



Teaching German Language to Students of Non-Linguistic Specialties

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ABSTRACT

This article is dedicated to the problems of teaching professional foreign language communication that are being actively developed and discussed at present by psychologists, linguists and methodologists. The article presents an analysis of modern domestic and foreign studies on the issues of foreign language teaching at the initial stage. In the study, the initial stage of foreign language learning is considered in connection with the psychological, physiological, anthropological and pedagogical factors of the age group beginning to learn a foreign language.

Keywords:

German language, international communication, leading position, fundamental factors, multilingualism and multiculturalism, language of specialty, mastering the language, verbal expression

I. Introduction

Important categories of modern language education are multilingualism and multiculturalism numerous studies in Uzbekistan and abroad testify. Researchers attribute these concepts to the fundamental factors of the modern educational system, the factors of the integration of the educational space, as well as the economic, socio-political integration of countries and peoples. [8]

The German language is one of the most common European languages, it is a means of intercultural communication in a multicultural world. At the same time, recently in Uzbekistan there has been a tendency to reduce the number of secondary schools and classes teaching German as a foreign language. Despite the leading position of English as the language of international communication, many domestic universities do not exclude the study of other foreign languages. [6]

The problems of teaching professional foreign language communication are being actively developed and discussed at present by psychologists, linguists and methodologists. Disputes about what to teach in a foreign

language in non-philological universities ended with fairly unanimous decisions in favor of teaching the language of specialty. The increased interest in mastering the language of the specialty is explained by insufficient knowledge of this language, when the subject competence does not find its verbal expression. Such a problem arises even for a student who is competent in his future profession, who is sufficiently proficient in a certain foreign language in the social, domestic and socio-cultural spheres of communication. [7]

II. Literature review

In domestic and foreign methodological literature, the initial stage of teaching foreign languages is considered in connection with the psychological, physiological, anthropological and pedagogical factors of the age group beginning to learn a foreign language. [5]

Considering the methodological aspects of teaching a foreign language in beginner groups of university students, T.I. Borisenko emphasizes the need to bring the level of foreign language proficiency of beginners from "zero" to the level of other students as close as

possible by the end of the first year. Among the conditions for the realization of this goal, the author names the need to rely on the native language due to the fact that all the analytical activity of the brain at the initial stage of learning a foreign language takes place in the native language [1].

K.B.Esipovich in his work "German in Two Years" considers it necessary for the successful development of an accelerated course of the German language to be cyclic in the organization of the material, combining different organizational forms of training sessions, enlarging the components of educational information and a differentiated approach to learning [2].

E.L.Parfenova, considering the study of a foreign language at the initial stage, distinguishes three groups of students: beginners of the younger age group (young learners), beginners of the older age group (beginners) and beginning philologists (budding philologists). Based on the use of data from psychology and philology for each of these groups, the author determines the types of motivation, goals and approaches to learning based on these types. [9]

E.V.Yakovleva examines the philological and psycholinguistic aspects of teaching a foreign language at the initial stage, distinguishing between the features of teaching a foreign language in a beginner group of non-philologists and beginner philologists-English speakers. [12]

III. Analysis

The purpose of teaching the language of the specialty is to provide students with the opportunity to act in the language of the specialty: to obtain the necessary information on the specialty from the read (listened) text, to adequately use professional knowledge in the process of communicating in a foreign language, to improve their subject competence. From this it follows that in the process of teaching the language of a specialty, the main task is to form students' speech skills and abilities in those types and forms of speech communication, on which the educational

activities of students are based when mastering special scientific disciplines. [4]

Specialty language - a set of linguistic means that correspond to intercommunication principles. Phonetic, morphological and lexical elements, syntactic and textual phenomena form a functional unity and enable communication within different areas of one specialty. Introduction to a foreign language of a specialty and communication of knowledge involves a visual presentation of the material and has practical forms. [10]

The objectives of the foreign language course are:

- practical possession of the skills and abilities of reading and understanding foreign-language original literature in the specialty in order to extract useful information, its translation; summarizing and annotating;

- practical mastery of the skills and abilities of oral speech within the studied topics for professional and everyday communication. Textbooks and teaching aids play an important role in the educational process. [3]

An analysis of the scientific and methodological literature on the problem of teaching a foreign language at the initial stage, understood in the absolute meaning of the zero starting level of language proficiency, showed the lack of development of a methodology for teaching a foreign language from scratch in a non-linguistic university. In the context of the ideas of modern language education about multilingualism and multiculturalism, this fact confirms the need to develop a methodology for teaching German to students of non-linguistic specialties with a zero starting level, which is a prospect for further research by the author of the article. [15]

Video-assisted learning also plays an important role in teaching German. Let's look at them in more detail.

The most important methodologically is the following classification of video materials:

1. Specially designed for teaching a foreign language (video courses and educational films);

2. Intended for native speakers or authentic, including feature films and live TV broadcasts. [14]

Consider the method of working with the educational video "Jojo sucht das Glück" in order to expand the active vocabulary of students using the example of series 8 "Die Prüfung".

I. Pre-text stage

- Read the title of the series and guess what it will be about.

- Remember the vocabulary on the topic "Die Prüfung", draw a diagram and highlight keywords.

- Look at the list of new words and make sentences with these words:

der Bewerber, - candidate

sich bewerben um A - to apply for something

aufgeregt - agitated

das Ergebnis, se - result

der Kommilitone, n - classmate

Bescheid sagen - inform, convey [11]

II. Text stage.

Watch the video and find German equivalents for the following English words: *get to know, difficult, go for someone;*

2. Choose the English equivalent for the following German words and expressions: *herzlichen Glückwunsch, schaffen, die Prüfungskommission;*

3. from the list of synonyms below, mark those that were not used in the text of the video: *klappen - gelingen; angehen-betreffen, der Platz-die Stelle*

III. Post-text stage

- Imagine that your partner is Alex, Carla or Jojo and ask him about the exam using new words;

- Tell us about how the entrance exams to universities in Germany and Russia are taken. [13]

IV. Conclusion

Thus, the textbooks, teaching aids and video lessons we use help to ensure that a foreign language becomes for a student one of the means of mastering a specialty, so that its study meets professional interests.

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