METHODS OF INCREASING STUDENTS' SPEECH SKILLS IN GERMAN LANGUAGE CLASSES

Ostanov Askarjon Nuriddinovich
Termez State University, Department of Romance and
German Languages, Teacher
askarostan@gmail.com

ANNOTATION

The article discusses the main tools and factors for the development of students' speaking skills in the teaching of German in higher education. The content of skills and abilities taught to students in German language, the tools used in the formation of speech culture, methods of developing oral speech competence are analyzed.

Keywords: higher education students, German language teaching, skills and competencies, speaking skills, educational games, modern pedagogical technologies.

INTRODUCTION

One of the important issues in the teaching of German as one of the foreign languages in higher education institutions is the development of students' oral skills. A student studying in German is required to know the norms of spelling and correct pronunciation in this language, to have a rich vocabulary, to know the methodological norms, as defined in the state educational standard. A student who has mastered these principles will be able to apply them in his / her speaking activities or in his / her professional practice as a future specialist.

In the past, language teaching required mainly the acquisition of grammar, and all textbooks were designed for this purpose. In the German language textbook published more than twenty times by P. Glazer and I. Pettsold, it is recommended to translate the following sentences: We read the works of Friedrich Schiller and the famous Goethe. There are statues of Catherine II and Peter the Great in St. Petersburg. The text is followed by all the words used in translation, such as German reading, work, famous, Petersburg, bar, statue, great. Later, the latest editions of the textbooks of both authors were revised taking into account the tasks of teaching oral speech, which included poems and dialogues for reading.

In addition to knowledge, professional skills and intellectual intelligence are required from a higher education teacher in the formation of students' speaking skills. The use of modern pedagogical technologies, information technology in the development of oral speech of higher education students in German gives its effect. Cultural speech criteria are required to be formed in the formation of students' German speaking skills. According to linguist experts, the criteria for cultural speech are: speech accuracy; accuracy of speech; purity of speech; richness of speech; expressiveness of speech; speech logic; the appropriateness of the speech.

M. Berlitz developed the following rules for teaching foreign languages:

1. It is necessary not to use the native language in teaching, and to understand language phenomena directly, without resorting to translation. The meaning of linguistic phenomena needs to be clarified using a variety of visual tools, contexts, or descriptions.

2. All language material should be given orally only.

3. The teaching material should be reinforced using the principle of comparison extensively in the process of imitating the teacher.

4. It should be considered as the closest form of work to natural language learning, allowing students to be active.

It is well known that oral speech is a typical vocal and colloquial speech, in which speech is associated with more tone and different gestures. It does not use complex grammatical devices. Incomplete sentences are also used in this speech in order to convey the idea concisely. This type of speech is performed by one or more people.

It is effective to use the research method in the development of students' oral speech in German language classes in non-philological directions. In particular, students can be directed to creative work when creating assignments.

There are now a variety of innovative methods in the classroom, such as modeling (training), demonstration, small group work, brainstorming, critical thinking, debates, point of view, teaching each other, role-playing games, case study, modified speech.

"Working in small groups." In this way, each student learns to be an active participant in the lesson, a beginner, a learner, to appreciate different points of view. How to use:

1. The direction of activity is determined, the interrelated issues from the problem are identified.

2. The necessary framework is created, students should have an understanding of the problem.

3. Groups are defined.

4. Clear instructions will be given.

5. Supported by support.

6. It will be discussed.

In teaching German, it is advisable to use methods such as cluster, Venn diagram, brainstorming, BBB strategy, T-chart in the initial stage of learning, when vocabulary is low. Problem-based learning technology, the "pen between the table" method, the "boomerang" technology, the "decision tree" method, the choice of perspective - the method of angles are relatively complex.

Educational games play an important role in the development of oral speech. It should be noted that only educational games that are used in the educational process and are relevant to the curriculum, aimed at activating students. Kleppin emphasizes the need for game goals in the foreground of game events, taking into account the age of the participants for the game.

REFERENCES

1. Murtazaeva N. The content of the development of foreign language teaching methods. Mag.diss. - T., 2009. Page 9.
2. S. Saidov. Deutsche Grammatik in Ubungen. - Toshkent, 2003.
3. Ishmukhamedov R. Ways to increase the effectiveness of education using innovative technologies. - T., 2005. 45-p.
4. Kungurov R. et al. Fundamentals of speech culture and methodology. - T., 1992. pp. 56-58.
5. Ш.Н Бегашева "Процессы памяти при обучении лексической стороне речи" Вопросы педагогики, 10-12, 2017.
6. Ш.Н Бегашева "Ролевые игры на уроках немецкого языка" Экономика и социум, 371-373, 2020.
7. SH.N Begasheva. "Application of phraseological units of the german" European Journal of Research and Reflection in Educational Sciences Vol 8 (4), 2020.