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METHODS OF TEACHING GERMAN AS A SECOND LANGUAGE AFTER FIRST FOREIGN LANGUAGE

Abstract: In the last decade, language education in Uzbekistan has been undergoing an update, which is associated with an increase in the status of a foreign language in society, with a change in the socio-cultural context in the study of languages of international communication. Strategy of innovative development of Uzbekistan's education system identified the task of forming students of the competences needed in twenty-first century, such as foreign language skills, involving the ability to free everyday, business and professional communication. The formation of such competencies contributes to the expansion of intercultural and multilingual communication in the modern multicultural world, including in German, one of the most widely spoken languages in the world.

Key words: German as a second foreign language, higher educational establishments, teaching, general principles of learning German.

Language: English

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Introduction

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.

The most important principles are the following:

1. As with learning any foreign language, communicative purpose determines a general methodological approach to learning, but since students already have experience of learning 1stFL, mastering 2ndFL is carried out by them more consciously, they can compare both certain language phenomena 1st and 2nd, and the organization of the learning process. Students who study 1stFL and 2ndFL have more developed reflection (a look at themselves from the outside, the desire to give themselves an account). That is why the general methodological principle in teaching 2ndFL can be defined as communicative-cognitive, where the cognitive aspect is subordinate to the communicative one, and it manifests itself where it is necessary to find any analogies that facilitate learning, or, conversely, to identify differences in order to avoid interference.

2. The entire educational process should be focused on the student's personality, development, independence, and consideration of their capabilities,

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needs, and interests. There are even more prerequisites for this in 2ndFL teaching than in 1stFL teaching, due to the experience of learning a foreign language, the later start of training (from the first year of higher education with in-depth study of English) and, thus, a more conscious approach to language learning. Thus, it is possible to take into account the individual characteristics of the student and differentiate teaching, taking into account the level of knowledge 1stFL. For some students, we need to create conditions for faster progress, while others need to be given the opportunity for repetition and training.

3. The entire educational process should have a socio-cultural orientation, but there is also a specific feature: the early use of authentic materials (from the first lesson, authentic texts are given and the reliance on the mutual influence of three national cultures).

4. The work on mastering specific language tools should turn into speech actions aimed at solving certain communicative tasks, which are indicated in the tables placed at the beginning of each chapter of the textbook and provide speech interaction (interactivity) of students. One of the means of enhancing speech interaction and creating real or imaginary conditions for this is the use of project methodology and role-playing games. The training is activity-based in nature.

5. All four main types of speech activity: listening, speaking, reading, writing – should develop in conjunction with each other. What is specific to 2ndFL is that reading instruction is based on authentic texts from the very beginning and has a large share, since students are proficient in Latin script and learn the rules of reading faster, although there is a danger of interference with the German language. They know how to work with a foreign language text, and rely more on language guesswork.

6. A comparative (contrastive) approach to teaching 2ndFL is also very important. Students have the opportunity to identify differences between languages and look for similarities in them. In the process of learning 2ndFL, it is of great help to rely on the native language and 1stFL, especially on English, since German and English belong to the same group of languages – German and have a lot in common.

7. Very important principles of economy and intensification of teaching 2ndFL. The process of mastering 2ndFL can be significantly intensified if students have a high level of English proficiency.

This helps to save time and intensify the learning process:

1) Proficiency in Latin script shortens the period of alphabetization and reduces it to explaining and learning the differences of sound-letter correspondences in German and English, the graphic and sound image of the word;

2) The presence of a significant potential vocabulary. English words that have similarities to German, direct borrowings from English,

internationalisms facilitate the process of learning to read and contribute to a faster acquisition of the German vocabulary;

3) Rapid progress in reading contributes to the faster development of socio-cultural competence;

4) In the process of mastering all language tools, including grammatical, the orientation phase of 2ndFL teaching can be shortened and can be performed independently, for example, using tasks such as “Output a rule”.

The intensification of the initial stage of training and the entire educational process as a whole is an important prerequisite for its success and effectiveness.

8. It is necessary to systematically monitor the successful progress of 2nd FL teaching, develop students' reflection, ability to self-control and self-esteem.

In our institute - Samarkand State Institute of Foreign Languages, German as 2ndFL has been taught since 1994. Students have the opportunity to choose which foreign language (French, German, Spanish, Italian, Chinese, etc.) they will study as 2ndFL. Second foreign language learning begins with the 2nd semester and lasts for 4 years. As practice has shown, such terms of learning German as 2ndFL are the most effective and efficient. Already at the beginning of the study of 2ndFL students are convinced that German and English have a lot in common:

1) a Latin font

2) in the field of vocabulary and word usage

3) in the structure of a simple sentence (the presence of a verb-ligament);

Deutsch - English

Mein Name ist Sardor. My name is Sardor.

Sie ist krank. She is ill.

Er spricht Deutsch. He speaks German.

4) In the formation of tenses (from the three main verb forms and the use of the auxiliary verb haben = to have);

Deutsch - English

Kommen – kam – gekommen come – came – come

Bringen – brachte-gebracht bring – brought – brought

Sprechen – sprach – gesprochen speak – spoke – spoken

modal verb;

müssen – must, to have to

können – can, to be able to

dürfen – may, to be allowed to

wollen – to want/wish to, be intended to

sollen – to be supposed to

mögen – to like to

the usage of articles;

the Clown = der Clown (m)

a clown = ein Clown

the car = das Auto (n)

a car = ein Auto

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the garage = die Garage (f)

a garage = eine Garage

The usage of relative pronouns in compound sentences with subordinate determinants;

Einige Relativpronomen - Some relative pronouns

Singular, Personen Persons (Singular)

die Frau, die... the woman,

der Mann, der... the man, who...

das kind, das... the child,

Plural, Personen Persons (Plural)

Die Leute, die... the people, who...

Singular, Sachen Things (Singular)

die Kiste, die... the box,

der Ball, der... the ball, that/which...

das Auto, das... the car,

Plural, Sachen Things (Plural)

die Spielsachen, die... the toys, that/which...

All this can serve as a support for mastering German as a 2ndFL, especially at the initial stage of learning. Effective help is provided by a large number of words that are recognizable by visual perception: internationalisms, borrowings, for example: *die Donau, der Norden, der Süden, der Osten, der Westen, der Chef, die Ziffer, der Laborant, der Elektriker, der Soziologe, der Reporter*, etc. Socio-cultural information can also be used as a subject for comparison.

- Learning German will go faster and easier if:
- Rely on the similarity with 1stFL - English, as well as find support in the native language;

- Use language guesswork (about the meaning of a word, grammatical form), based on the context, on familiar parts of the word;

- Notice differences in language phenomena and ways of expressing thought;

- Transfer to a new language the ability to work (find the meaning of a word in a dictionary, use a paraphrase, perform various exercises, etc.)

However, it is also important to know that the study of each new foreign language is also a lot of difficulties, for example, when teaching German on the basis of English, students experience difficulties:

when pronouncing;

in the reading rules;

in intonation;

some words in English and German look and sound similar, but have different meanings, and are so-called "false friends of the translator";

in the order of words;

in the declination of articles.

in verb conjugation;

in complex grammatical constructions, etc.

To conclude, in order to increase the positive influence of 2ndFL and prevent interference from the native language at the grammatical and lexical levels, it is necessary to direct the attention of students to finding similarities and differences in those languages. In the process of working on phonetics, to overcome interference from 1stFL, differentiated exercises are necessary, accompanied by an explanation of the differences in articulation of matching sounds.

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