor of the English language. This can be viewed as an objective trend, which is due to geopolitical and socio-economic factors and is typical for many countries of the world, but its development should not be allowed to take its course. This idea finds confirmation in the position of the Council of Europe, which unambiguously spoke out in favor of linguistic pluralism in Europe. Today we are talking about Europe as our common home, and in a modern European school, from 2 to 5 languages are taught.

The second foreign language in the national school 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. Despite the fact that teaching a second foreign language has been conducted in schools for several years now, the scientific, methodological and psychological-pedagogical aspects of teaching a second foreign language in a secondary general education school have not been sufficiently studied at the moment, so the choice of the German language for studying in a modern school in as a second foreign language is not accidental and is explained by the intensification of cooperation between Russia and Germany in commercial and professional life, the increase in personal mobility, the expansion of contacts with German culture, the opportunity to exchange students and teachers. German is typically a second foreign language.

As practice shows, three out of four learners of German as a second foreign language studied English as their first foreign language and can use the experience, knowledge, skills and abilities that can be transferred to a second foreign language and greatly facilitate its learning.

LITERATURE REVIEW

The Goethe-Institut is a recognized world leader in the teaching of the German language. This success is due, first of all, to the fact that we are constantly improving our methodology, focusing on the results of the latest research in the field of linguodidactics, developmental psychology and multimedia educational technologies.

Our classes are based on a communicative-activity approach. Its essence lies in the fact that the listener actively acquires linguistic and regional knowledge in the process of solving various communicative tasks. From the very first lesson, students use the German language in communication with each other and the teacher in various situations - from elementary ones at the initial stage to more complex ones at an advanced level. At the same time, grammatical and phonetic phenomena are also studied.

The goal of the teacher is to teach oral and written communication to the extent that will help the listener feel comfortable in Germany and other German-speaking countries. At the same time, a variety of forms of work are used in the classroom, which help to easily learn the material and enjoy learning the German language.

The problem of individual activism in educational practice is one of the most pressing issues. **E.I. Itelson** writes in his article "On students' attitudes towards foreign languages as an academic discipline "that" good results can be achieved in their language learning by properly nurturing students 'interest in language". The article describes the reasons that affect students' negative attitude towards a foreign language, this includes:

- lack of constant and complete explanations of the importance of learning foreign languages;
- non-traditional education does not encourage logical and meaningful memorization of this language material, but only directs students to intuitive comprehension
- the teacher does not take into account the specific characteristics of the learners. The methodology of teaching a foreign language should take into account the age characteristics of students and the degree of expansion of the scope of student knowledge.

In addition, the lack of consistency between the organization of lessons and the intellectual needs of students leads to a loss of interest in the subject being studied in school students. To overcome these problems, **E.I. Itelson** offers the teacher an integral connection of a foreign language with geography, history, literature. In a foreign language subject, students should use the knowledge they have acquired in other subjects. Also, in foreign language classes, students should focus on strengthening their knowledge in literature, geography, history, biology. Recently, as the interest of modern students in computers and the Internet is growing, **M. M. Sakratova** and **M. V. Konovka** are proposing to link interactive lessons with this topic. In addition, some teachers may organize lessons outside of the classroom, in nature. It should be noted that the specificity of teaching a foreign language is radically different from the specifics of teaching other school subjects. **S. S. Kuklina** argues that the subject of "foreign language" differs from the subject of "mother language" and also from other school subjects.

what are their differences?

A foreign language cannot perform all the functions that a mother tongue performs. Language primarily serves for the child to accumulate social experiences related to the environment. Then the child expresses his opinion to the interlocutor through language. In the context of school education, a foreign language cannot perform these functions of the mother language. Learning a foreign language is often a way of satisfying a cognitive need or expressing one's thoughts in another language. The main difference of a foreign language from other subjects is that other subjects can be taught in a foreign language. Methodists divide the process of language teaching into several stages in order to avoid the phenomenon of externally controlled assimilation in language acquisition. S.S. Kuklina says the learning process is an example of true intercultural communication. She divides the process of learning a foreign language into four stages. Formation of speech skills, improving speech skills, developing speech skills and learning to communicate.

We observe the learning behaviors performed by school children at each of these stages. In the process of observation, we see that the school student learns the language in the early stages and expresses own opinion in a foreign language in the advanced stages and assimilates new social experiences. All of the above will help us learn its features in the process of teaching a foreign language.

Student activity is divided into 3 types

- Reproductive activity - students want to remember, memorize, enrich, master the methods of application in accordance with the model
- Translation activity is the student's desire to understand the meaning of what is being studied, to make connections, to master the methods of applying knowledge in a changing environment.
- Creative activity means the student's desire to understand knowledge theoretically, to search for problems independently, to show intense cognitive interests

The peculiarity of active teaching methods is that they are based on the stimulation of practical and mental activity, without which there is no progress in the acquisition of knowledge. Often when it comes to active teaching methods, they refer to students working in groups (teamwork, project activities), but this is not entirely true. The table compiled by **E. L. Berdnikova** says that it is important for those who are interested in learning a language to speak and communicate more in that language and not just memorize it.

DATA and Methodology

The choice of German to study at the Institute as a second foreign language (hereinafter referred to as the 2ndFL) is not accidental and is explained by the intensification of cooperation between Uzbekistan and Germany in commercial and professional life, increasing personal mobility, expanding contacts with German culture, and the opportunity to exchange students and teachers. The German language is typical of a second foreign language. As practice shows, three out of four people who study German as 2ndFL have studied English as a first foreign language and can use the experience, knowledge, skills and abilities that can be transferred to the second foreign language and significantly facilitate its study. In the process of teaching German as 2ndFL after English, it is necessary to rely on the general principles that apply to teaching any foreign language.

Despite the fact that these principles have a lot in common, they still have some modification in relation to 2ndFL, considering the specificity of the learning environment, for example, the presence of three languages in contact during the learning process (native language, 1stFL and 2ndFL), extensive experience in learning a non-native language, etc.

RESULTS and Discussion

Learning German as a foreign language does not mean just learning and mastering vocabulary, structure and application of linguistic patterns, but also mastering subject matter in such a way that students are able to use it in social interactions according to the situation at hand. Learning German in high school in accordance with the nature of its function is consist of:

1. The function of cross-cultural communication means that what is learned is language as a communication tool. Thus students gain the ability to understand German and express themselves verbally and in writing based on the rules, terms, expressions, and utterances that are characteristic of German.
2. The function of developing a mutual understanding of cultural values means that learning German will establish mutual understanding so that at the same time the aspects of culture and ways of thinking of the nation contained in the language will be integrated.

The learning process conducted in the classroom is expected to be effective and efficient. According to Kemp, stated that student learning effectiveness will be seen in the number of students who succeed in each test or the test subjects that are followed by daily observations of the teacher towards students who follow. In other words, it would be effective if the numbers of students are 30 students in one class, and there are 27 students succeed or 100 percent of students in total. Effective if indeed the success criteria are said to be 90 percent, not 100

percent. The same thing is stated by Diamond in Hardjanto criteria for effectiveness by using the following variables:

1. The number of students in the school is increasing.
2. Fewer numbers of students fail.
3. Better learning facilities.
4. The community increasingly trusts the school.

It can be concluded that the effectiveness of learning can be seen from the quality and quantity of input and output of students in each period of time and period, not only in class but also in school. While learning efficiency is calculated from the achievement index of each student whether the set goals can be achieved according to which has been previously determined. In other words, the higher student achievement, the more efficient the learning is. Effective and efficient are greatly influenced by schools, teachers, students, and available learning facilities.

Conclusion

1. The effectiveness of learning German as a foreign language in high school requires good preparation of implementation plan and syllabus made by teachers so it can be applied both by teachers and students who study.
2. The efficiency of German language learning includes adequate learning facilities and professional skills of teachers in presenting and managing learning in the form of media, methods, and appropriate teaching materials.
3. Conducive and communicative teaching and learning situations will help achieve maximum learning outcomes and a pleasant learning atmosphere.
4. The effectiveness and efficiency of German language learning are carried out not only linguistic material but varies with literature or literature. This requires the teacher's creative ability to apply it.

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