



German Language in The Aspect of Interlingual Communication

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ABSTRACT

The article is based on the materials of own observations, as well as reporting and statistical data of recent years on the use of the German language in the scientific and educational space of the named non-linguistic university. The purpose of this article is to analyze the state of affairs with the teaching of the German language in a non-linguistic university by identifying problems, opportunities and prospects for its study. As you know, the status of the German language, as well as a number of other foreign languages, has undergone significant changes in the scientific and educational space of recent decades, which have led to a reduction in the opportunities for its study and application both in linguistic and - non linguistic universities.

Keywords:

foreign language, nonlinguistic, additional efforts, availability of training, multilingualism, socio cultural experience.

Introduction

According to the statistics of recent years, the number of students studying German as the first foreign language at our university, as well as in many other universities, has a pronounced tendency to decrease: it is usually 13-15 times less compared to students studying English as such. In addition, applicants admitted to the university with the German language, as a rule, speak German at the A1 level, while the number of applicants admitted to the university with the English language with the A1 level is about 60%. The remaining students with English have higher levels - usually A2 and B1, in some cases B2. Proficiency in German at levels B1 and B2 is much less common. As a rule, we are talking only about individual students who studied German in the schools of the region, implementing projects for teaching German and preparing for international exams through the Central Office for Foreign Schools of the Federal Republic of Germany. Due to the impossibility of creating study groups for such students due to the small number of the

relevant contingent, their support in terms of improving their knowledge of the German language can only be carried out on an individual basis.

As you know, this technique began to gain popularity at the turn of the current century in the EU countries. Its emergence is associated with the loss of former positions primarily by such languages as German and French, against the background of the expansion of the English language in the field of international contacts, science and education, as well as with an attempt to preserve these languages, at least as second foreign ones. However, since the duration of program courses in the study of foreign languages in our non-linguistic university, as in many others, is currently, as a rule, 2-4 semesters, interaction with such students after completing the program training requires some additional effort on the part of teachers, and on the part of students, and it seems possible only if there is a sufficiently pronounced motivation from both sides. Certain opportunities to maintain interest in the language among students with an advanced

level of German language proficiency are opened by language olympiads, international student conferences both inside and outside the university, as well as the course "Translator in the field of professional communication" as part of the additional education program. However, it should be noted that, since the training of translators is carried out mainly on the basis of English, students with a first German, as a rule, have to improve English to the required level if they study it as a second language, which also requires additional efforts and time. For reasons of organizational and financial order, it is possible to train translators based on the German language only in exceptional cases. The second worrying trend in the teaching of the German language in many non-linguistic (as well as language) universities is associated with a significant reduction in teaching hours for studying it in recent years. Of course, the reduction of hours applies not only to the German language, but also to other foreign languages, however, the consequences of such a reduction in relation to the German language are most tangible: the features of its structure are such that it takes significantly more time for students studying German to achieve the same level of language proficiency than students learning English. Denoting the problems in the field of teaching the German language in a non-linguistic university, at the same time it is necessary to point out a number of areas that open up certain prospects in the field of its teaching and application. These prospects, from our point of view, are associated primarily with the high chances of maintaining the status of the leading second foreign language for the German language (the term first second foreign language is often used). In USUPS, as in many other universities, German in the vast majority of cases is taught as a second foreign language after the first English. It should be noted that German in this capacity successfully competes with French, Spanish, Chinese and other languages due to its typological similarity with English, on the one hand, and the traditionally strong positions of the German language in such areas as economics, science, technology and logistics, as

well as the successfully developing cooperation between Russia and Germany during the implementation of projects in the field of railway transport, on the other hand. In addition, the position of the German language in this capacity is currently being strengthened by the inclusion of a second foreign language as a compulsory subject in the curricula of schools since the fall of 2016. This means that in the coming years the university will begin to accept a certain contingent of applicants with an initial knowledge of German as a second foreign language. As practice shows, this circumstance to a large extent influences the students' choice of a second foreign language at the university. The availability of training in a second foreign language is also an important factor in view of the fact that the number of hours for studying it at the university is as limited as the number of hours allocated for studying the first foreign language. Some optimism, however, regarding the prospects for learning German as a second foreign language, is inspired by recent changes in the curricula of the named university in the direction of increasing the number of hours devoted to the so-called second foreign languages. In light of the fact that the German language is increasingly asserting itself in the status of a second foreign language, certain prospects in terms of the possibilities of studying it, from our point of view, are opened by the so-called concept of multilingual learning, which allows us to optimize the methodology of teaching foreign languages in the conditions of modern university polyglossia. Recall that the multilingual methodology involves the teaching of foreign languages in a unified language learning system based on the linguistic, cognitive, pragmatic and sociocultural experience acquired by students in the study of previous foreign languages, as well as their native language. The application of the multilingual teaching methodology, contributing to the development of functional multilingualism among students and forming effective approaches to the study of each subsequent language, creates the basis for further, including independent, successful improvement of the students' speech skills. The

latter circumstance is of particular relevance for languages such as German, due to the limited amount of program time for learning it. Within its framework, the teachers of the department have been conducting scientific research over the past four years to identify linguistic (in the field of grammar, vocabulary / phraseology, etc.), pragmatic and sociocultural correlations, primarily on the basis of English and German, as well as other languages, on topics studied by students within the framework of current curricula. The data of such studies are necessary, first of all, for the creation of various teaching aids of a comparative type, without which the practical implementation of a multilingual approach to teaching languages is impossible. Thus, a number of textbooks of this kind have already been published, including comparative manuals on the grammar of English and German, as well as the development of oral speech for those who study German after English. As part of the exchange of experience, the teachers of the department conduct information events for the departments of foreign languages of other universities that are interested in this methodology, take part in international scientific conferences with reports on topics related to the problems of multilingual education, and publish scientific articles on relevant topics. In addition to traditional linguistic aids, within the framework of the multilingual project of the department, in the coming years, it is planned to prepare for publication a series of scientific articles and comparative textbooks in the sociocultural sphere, including the cultural characteristics of the countries of the language being studied, including Germany, in the range of compared phenomena. It should be noted the importance of creating this kind of teaching aids, since this area is traditionally the prerogative of such disciplines as intercultural communication, linguoculturology, etc., however, since their study is not included in the programs of non-linguistic universities, the issues of differences in the sociocultural sphere, as a rule, remain out of sight of teachers and students or are affected only indirectly in the process of teaching a

particular language. Otherwise, problems are inevitable, since it is known that representatives of different cultures forgive each other quite easily for errors in the language, but errors associated with ignorance of the rules of behavior, customs, foundations of a particular culture can seriously complicate communication. I would also like to draw attention to the fact that the implementation of the multilingual education project, reflecting the trend of the last decades towards multilingualism and multiculturalism in the scientific and educational sphere, arouses interest in the study of the so-called second, third, etc. foreign languages not only from students. Participation in this project leads to the realization of the need to acquire and improve the relevant knowledge, primarily by teachers of foreign languages. In the context of considering the problems and prospects of the German language in a non-linguistic university, we can state the emergence of a certain interest in improving knowledge of the German language also on the part of teachers with the first English, leading students to English as a second foreign language after German as part of the curriculum, as well as in foreign language courses as part of additional education programs. To implement these tasks, the teachers of the department released the corresponding textbook. It should be noted that in the context of limited time for learning German as a first and second foreign language within the framework of the curriculum, the issues of motivating students to further independent study of the language are of particular importance. In this regard, the sphere of international cooperation has a great motivational resource related to attracting students with German as a first and second foreign language to the implementation of various projects and programs. Thus, the academic aspect of cooperation is associated, in particular, with the implementation of the exchange of teachers between these universities for the purpose of giving lectures, participating in conferences and videoconferences, joint publication of articles, textbooks, multilingual glossaries (for example, in the field of transport logistics), as well as the

exchange student groups to listen to lecture courses and create mixed student groups to work together on projects in the field of railway technology, ecology, logistics, management, etc. followed by a presentation of the results, including their public discussion. However, unfortunately, we have to state that in the field of interuniversity partnership, the main language of communication is still the same English language due to the fact that it is studied by the majority of students of our university. The latter circumstance makes it possible to select from among them a sufficient number of participants who speak the language at the level necessary for carrying out such activities as listening to lecture courses and joint defense of projects by students representing partner universities. This means that the involvement of students with a first German language in such activities is possible only if they have sufficient knowledge of English as a second foreign language. At the same time, they can use the German language either for personal communication with students and teachers from a partner university in Germany, At the same time, it should be noted that participation in an interuniversity partnership with Germany also creates motivation for students with English as a second foreign language, which is facilitated by visiting Germany and getting to know its rich cultural traditions, as well as achievements in the field of science and technology.

Conclusion.

Based on the above, the following conclusions can be drawn. The lowering of the status of the German language in the presented non-linguistic university is due to a sharp decrease in the number of applicants studying German as the first foreign language, a decrease in the general level of their language training in this subject, a significant reduction in teaching hours allocated by the programs of non-linguistic universities for studying it in recent years, as well as preservation and strengthening of the dominant position of the English language in the scientific and educational sphere. Due to the above reasons, the possibility of studying German at the

University as the first foreign language within the framework of the study programs is limited. This circumstance requires a focus on strengthening the motivational component of education in order to develop the activity of students in the field of independent language learning, including through the use of distance learning tools, attending language courses as part of additional education programs, etc. As an effective motivational resource is the involvement of students in the programs and activities of interuniversity international cooperation.

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