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Nasiba Muradova  
Tashkent Institute of Finance  
teacher

## THE IMPORTANCE OF GERMAN LANGUAGE TEACHING IN STUDENT LIFE

**Abstract:** Improving the effectiveness of teaching a foreign language to students of non-linguistic specialties is one of the urgent tasks of modern methodological science. In the context of the rapid development of modern technologies and their wide application in the economic, scientific and educational spheres, foreign language proficiency becomes a necessity, which is confirmed by the qualification requirements for specialists.

**Key words:** German language, effectiveness, term, education, teaching methods, innovative approach.

**Language:** English

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### Introduction

In this article, we will analyze the problems faced by both students and teachers when teaching the language of the specialty. By the term specialty language, we mean the totality of all the language tools that are used in the field of communication limited to the specialty in order to ensure mutual understanding of people employed in this field.[1, p. 45] At the same time, in addition to professional vocabulary, the language of the specialty may include general scientific and special terminology. There are also other characteristics of the language of the specialty: the primary connection with other specialties; oral and written usage in special and interdisciplinary fields of communication; official use, choice and frequency of language means in lexical sections; tendency to normalize terminology and text structure.

We see a good moment for using interdisciplinary connections at the level of working with the professional vocabulary of future specialists in German and German in terms of the features of using borrowed words in speech and professional activity, lexical errors, the expediency of using foreign words, their grammatical compatibility, and the analysis of "diseases" of the official style (pleonasm, tautology, etc.). Find in the dictionary of foreign words the lexical meaning of words of German origin,

explain the expediency of their use in professional activities (these words are active in German lessons): Work on German lexical and grammatical structures is associated with analysis — the main method of logical thinking.

Thus, the study of grammar in the classroom provides a solution to the general educational problem — the development of elements of logical thinking.

The purpose of this lesson is to find the optimal forms of training, to show the requirements for a specialist in unity, to model the future work of a specialist in terms of the features of the design of business correspondence for correspondence with foreign partners in English-speaking countries. The teacher names and analyzes the details, and the German teacher works on the lexical, grammatical and phonetic side of the terms. Each student has a business letter form. It is filled in gradually. This is followed by watching a video in order to observe the manager's behavior and situations of using familiar lexical units. At its core, this lesson is a practical lesson. There is work on filling out the business letter form in English-speaking countries with an analysis of the lexical units used in the German language.

The form of an integrated lesson helps the teacher to solve the problem of an individual approach: in a group with a high level of learning, this is an additional way to learn a foreign language at the

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final lesson, which helps to develop interest and consolidate the knowledge of graduates. A special feature of this training session is the invitation of second-year students of the same specialty to participate in a didactic game, to implement a kind of continuity of the initial and final stages of studying the German language course level.

The didactic game "Meeting with British Bankers" is not an end in itself, but a means of training and education (that is why even the business style of clothing of the participants of the game is carefully thought out). The didactic game goes well with the "serious" teaching. Students who have reached the threshold level of cross-cultural competence can combine a set of short, simple elements into a coherent presentation of thoughts to achieve understanding by foreign-speaking partners. The discussion of the students and "British bankers" begins with a multimedia projector showing slides depicting the building and office environment of the "bank". The show is accompanied by soft music and the words of one of the "bankers". Next, the "students" ask questions to the "bankers" and listen to the answers. Finally, the entire discussion is repeated in the language in the same persons in order to control the understanding and penetration into the business "space" of the country of the language being studied. Next, an integrated training session in the disciplines "English" — "German".

The peculiarity of the lesson is also that both teachers solve common training, development and educational tasks. They strive to teach students to go beyond the texts of the textbook of the first foreign language, to actively show all the knowledge and skills acquired in the first foreign language. Both teachers work synchronously. The lexical units are worked out the same in two languages. Slide on the screen, the vocabulary is mainly international Both teachers work simultaneously in a second foreign language; the same phrases. The method of semantics is translation. A video series is being viewed (slides with views of foreign hotels) The students are asked to carefully study the name, price, accommodation conditions, comfort level, and additional services in each of the hotels presented in the video series in order to extract information for the "Check-in" dialog.

Next, they should "work as a hotel administrator", be able to help a "foreign tourist" get a room in a hotel and fill out a registration form, adapting their speech. In this case, the "administrator" is a student with a first foreign language, and a foreigner is a student with a second foreign language. Their task is to make the " administrator "understand the" guest of the country", to be able to "put" him in the hotel, having received the completed registration form. Practical task: filling out the registration form in the first and second foreign languages. It is very relevant and appropriate to conduct extracurricular work in the discipline, which contributes not only to

the activation of students ' cognitive activity, but also to instill interest in learning a foreign language, promotes practical mastery of speech activity, increases the active language stock of students, improves pronunciation, increases their cultural level, develops imagination, imagination, creativity of capable students. The educational work carried out in the discipline has a positive psychological impact on the relationship between teachers and students, creates an atmosphere of cooperation. The teacher as a person always arouses the interest and emotional attitude of students, and his pedagogical influence is positive and effective if he is a positively significant person for students. The motivation to study his discipline will also be positively significant. Expected results:

1. Formation of the following knowledge and skills:

- reading and translating professionally-oriented texts using various foreign-language dictionaries;
- performing lexical and grammatical exercises;
- mastering the lexical (1200-1400 lexical units) minimum of the specialty;
- the ability to apply the acquired professional vocabulary in dialogic and monologue speech;
- Ability to communicate (orally and in writing) in a foreign language on professional and everyday topics.

2. Practical mastery of the German language by students at the adaptive level determined by the specific professional situation.

3. Training of specialists whose language and speech competence will determine the quality of professional activity, the success of professional promotion. Thus, the combination of classroom and extracurricular classes in the process of teaching, the use of methods that allow the integration of the discipline "German language" with other disciplines that directly form professional knowledge, skills and abilities, allow students to form a high level of both subject and inter-subject, general academic competencies. During the period of work, the quality of students ' knowledge ranged from 50 % to 75 %, the absolute academic performance from 95 % to 100 %. The quality of knowledge based on the results of the administrative control works carried out this academic year is from 25% to 100 %. We can state the students ' interest in the discipline. Every year, research and creative work is conducted, as a result of which all research students are winners of general scientific student conferences of different years "Business education: the unity of science and practice" in the city of Volgograd. Topics of students ' research papers:

- The role and importance of the German language in the field of professional communications;
- Some techniques for forming a potential vocabulary of future lawyers when learning German;
- How to speak German on the phone;
- How to apply for a resume in German.

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It is known that professionally-oriented vocabulary is studied mainly on the basis of texts, so a purposeful and careful selection of these texts will be of paramount importance. It should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, and provide them with the opportunity for further professional growth. At the same time, it is impossible to select lexical material without taking into account the content of the training, which is reflected in the program. The content of teaching a foreign language should include:

- areas of communicative activity, topics and situations, speech actions and speech material that take into account the professional orientation of students;

- language material (phonetic, lexical, grammatical, spelling), rules for its design and skills of operating it;

- a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication, including in intercultural situations;

- a system of knowledge of the national and cultural characteristics and realities of the country of the language being studied. Thus, the content of teaching foreign languages at non-linguistic faculties of higher education institutions is a set of what students should learn in the learning process, so that the quality and level of foreign language proficiency correspond to their needs and goals, as well as the goals and objectives of this level of training.

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