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## TEACHING GERMAN LANGUAGE TO THE STUDENTS IN THE FIELD OF MINING ENGINEERING

**Abstract:** In teaching and learning any foreign language, vocabulary acquisition is fundamental which leads to gaining four macro skills such as (listening, reading, writing and speaking). However, German language is considered as a foreign language for our country because it is not spoken in daily life communicative interaction. Besides, it is even hard to pronounce this language especially, technical terms in specific settings. Vocabulary is what learners mostly need to build their everyday conversation. Furthermore, without knowing vocabulary, one cannot comprehend a language in any walks of life. This paper highlights the peculiarities of listening comprehension in learning German language and importance of vocabulary knowledge.

**Key words:** vocabulary knowledge, listening comprehension, German language.

**Language:** English

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### Introduction

Listening comprehension is a complex process which requires a lot of aspects to be taken into consideration. In particular, following and understanding film in FL is even more difficult comparing to listening to just an episode in German language teaching. There are no specific rules to follow during listening as in teaching pronunciation or grammar (Kh.Abdinazarov, Z. Aminova, O. Khalilova. 2020). Besides, instructing listening comprehension is one of the most vital and difficult tasks for German language teacher because there are no rules as in grammar teaching.

Increasing number of scientists (Bowen, 1982; Guichon & McLornan, 2008; Hanley, Herron & Cole, 1995; Lonergan, 1984; Markham, Peter & McCarthy, 2001; Stempleski, 2003; Tomalin, 1986) made a lot of contribution to increasing listening comprehension in a foreign language teaching. According to the statement of Lonergan, (1984) and Stempleski (2003) and scholars (Guichon & McLornan, 2008; Katchen, 1996a) movies are considered as a motivating media due to encompassing various topics and those consists

of both audio and visual stimuli which indicates some benefits of using them in language learning such as images and sound that help set the scene of events and its additional information, the paralinguistic features, providing to listening comprehension. With the advance of technology, anyone can watch movies become numerous. In addition, movies can also fill in a cultural gap which is sometimes a prerequisite for learning vocabulary, focusing on the interpretation of their meaning. Silaški and Đurović (2013) stated that “the correct ‘unpacking’ of novel blends by nonnative speakers of FL requires the right cultural background, and if the knowledge of that background is missing, that is if extralinguistic opacity occurs, novel blends remain either incomprehensible or miscoded. However, some scholars (Baltova, 1999; Guichon & McLornan, 2008; Markham et al., 2001) claimed that use of movies seems to be limited to an extent or underused since numerous studies have been centered on exploring whether the use of the L1 or the L2 subtitles assist the learners’ general listening comprehension rather than their actual gains of language.

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### The main features of listening comprehension

Listening comprehension is a vital skill in the language acquisition process and its' development is of prime concern to language teachers (Dunkel, 1991). Although in terms of the mother tongue listening seems easily acquired, but in fact it is a complex cognitive process and needs a great deal of effort in a second and specially foreign language learning process. Listening can help students build vocabulary, develop language proficiency and improve language usage (Barker, 1971). Furthermore, listening comprehension has been a cornerstone of many theories of second language acquisition (Flowerdew & Miller, 2005). Briefly, the main theme of these theories is that exposure to authentic listening and reading texts to a large extent facilitates an implicit process through which new language and linguistic rules in this way become internalized and can then be automatically reproduced (Brett, 1997). It has been suggested that the level of proficiency achieved in a foreign language is directly affected by the amount of exposure to the target language in its' natural settings (Rott, 1999). Authentic materials refer to oral and written language materials that used in daily situation by native speakers of the language (Rogers & Medley, 1988).

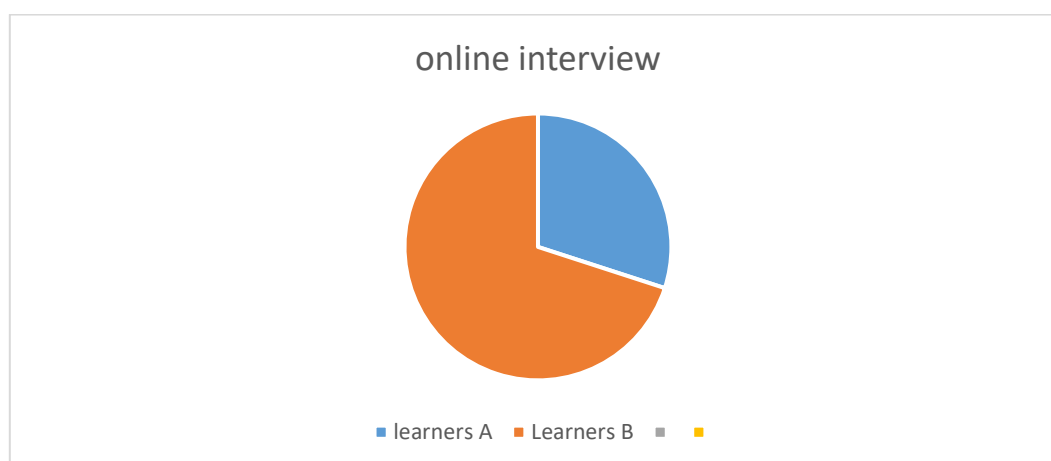
### Listening to episodes via multimedia resources

Foreign language acquisition is a long, complex process, being used in many domains of human activity as an instrument in spoken and written contexts. We prefer teaching FL through films,

displaying episode of different specialists' physical settings. Furthermore, an audio-video material consists of different messages learners are intended to study. Multiple messages of the episode directly convey as an input to listeners without any barriers while watching and it also varies according to the topic of specialties (engineering, medicine and economics) which learners are trained by. In teaching FL for specific purposes, communication and listening activities are being considered to be main objectives of language classes and requires learners demonstrate their performance orally and written. Learners are able to get sufficient knowledge on their expertise from the documentaries. Besides, while listening to someone, we do not only try to understand her/his speech but also receive needful information limitless (Kh. Abdinazarov, Z. Aminova, O. Khalilova. 2020).

### Data analysis

According to collected data analysis we have made experiment with students via social platform, sending them a request in order to find out the outcome of listening comprehension whether through films or e-books with subtitles or without it is better in comprehending and increasing the understandability of the topic. 20 learners were respondents for this questionnaire, and the result was following: 30 per cent quite agree on watching and listening dialogue based films with subtitles, but 70 per cent agree on listening to the episodes without watching or even subtitles, which make them better following to every words the speakers spell in the episodes.



Picture 1.

### Conclusion

In German language acquisition, vocabulary is vital to obtain linguistic skills because those skills are necessary to demonstrate expressions orally and in written forms. However, learning German language requires long-standing process to acquire, especially,

making correct spelling in this language not easy task to accomplish. At present, we learn languages via social platforms which provides us full episodes to watch and learn native-speakers' speech and their volume of communication and quality. Besides,

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listening to speech leads us to follow to every word the speaker uses.

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