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Methodology of Teaching the German Language

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ABSTRACT: In the information era of computer technology development and the wide availability of the global Internet, new opportunities are opening up to improve the efficiency of the process of teaching foreign languages. The subject of this study is one of the modern and relevant areas in the methodology of teaching the German language - teaching various aspects of the language on the basis of corpora. Corpus technologies are used in teaching vocabulary, grammar, translation, in cross-cultural research, in the implementation of project activities and can significantly improve the quality of education, speed up the process of obtaining and mastering knowledge, increase motivation and interest in learning the German language.

KEYWORDS: linguistic corps, corpus linguistics, educational standard, universal learning activities, information technology, the German language, online resource, teaching method, corpus-based, corpus-driven

I. INTRODUCTION

The fact that the personnel who are growing up in our country do not have a high chance of knowing the German language and being able to converse easily in it is clearly manifested in various international meetings, conferences and seminars organized in our country, which is increasingly opening its doors to the world.

The training of translators in the German language in our country is also unsatisfactory. In this process, it is a consequence of not taking into account the advanced experience of the world, and the fact that experienced translators and specialists working and studying abroad are not effectively used due to various subjective circumstances. In particular, how should we understand that some teachers who have mastered a foreign language at an average level (V1) (according to the world standard, a specialist teaching a foreign language should have at least S1, S2 levels) teach German language in our higher education institutions? How can an "expert" who has not done practical translation himself, whose translations have not seen the world, inform others about the secrets of this craft?!

One of the main reasons for these problems is the lack of attention to German language education. On December 10, 2012, according to the Presidential Decree "On measures to further improve the teaching of foreign languages", from 2013, teaching of foreign languages in public education was started from the 1st grade, not the 5th grade, as before. This is the need of the hour and the good news. However, English is the only foreign language to be studied.

In fact, the German and French languages are of great importance in world civilization. In particular, the German language has the status of the main working language of the European Union and is considered a language of science and technology. In addition to Germany, German is the official language of Austria and Switzerland, as well as the language of communication among people living in countries such as Luxembourg, Liechtenstein, southeastern France, northern Italy, the Czech Republic, and Hungary.

Based on this, it is necessary to further strengthen the teaching of the German language in our country. It should be introduced not only in the field of philology and linguistics, but also in the training of personnel in various fields. For example, the majority of tourists coming to our country are from German-speaking countries, they bring significant tourist currency investment to our republic. It is natural that travelers and guides know the German language well, which increases their interest in our ancient cities, historical monuments, and our country in general.

German is spoken more than any other language in Europe, except of course English. Germany alone is home to 83 million people - more than any other European country. If you want to study or travel in Europe, you can easily communicate with the people of Austria, Switzerland, Luxembourg, Liechtenstein. . The program of the German language grammar practical course is aimed at the practical study of German language grammar by students of the foreign language faculty of universities and pedagogical institutes that train specialists in German philology. it is



necessary to teach based on modern methods and methods in accordance with the criteria. German is the third most popular foreign language in the world and the second most popular in Europe. The main goals of practical grammar are aimed at developing the following abilities in students:

1. Students themselves should listen and read and explain grammatical events using the names of different styles. 2. They should be able to grammatically correct their thoughts, following the names of different styles of written and oral speech. In addition, it is necessary to provide students with extended knowledge about the grammatical construction of the German language. The practical course of the grammar of the German language should correspond in its materials to the implementation of the educational and professional tasks of the future Germanist-bachelor-philologists. German grammar is a set of rules for the structure of the German language, which is similar in many ways to other Germanic languages. Although some features of German grammar, such as the formation of some verb forms, are similar to English, German grammar differs from English in that, among other things, it uses cases and genders in nouns and definite verb-second word order in main clauses. The German language has preserved many other grammatical distinctions that the Germanic languages have lost in whole or in part. There are three genders and four cases, and verbs combine person and number. Accordingly, German has more inflections than English uses adverbs. For example, compared to the -s added to the third person present tense verbs in English, most German verbs use four different endings for the present tense conjugation, namely for the first person singular -e, second person singular, -t for third person singular and second person plural, and -en for first and third person plural.

German is the second most important language of science, and those who want to build an academic career will not need to master it. Many German-speaking scientists are recognized worldwide: among them Albert Einstein, Max Planck, Heinrich Hertz, Konrad Zuse, and others.

The German book market ranks third in the world after Chinese and English.

Not all jobs are translated into other languages - knowing German opens you up to them.

II. WORD FORMATION IN GERMAN

Word formation in German was practiced by many foreign and domestic linguists. A major contribution to its study was made by E. S. Kubryakova, K. A. Levkovskaya, R. Z. Muriassov, M. D. Stepanova, V. Fleischer, V. Hentzen, T. Shippan, G. Schmidt (Schmidt, 2005). Word formation, along with borrowing, is the most important way of enriching the vocabulary of the language. By analogy (models and patterns) with already existing lexemes with the help of morphemic and lexical material, word-building constructions are created. There are various models of word-building structures, which often differ in various ways in different researchers, since linguistics does not have a single interpretation and definition of the word-formation model as a unit of word-formation (Stepanova, 2007). The division is based on the types of word-building elements, their combination and hence the resulting word-formative meaning. Development in word formation does not consist in the emergence of new ways of word formation, but in the use of predominantly one or other model (Степанова, 2007).

On the basis of the whole system of word formation, it should be noted that in the German language a major role in the derivation performs compounding, which is a leading way of word formation in German language at the present moment. Being a multifaceted, multidimensional and highly complex phenomenon, word, on the one hand, is often intertwined with the affixation and other means of word formation, on the other hand, is on the border with the syntax. Especially productive is compounding as a way of forming German nouns, which are distinguished by a great variety of their morphological composition. Prefixation is the same as compounding, a very ancient but productive way of word formation. It should be noted that almost all available prefixes are produced in modern German. Suffixation can also be classified as productive ways of word formation in modern German. However, in spite of a number of features that combine the suffix and half-suffix, one can speak about the apparent advantages in word-formation of semisuffixes before suffixes. Firstly, many variants of the extended suffixes are unproductive, for example—-aner, -aster, -iener, -eiser, -ianer, -iter, -ner, -ser etc. Foreign-language affixes practically do not participate in the word-production with German bases. Secondly, semi-suffixes that retain a part of the deep semantic structure (biological genus, etc.) are more informative, and the main goal of communication is the transfer of information. Unlike suffixation, word formation by changing the root as an independent way is unproductive in modern language, although words formed in this way are very numerous.



III. DISCUSSION AND RESULTS

The positive aspects of group work are that each student learns to express and defend his own opinion, listen to the opinions of others, compare, compare his point of view with the point of view of others. Develop skills to control the actions of others

self-control, critical thinking is formed. Group discussion, discussion enliven the search activity of students. Your experience in the distribution of roles in the group and the rules for organizing group work

shares the German language teacher and methodologist Frank Pieper, who participated in the IMC seminar in Düsseldorf in the summer of 2011 on the topic of group work. He suggested distributing the following roles between students:

1. boss - makes sure that the group strictly observes the goal set for it and does not deviate from it;
2. timekeeper - responsible for ensuring that the task is completed at the set time;
3. observer - monitors the atmosphere in the group: is everyone participating have the opportunity to speak? Will there be a discussion?
4. secretary - writes down the results of the discussion and conclusions. Organization

group work changes the functions of the teacher. If in a traditional lesson he transfers knowledge in a finished form, then here he must be the organizer and director of the lesson, an accomplice in collective activity.

His actions should be as follows: - explanation of the purpose of the forthcoming work; - division of students into groups; - distribution of tasks for groups; - control

completing the task; - alternate participation in the work of groups, but without imposing one's point of view as the only possible one, but encouraging active search; - after the report of the groups on the completed task, the announcement of the results of the work, drawing attention to typical mistakes; - grade

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