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## FEATURES OF THE ORGANIZATION OF AN INTEGRATED INTRODUCTORY PHONETIC COURSE OF GERMAN AS A SECOND FOREIGN LANGUAGE IN A NON-LINGUISTIC HIGHER EDUCATIONAL INSTITUTIONS

**Abstract:** The article substantiates the relevance, considers the conditions and basic principles of building an integrated introductory phonetic course of the German language in the implementation of the optional discipline "German as a second foreign language" in a non-linguistic higher educational institutions. The concepts of positive transfer and interference of phonetic skills are analyzed from the position of artificial subordinative triglossia: Uzbek as a native language, English as a first language and German as a second foreign language.

**Key words:** subordinative triglossia, basic disciplines, linguodidactic processes and phenomena, German as second foreign language.

**Language:** English

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### Introduction

The leading position of English as a lingua franca in the academic and professional spheres of international communication has led to the fact that non-linguistic universities are increasingly converting German to the status of an elective, excluding it from the list of basic disciplines. At the same time, the strength of our state's ties with German-speaking countries and the developed academic partnership have an impact on the fact that the popularity of this optional discipline and the interest of students in it increases.

The study of several foreign languages in a non-linguistic university has revealed the current problems of teaching foreign languages in a bilingual, as well as in a multilingual audience. Its relevance is due to both external factors and processes mentioned above, and internal linguodidactic processes and phenomena, for example, such as subordinative triglossia (trilingualism), which occurs when learning a second foreign language (2<sup>nd</sup> FL), as a result of which the native language, the first foreign language, and 2<sup>nd</sup> FL

interact and create this unique linguistic phenomenon. Triglossia is defined as "the ability of an individual to use three languages (native and two foreign)" [1].

Transfer is an important mechanism for learning a second foreign language. It is based on the generalization of principles, programs, and methods of action, knowledge, skills and abilities in the native language and an understanding of strategies for mastering a foreign language. The interaction of language systems of the native language and two foreign languages forms an artificial subordinative trilingualism. Typical characteristics of such education are: a) artificial character; b) subordinativity; c) mixed type of language proficiency. Subordinative trilingualism is characterized by an indissoluble connection of all three contacting languages [2].

In our case, we are talking about following the chain of command languages: Uzbek as a native language – English as a first language and German as second foreign language, since as practice shows, three out of four, studying German language as 2<sup>nd</sup> FL,

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studied English as 1<sup>st</sup> FL and can potentially use the experience, knowledge, and skills that can be transferred to 2<sup>nd</sup> FL and greatly facilitate its study [1], since these languages belong to one language group – German. We largely share this opinion, but in this article we would like to focus our attention on the phonetic aspect of mastering German as a 2<sup>nd</sup> FL and analyze whether the knowledge of phonetic foundations and a high level of phonetic skills in English ensures the successful formation of appropriate skills in German. In this regard, the subject of our research is interlanguage interference at the phonetic level, as well as ways and means to prevent and overcome it when learning German as a second foreign language in a non-linguistic university.

An important basis for analyzing the above problem for us is the article that in modern linguodidactics, most researchers tend to believe that the influence of 1<sup>st</sup> FL on the study of 2<sup>nd</sup> FL is stronger than the influence of the native language [3, 86]. According to E. E. Shavrukova, at the appropriate level of skill formation in 1<sup>st</sup> FL, the probability of transferring them from this language increases, and the influence of the native language weakens, however, the degree of influence from 1<sup>st</sup> FL is determined by the level of proficiency of students [4]. Along with the positive transference (transportation,) English into German, for facilitating the formation of skills and development of abilities, there is, as we have noted earlier, and his interfering, the negative impact that involves all levels of language and speech and non-speech behavior. M.V. Sherbakova distinguishes four levels of migration: at the level of intellect activity, at the language level, at the level of academic skills and socio-cultural level [3, 85].

The choice of the phonetic aspect in our situation is not accidental. Many years of experience and practice of teaching German as a 2<sup>nd</sup> FL in a non-linguistic university, as well as the analysis of research on this topic [5, 9] confirm that the most stable phenomenon of interference of English into German is observed at the phonetic level, which leads to a violation of communication both from the position of reception and from the position of speech production, since deviations from the pronouncing norm of the German language arising from the action of phonetic skills, the languages formed on the basis of English or Uzbek as a native language cause certain difficulties in understanding the interlocutors, switching their attention from the content to the form. Despite the importance and significance of pronunciation training, it is impossible to disagree with the opinion of German researchers H. Dealing and W. Hirschfeld, who say that despite the great importance of correct construction of intonation patterns, as well as correct articulation of sounds for speech communication, the complex development of phonetic competence still plays a secondary role in the process of teaching a foreign language, thus testifying to the low status of a "foster

child of a foreign language discipline" [6, 10]. To change the attitude to the role of pronunciation and improve the effectiveness of foreign language communication in German in general, we believe it is urgent and necessary to identify the optimal ways and means of preventing and overcoming the interfering influence of English on German and determine the methods of teaching phonetics when learning German as a 2<sup>nd</sup> FL in a non-linguistic university.

Researchers of the phonetic aspect of the language believe that any target groups can master pronunciation with a minimal accent, since only two factors must be present to achieve this goal: the presence of high motivation and the choice of an effective method of teaching phonetics [7, 60]. The fact of choosing German as an optional discipline already implies a fairly high level of motivation for students to learn German, as well as interest in mastering and improving its phonetic aspect. As for the methodology, for its optimal construction, it is extremely important to study the mechanism of spontaneous transfer in the process of switching codes, determining its regularities and related phenomena. This allows us to identify the possibilities of system transfer management in the process of mastering a second foreign language [2].

The process of learning foreign language pronunciation can be structured in different ways. Summing up the accumulated didactic and methodological experience, I.S. Krestinsky identified the following stages of cognition, assimilation and activation of phonetic skills, which are reflected in certain sections of the integral phonetic course, consisting of introductory and transitional phonetic, intonation expressiveness and verbal and phrasal accents, corrective and phonostilistic courses [7].

Of course, to achieve a high level of formation of phonetic skills, all these sections are important and necessary, but based on the organizational and regulatory conditions of teaching German as a foreign language in a higher education institution, which imply a fairly limited number of classroom hours, as a rule, the non-target value of phonetics laid down in the discipline's programs, it is, in our opinion, impractical to talk about building a complete and isolated phonetic course. An integrated introductory phonetic course (IIPC), based on special didactic and methodological principles and components, should be the most optimal way to form auditory and rhythmic-intonation skills of the German language.

As a rule, the purpose of the introductory phonetic course is the primary development of pronunciation skills and general acquaintance with the phonetic structure of a foreign language; the study of the characteristics of sounds in their contrast with the sounds of the native language, the development of skills in transcribing and intonation of texts, the ability to hear and correct phonetic errors; familiarity with the principles of pronunciation training [7]. In our

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case, the basis of IIPC should be a conscious comparison of two phonetic systems and their contrastive characteristics, based on the principles of learning 2<sup>nd</sup> FL: the cognitive principle, the principle of support and comparative communication with 1<sup>st</sup> FL, as well as the principle of individualization [8]. In addition, an important feature of IIPC is its involvement in the lesson, which implies familiarization and development of phonetic phenomena, improving phonetic skills on the basis of those speech structures that are currently being studied.

The first and necessary stage of building the IIPC is the selection of its content, based on the analysis of potential deviations from the German language norm at the phonetic level, caused by the interfering influence of the native language and 1<sup>st</sup> FL and most complicating communication. To determine such phonetic phenomena, comparative analysis and language comparison are used. Comparing the phonetic systems of the studied languages allows you to predict with a high degree of probability what distinctive and similar features can cause positive and negative transfer. It is also important to determine the individual difficulties and features of articulation of sounds by students, which are caused, among other things, by the problem of stability of skills, more precisely, the inequality of stability of skills in the studied languages, which consists in the fact that of the two systems of skills that collide with each other, the one that has the greatest stability wins.

Understanding and identifying the causes of interference occurs based on several positions: the features of articulation of sounds, the meaning-distinguishing value of stress, intonation pattern and its meaning, the features of articulation of individual sounds that are absent in the native and 1<sup>st</sup> FL. Here are just some examples of the interfering influence of English on German, which we encounter most often: the pronunciation of voiced consonants at the end of a word (und, Geld, Dialog) and words with letters and combinations of letters "w", "v", "r", "ch", "st", "sp", "ng", pronounced differently in English, incorrect stress in international words and words of Germanic origin that have common roots (student-Student, music-Musik), difficulties often arise both with the articulation of letters that are absent in both native and 1<sup>st</sup> FL, and with their reception, auditory perception, for example, letters with umlaut, diphthong. It is also difficult for students to build intonation patterns of German sentences that differ from English and Uzbek (for example, intonation of incompleteness, interrogative intonation). The analysis of such difficulties and deviations from the language norm of the German language should form the basis of the content of the integrated introductory phonetic course.

In the process of studying 2<sup>nd</sup> FL, previously learned phonetic samples of the native language and 1<sup>st</sup> FL serve as a kind of standard or filter that exists in our minds. The student tries to arrange new knowledge in accordance with existing patterns. All similar phonetic phenomena are automatically assigned attributes that already exist in the mind [9]. Hence the occurrence of errors, both at the level of perception and articulation. By paying attention to similar and distinctive features of phonetic phenomena, their conscious identification, perception, and purposeful auditory and articulatory training, the student can reduce the influence of interference, as well as use this knowledge as a basis for positive transfer.

Based on the above, we note the fundamental components of the IIPC of the German language as 2<sup>nd</sup> FL – first, exercises that prepare for identification, recognition of new phonetic phenomena by ear (for example, to listen consciously and purposefully, to see the features of articulation of individual sounds; to distinguish intonation and related intent; recognize and select words with specified sounds, etc.) second, exercises for independent reproduction of articulation and intonation (for example, repetition of the reference pronunciation, reproductive and productive tasks with concentration on certain sounds, intonation, etc.). In the process of working on phonetics, to overcome interference from the 1<sup>st</sup> FL, differentiated exercises are important and necessary, accompanied by an explanation of the differences in articulation of matching sounds and intonation patterns [4]. The number of exercises and duration of training is determined by the characteristics of a specific target group of students.

As a rule, modern educational and methodological complexes used in the process of teaching German as a 2<sup>nd</sup> foreign language contain a certain number of exercises and tasks aimed at the formation of phonetic skills. However, a more detailed analysis from the point of view of the need for training and prevention of the interfering influence of 1<sup>st</sup> FL revealed that the selection of phonetic phenomena proposed for mastering is not based on comparing the studied languages and predicting possible difficulties, and in addition, the didactic and methodological tools for practicing phonetics are quite similar and focused mainly on imitative exercises, without taking into account the interfering influence of the native and first foreign languages, this once again confirms the relevance of the revision of the approach to teaching the phonetic side of German as a 2<sup>nd</sup> foreign language in the framework of teaching this optional discipline in a non-linguistic university.

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