



GERMAN LANGUAGE AND ITS TEACHING METHODS

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Anatation

The article describes the German language and methods of teaching it, the wide possibilities of this language, the identification of students' interest in learning the language, the use of new innovative pedagogical technologies.

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Today, Uzbekistan is one of the developing countries in the world, as a country with its own voice and its own place

In our country, special attention is paid to every area, especially the education of the younger generation has always been one of the key issues. That is why the application of new pedagogical technologies in the education system, the education of the younger generation, especially teaching them foreign languages, is the main task of our teachers today. Excellent knowledge of a foreign language is necessary for this young generation and will serve to improve their future lifestyle. At this point, the study of the German language and culture is also very important for us.

In the methodology of teaching foreign languages, the interest of students in the learning process, their real participation in various activities is not at the required level or is falsified. this is because many schools lack communication with German-speaking peoples. Communication with German-speaking peoples is our main goal in learning German. The task of every teacher is to constantly maintain and increase students' interest in the lesson. One of the ways to attract the attention of school students is the non-standard form of lessons. Because such methods attract students' attention, increase their interest in science, and contribute to better mastery of the material. Non-standard forms of lessons include field trips, thematic lessons, didactic games, and, of course, group work. Active methods of language teaching play an important role in language learning. Active teaching methods are methods that help students engage in active thinking and practice in the process of mastering the learning material. N.M. Kleimenova emphasizes that the knowledge gained empirically is the deepest and most thorough. For a foreign language to be effective, the lesson must be structured differently, attract students' attention, and most importantly, encourage them to learn the language independently.

It is clear that school teachers do not neglect active teaching methods and try to apply them in their lessons. In her articles, N. M. Kleimenova, S. S. Kuklina va E. L. Berdnikova, E. A. Pavlova, A. Yu. Yusupova emphasizes the importance of an active approach to learning and emphasizes the basic principles that a teacher should use in her work. As well as N.M. Kleimenova and E.L. Berdnikova is gradually enriching them by making additions to active teaching methods. Many educators have written about their experience using teaching technology developed by them on a variety of topics. For example, I.I. Petrichuk recommends his many years of experience in applying various projects within his English



classes. M.P. Klimenko writes about the development of the value orientation of high school students in the process of applying the design method and its noteworthy aspects. Z.M. Davydova sees the game as a way to teach foreign languages. M.A. Aryan recommends a way to communicate by entering different images during the lesson.

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.

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