



THE BEGINNING OF TEACHING GERMAN

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Annotation

The formation and development of oral speaking skills in German in primary school students, in particular, the activities of speech, the formation of human speech and the formation of speech in students are described.

Keywords: school, speech, foreign language, activity, language, German, methodology, oral, vocabulary.

Introduction

When talking about the formation and development of oral speaking skills in German in primary school students, it is necessary to focus first on the issues of speech activity, the formation of human speech and the formation of speech in students. The tooth is fit for purpose. The main function of language is to be a means of communication between people. A person develops speech throughout his life. Psychological and methodological literature contains a number of concepts and many scientific articles on the formation and development of human speech. By matter, especially P.Ya. It is widely covered in the works of Galperin, Jinkin N.I., Leontev A.A, Zimnyaya I.A. and other well-known scientists. Of these, A.A. Leontev and I.A. It is worth mentioning the works of Zimnyaya. Because in their works, the stages of speech formation are analyzed from a scientific point of view, they are connected with the methodology of foreign language teaching and serve as the basis for the method of foreign language teaching. (These concepts are explained). Since the analysis of the stages of speech formation and types of speech activities is not included in the task of this course work, we have chosen to cover more speech formation in younger children and their speech requirements. From an early age, a person needs to speak, that is, to understand. As a child grows older, his or her need to express himself or herself will increase, and he or she will begin to use more and more complex language in his or her speech. This means that a child's knowledge of a language is based on speech activity. Therefore, the formation and development of foreign language speaking skills in young children should be considered on a speech basis. Of course, there are many differences and differences between learning a native language and learning a foreign language. For example, young learners who have just begun to learn a foreign language will have a mother tongue mechanism in place and will be able to express themselves fluently in





their mother tongue. That's why the school pays more attention to the development of native language skills. In foreign language teaching, first of all, it is necessary to form a speech mechanism based on the formation of existing speaking skills (here we are talking about the formation of a foreign language speech mechanism) and to work on the development of speaking skills. required to go. But what is unique about both languages is the need for communication. It is well-known that spoken communication is based on certain symbols, words, phrases and speech constructions, which are different in different languages. This is why the role of the language environment in the development of speech is so great. In addition to mastering the spoken word, children expand their knowledge. In other words, their worldview develops in the process of speaking. This suggests that in order to develop students' speaking skills, as mentioned above, there is a need and a language environment, as well as a clear language material that requires them to develop a worldview. This means that the development of oral language in a foreign language also requires the selection of language units and topics based on the age characteristics, interests, worldviews of students and the requirements for their upbringing. Another important factor in developing students' oral skills is the development of speaking skills. It is well-known that speech skills are developed through the repetition of speech. To do this, you need to create a certain speaking environment and repeat the words and phrases you are learning over and over again. Speech activity is a very wide range of activities. There are three things to consider in its formation and growth: 1. Work on words; 2. Work on phrases or expressions; 3. Work on related speech. The methodological literature shows that the teaching of foreign languages in high school is divided into three stages. It consists of three stages, covering grades 5-10. However, in recent years, the teaching system in the school system has become eleven years old, and the study of foreign languages begins in the second and third grades, and even in kindergarten. There is a big difference between the worldview and psychophysiological characteristics of students in grades 2-3-4 and students in grades 5-6. This suggests that the lesson should be organized with this in mind. In general, each stage is unique and different from other stages in the selection of teaching materials and lesson organization.

Therefore, in addition to the three stages of foreign language teaching currently available in the methodological literature, ie in a given secondary school, the stage covering grades 1-2-3-4 is added, and It can be interpreted as consisting of four stages. But it is a complex task that requires psychological and pedagogical study and experimentation. Therefore, leaving this view as a hypothesis for the time being, we will try to cover the issues of oral speech development in the initial stage (grades 5-6)





of this stage, based on the three stages given in the methodological literature. It is known that in the first stage the "foundation" of learning German is laid. In school, the difference between these stages is not clearly defined, and therefore the transition from one stage to another in the teaching process is gradual. Therefore, the boundary between the stages is considered to be the end of the academic year. In fact, the specifics of one stage may persist for a while. As the first stage is the initial stage of foreign language teaching and learning, it also pays great attention to the development of oral speech and reading techniques. At this stage, it is important to teach pronunciation to understand the foreign language speech, which is an element of the foreign language speech mechanism, and to use the simplest and simplest question-and-answer speech combinations of oral communication. In the first academic year, special attention should be paid to the teaching of German pronunciation, as it is during this period that pronunciation skills are formed and in the later stages it is expanded and developed. If students have a clear pronunciation and articulation of German sounds in the early stages, it will be more difficult to solve this problem in the later stages. Because the correction of speech sounds requires special exercises and methods of work, it is necessary to spend more time at the upper level than at the lower level. 1. The most important task in the first stage is to learn to use the selected lexical material in speech based on certain grammatical structures. This contributes to the formation of the speech formation mechanism. It is necessary to achieve a high degree of automation of the studied grammatical structures. Lexical and grammatical limitations, which are specific to foreign language teaching in the first year, prevent the learning process from being organized on a specific thematic basis. In this way, it creates the conditions for the organization of the training at the initial stage on the basis of the topics that need to be studied in the later stages. 2. If we consider foreign language teaching at the initial stage by types of speech activities, the following tasks should be performed in their teaching: a) to create a reading mechanism; (b) developing oral reading techniques; c) teaching them to understand what they are reading. 3. The peculiarity of this process is that it is carried out by reading aloud texts based on previously studied lexical, grammatical material. 4. The development of written speech at an early stage is characterized by the study of the spelling of words learned in oral German. According to the principle of oral advancement of foreign language teaching, the study of language material is not carried out simultaneously in oral speech and reading. At this stage, the study of language material is based on the following scheme: listening comprehension - speaking - reading - writing.

The term "oral introduction" is often used in the early stages of foreign language teaching. In the methodological literature (for example, in the works of Palmer and





textbooks based on the Dexon series), this section is divided into 1-1.5, which is orally advanced. Some Methodists say that it is enough to cover 2-3 hours, while the rest of the time it is better to teach in a complex way. In the period of verbal advancement, it is expedient to cover the work more because it is seen on an oral basis, the work in this period consists mainly of the following: to achieve intonation-correct salting of the grammatical structures that contain the material being grown and studied. 2. To study grammatical structures in the process of listening comprehension and speaking, to fill them with selected lexical material for learning at an early stage, and to use pronunciation correctly and with the help of question-and-answer exercises. 'teaching to use in intelligent speech. 3. Use lexical units as a groundbreaking tool for learning grammatical structures by substituting parts of parts for different sentences and other types of speaking activities using substitution exercises. 4. Use German letters for an introductory course in the German alphabet. learn to write and read letter units. Although the introduction of German syllables, letter combinations, and certain words and phrases into the oral speech introductory course does not contradict the principle of oral advancement, because the writing and reading skills acquired by students during this period it only serves as a preparation for mastering these types of speech activities. In the beginning, there is a lot of space for reading aloud. Reading texts have also become more and more complex, from the simplest to the simplest. However, it should be noted that although the work in the early stages is mainly focused on the development of oral skills, it does not solve the problem of oral development in German. She is only preparing to work on a real speech. The main difficulty in working on oral speech at this stage is when students have mastered certain lexical units that allow them to compose not only individual sentences but also related sentences. In addition, students will be introduced to The Present in Definite Tense. , The Future Tense in definite Tense is required to be familiar with verb tenses and to be able to use verb forms vividly in these tenses. Students will be introduced to the use of nouns in the singular and the plural, the addition of the suffixes "s" or "es" to the third person singular form of a verb that has just arrived in the indefinite tense, and the interrogative, negative, and imperative forms of sentences. during the study period. If students can't answer simple questions and they only make sentences using the same grammatical construction, we shouldn't take their speech as real German speech. Also, answering simple questions does not mean speaking German. In this case, both character exercises and oral speech development exercises should focus on the foreign language learning activity at this stage and the following task and main focus in the study of German by students. Working on and mastering German pronunciation involves the sound and intonation structure of students' speech.





During this period, students' attention to pronunciation in German should not be diminished. Reading is often accompanied by distortions in the articulation of sounds formed in oral speech. This should be avoided and additional oral exercises should be performed if necessary. Learning new words is based on previously learned graphic constructions. This allows the simplest communication to be measured by the one who forms the speech mechanism based on the material selected for this stage, and in the future to listen to and understand the speech in German and speak it in German. Understand what you are reading and master the technique. Reading skills are developed based on words learned in oral speech. Conduct written spelling exercises for students' oral speech and reinforce the lexical and grammatical material learned through writing. In the early stages, listening, listening comprehension, and speaking are taught through the practice of using grammatical structures in speech. Spoken word processing. Conduct written spelling exercises for students' oral speech and reinforce the lexical and grammatical material learned through writing. In the early stages, listening, listening comprehension, and speaking are taught through the practice of using grammatical structures in speech. Spoken word processing. Oral communication is taught through listening, listening and speaking. Here, the speaker makes a verbal communication in the process of conveying information, while the listener makes a verbal communication by listening to and understanding it. During the conversation, the roles and positions of the speaker and the listener alternate, ie they can take turns listening and speaking. Oral communication can be one-sided. In this case, the first person only speaks, and the second listens. This type of speech is called one-way speech.

Literature

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