



EFFECTIVE METHODS OF TEACHING FOREIGN LANGUAGES (ON THE EXAMPLE OF GERMAN)

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Annotation

There is a growing interest in the application of innovative technologies in the educational process of interactive methods in the educational process, one of the reasons for which is that so far traditional students are taught only to acquire ready-made knowledge, and in modern technology, it teaches them to independently search for and analyze the knowledge they have acquired, and to draw their own conclusions.

Keywords: interactive methods; innovative technologies; intonation; creative activity.

Introduction

After gaining independence, our country is on the path to building a democratic state governed by the rule of law and civil society. Many measures are being taken to stand firm on this path. One of the important conditions for the development of our country is the perfection of the training system and the full development of the individual. There is no doubt that every change in the field of education will have a positive impact on the development of our society. Improving the intellectual potential of the country is an important factor in training mature, competitive personnel who can meet the requirements of state educational standards. Striving to acquire knowledge independently in any field is the most distinctive feature of student activity in an educational institution, the basis for independent study and acquisition of knowledge. Independent learning and control in the education system is one of the main factors of independent learning. In order to acquire independent knowledge, first of all, it is necessary to form in students the need to work independently, to work freely, creatively and, most importantly, to think independently.

There is a growing interest in the use of interactive methods and innovative technologies in the educational process. In technology, it teaches them to independently search for and analyze the knowledge they have acquired and to draw their own conclusions. The educator creates conditions for the development, formation, acquisition and upbringing of the individual in this process, and at the same time performs the function of management, direction. The student becomes a





key figure in the learning process. Therefore, the place and role of modern teaching methods - interactive methods and innovative technologies in the training of qualified professionals in higher education is enormous. Furthermore, knowledge, experience and interactive methods related to pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills. Innovation technologies are the pedagogical process, as well as innovations and changes in the activities of teachers and students, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, that is, methods of pedagogical influence, which are an integral part of the content of education.

Education of the younger generation is one of the most important issues. In order for the next generation to be well-rounded, to become leading specialists in all fields, we need to teach foreign languages perfectly and broaden their horizons. It is known that communicative competence means the ability to communicate in social situations in the native language and in a foreign language, to adhere to the culture of communication, to develop social flexibility, the ability to work effectively in a team. It is no secret that the majority of students in our country pay special attention to learning English among foreign languages. Practice shows that three out of four German learners learn English as the first foreign language, and using the experience, knowledge, and skills gained, they can switch to a second foreign language and make it easier to learn. This is especially the case when students in pre-school education reach school age and are admitted to school. In such cases, it is necessary to pay attention to certain principles in order to attract students with a certain level of English to German lessons. When learning German as a second language after English, it is important to follow the general rules that apply to teaching any foreign language. Although these principles have many similarities, they have some modifications to the second language, such as the specifics of the learning environment, the relationship of the three languages to the learning process (mother tongue, English and German), and so on. As with any foreign language teaching, communicative goals predetermine a general methodological approach to learning. However, because students already have experience in learning English, they tend to compare the specifics of English and German. Therefore, the general methodological principle for learning a second foreign language can be described as communicative-cognitive, where the cognitive side is subordinate to the communicative side, and it manifests itself where you need to identify differences in order to find any similarities or facilitate learning. In general, students who have mastered a certain level of English



will notice the following similarities between the two languages when they begin to learn German:

- 1) Both languages use Latin letters;
- 2) Scope of use of dictionaries and words;
- 3) Similarity in the structure of simple sentences (presence of a connecting verb).

Deutsch: Mein Name ist Miller.

English: My name is Miller.

Deutsch: Sie ist krauk.

English: She is ill.

Deutsch: Er spricht Deutsch.

English: He speaks German.

- 4) In the study of tense forms (from the three basic forms of the verb and the auxiliary use of the verb haben = to have);

Deutsch: Kommen – kam – gekommen

English: come – came – come

Deutsch: Bringen – brachte-gebracht

English: bring – brought – brought

Deutsch: Sprechen – sprach – gesprochen

English: speak – spoke – spoken

However, it is important to know that with each new foreign language learning process, such as learning German through English, students may face some of the following challenges [2]:

- When pronouncing;
- In the rules of reading;
- In intonation;
- Some words in English and German are pronounced similarly, but have different meanings, and are called "translator's false friends";
- In word order;
- In the conjugation of verbs;
- In complex grammatical constructions, etc.

According to statistics, only 15% of language success depends on the teacher and 50% on the student's abilities and actions. The remaining 35% depends on interest-based motivation. The power of the teacher does not allow the spread of interest in a new language in a complex system of grammatical paradigms.

The interest in the use of interactive methods and innovative technologies in the educational process in the educational process is growing, one of the reasons for which is that so far traditional students are taught only to acquire ready-made knowledge,





while modern ones. in technology, it teaches them to independently search for and analyze the knowledge they have acquired and to draw their own conclusions. The educator creates conditions for the development, formation, acquisition and upbringing of the individual in this process, and at the same time performs the function of management, direction. The student becomes a key figure in the learning process. Therefore, the place and role of modern teaching methods - interactive methods and innovative technologies in the training of qualified professionals in higher education is enormous. Furthermore, knowledge, experience and interactive methods related to pedagogical technology and pedagogical skills ensure that students acquire knowledgeable, mature skills. Innovation technologies are the pedagogical process, as well as innovations and changes in the activities of teachers and students, the implementation of which is based on the full use of interactive methods. Interactive methods are called collective thinking, that is, methods of pedagogical influence, which are an integral part of the content of education.

All of the technologies listed above are unique. Different results can be achieved using these technologies in the teaching process. This means that each technology serves to increase the effectiveness of teaching. Only when using technologies in the classroom can it be determined in which part of the lesson they should be used and in which part they can be most effective.

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