THE IMPORTANCE OF USING METHODS IN THE TEACHING OF GERMAN LANGUAGE

Khamidova Tilovatkhon Rakhmatjonovna
Tashkent State Agrarian University, Department of Languages,
teacher of German

1.INTRODUCTION.

The growing prestige of the Republic of Uzbekistan in the world and the growing political, economic, scientific and cultural ties with other countries are increasing the demand for the study of foreign languages. Today's reforms, the development of diplomatic, trade, tourism and cultural ties with foreign countries require a person engaged in any sector of the economy to know a foreign language. Indeed, the effective use of new pedagogical technologies in educating students is desirable. One of its main requirements is not to rely on one source. That is, the more resources are involved in the learning process, the more objective and diverse the ideas. This gives the student the opportunity to compare, analyze and, of course, express their views.

Thanks to the independence of our country, special attention is paid to the study of foreign languages. Modern requirements for training and state educational standards make it necessary and conditional for the new type of educational institutions and basic institutions to approach the system of foreign language education with a very high level of responsibility. It has become clear that it is impossible to become a necessary specialist for our independent country without mastering at least two foreign languages.

It should be noted that today the study of foreign languages has become a requirement of the times. No matter what the student is, unlike the field of study he or she is learning, he or she loves a foreign language in an additional way and strives to master it as well as possible.

As mentioned above, language learners strive to master the language they are learning as much as possible. In this sense, it is important to clarify the categories of foreign language teaching methods and scientific-theoretical views on them and the development of practical recommendations.

2.MATERIAL AND METHODS.

There are three methods used in the process of teaching a foreign language: acquaintance, practice and application. These three terms have been used under different names in methodological research. These methods, which are widely recognized and can be directly observed in teaching, are named from the point of view of the reader. The student's role in learning a foreign language is to use the language in the learning material (i.e., to get acquainted with the language material, to practice in order to develop skills and competencies, and to express his / her opinion, ie in oral communication). consists of.

3.RESULTS.

Conversational speech requires the interlocutor to have speaking and listening comprehension skills. That is why it requires listening comprehension skills. Therefore, teaching spoken speech requires the development of speaking and listening comprehension skills. In many methodological literatures, question-and-answer exercises are seen as the main, if not the only, way of teaching spoken speech. This idea is one-sided. Because the exchange of ideas in the process of communication is not only a question and answer, but also complex and diverse:

For example:
1. Hello -alik: Guten Tag!
2. Please: Herbert, gib mir bitte dein Buch
3.Taklif: Bitte, nehmen Sie Platz Danke schon
4. Thanks: Danke, ich bin magic froh. Nicht zu danken
5. Information: Ich war gestern in de Stadt - Ach, so
6. Instruction: What are Buecher and Hefte -Sind sie fuer uns?

7. Question: Is this book interesting? -Ja, interesting.

8. Approval: East Peter der beste Schueler? - Yes, Peter is the best Schueler in his class

9. Interview: Ist das moeglich?

10.Approval: Das stimmt. Ich habe ihn in de Stadt gesehen Inkor - Es ist nicht moeglic. Er war gestern mit mir

11. Please: Ich bitte dich, mir zu helfen.Consent: Aber gern

12. Please: Komm bitte heute abend zu mir

Rejection: Weiss du ich bin heute abend magic beschaeftigt.Ich kann zu dir nicht kommen

4.DISCUSSION.

Although the above examples do not cover all the forms of behavior that are characteristic of colloquial speech, they show that the specific phenomenon of behavior is not just question-and-answer. Therefore, teaching speech should be not only about question-and-answer, but also about communication.

5.AUDIOLINGUAL METHOD.

Let us consider as an example the main feature of the audiolingual method in a textbook example. Attention will be paid to the following:

- The text studied in the lesson
- description of grammatical material
- Exercises
- lesson construction
- Contents (distribution of educational material)

The following three factors are important for each text included in the textbook:

1. Write the material on paper.

How is the text printed (headings, embossments, subdivisions)? Are there pictures? How are words and text related? (these issues are especially important if the original texts are included in the textbook)

2. Material properties (language style). Each text type has a separate language feature. For example, a cooking recipe often uses a command or a form of command: Advertising uses a very "sweet" year (comparison, metaphor, suffix) and new word-formation techniques.

3. Text function. Each text is created for a specific purpose, such as displaying information about train movement (timetable), showing the usefulness of the product (advertising), providing information (newspaper message), giving instructions for a particular job (recommendation for use) or to narrate an event (story, tale).

The textbook contains texts designed to perform an educational function. They serve to reflect a particular topic of grammar or a specific example of a linguistic phenomenon.

As an example, consider the following text.

6.DER GEBURTSTAG

Frau Hartmann: Wie gefaelt dir Kamera?

Herr Hartmann: Mir? -Gut! Wenn gehoert sie den?

Frau Hertmann: Stefan. -Du weisst doch, er hat heute Geburtstag.

Ich moechte sie ihm schenken.

Herr Hartmann: Ja, Natuerlich. Ich vergesse die Geburtstage immer.

Frau Hartmann: Gibst du ihm die Kamera, wenn du ihm gratulierst?

Das freut ihn bestimmt.- Da kommt er ja.

Herr Hartmann: Stefan, Wie geht es dir?

Stefan: Mir: - Prima! Aber warum fragst du mich?

Herr Hartmann: Du hast doch heute Geburstag. Mutti und ich gratulieren dir

und schenken dir den Fotoapparat. Gegaelt er dir?

Stefan: Ja, Vielen Dank, Mutti! -Vielen Dank, Vati!

Wie funktioniert denn der Apparat?

Herr Hartmann: Moment! Ich zeige es dir, und dann machst du eine Aufnahme von uns allen.

1. Print the text on paper: Initially, a large photo will appear. The picture depicts the family, the table is festively decorated. All eyes are on the young man on the right, who is carefully studying the camera. The photo shows the situation and the topic of the conversation. It is therefore prepared and performs an educational function. The text is titled "Birthday." From the look of the text, it is clear that it is a "conversation".

2. Linguistic features of the text: How is the conversation with a parent expecting a child celebrating his birthday around a beautifully decorated table? What kind of conversation would it be if Agarogul received the long-awaited camera as a gift? Is it real? Excited? Is it prepared? It all depends on the people who have taken on the roles in the conversation situation.

3. Text function: The dialogue describes the "birthday" event. (Who? Where? What was donated? Etc.). But that's not all. In addition to informing about the birthday, the dialogue also plays an important role. This is a Linguistic-Educational Function specific to ALM-based textbooks.

7.CONCLUSION.

Historically, methods are divided into grammatical translation method, direct method, indirect method, audiolingual, audiovisual, communicative didactics, intercultural communication and process methods. These methods differ from each other in that there are specific principles of the methods listed above, textbooks of theoretical founders, a system of exercises, in short, each historical method has its own specific categories. All the methods in the centuries-old history of foreign language teaching are grouped into these methods. A brief analysis of each of them is required, as in today's methodology some of their features are used in a certain way.

8.ACKNOWLEDGEMENT.

The use of game technology in German language lessons increases the interest and activity of students in the lesson, has a positive effect on the effectiveness of the lesson. The use of educational games in the classroom allows students to master the language material and create a free psychological environment during the lesson.

Thus, on the basis of the analysis carried out, it can be concluded that intersectoral terms are a consequence of the result of the transterminologization process, as a result of which a terminological unit is transferred from one area of scientific knowledge / sphere of practical activity to another. It is important to add that today there is no unity in the perception of the results of the implementation of this process in the scientific community: some researchers believe that in the process of transition an intersectoral homonym appears, others - an intersectoral term. [1]Within the framework of this study, the second position seems to be more justified, according to which, as a result of transterminologization, the development of the semantic structure of the borrowed term is carried out, the formation of new denotative, connotative meanings, one way or another connected with the semantics of the borrowed unit, which does not allow us to talk about the appearance of a new word.

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