

VAZIRLAR MAHKAMASI HUZURIDAGI
DIN ISHLARI BO'YICHA QO'MITA

O'ZBEKISTON XALQARO ISLOM
AKADEMIYASI

MUMTOZ SHARQ FILOLOGIYASI
FAKULTETI

CHEK TILLARI
KAFEDRASI

XORIJIY TILLARNI
O'QITISHDA INNOVATSION
TEXNOLOGIYALARDAN
FOYDALANISH
METODOLOGIYASINING
AHAMIYATI

mavzusidagi respublika
ilmiy-amaliy
konferensiyasi
materiallari to'plami

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VAZIRLIGI**

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METODOLOGIYASINING AHAMIYATI**

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To'plam materiallaridan filologlar, sohada faoliyat yuritayotgan mutaxassislar, mustaqil tadqiqotchilar, magistr va talabalar, xalq ta'limi va umumta'lim maktablari o'qituvchilari foydalanishlari mumkin.

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FEATURES OF THE LESSON OF GERMAN AS A SECOND FOREIGN LANGUAGE AT THE INITIAL STAGE OF LEARNING

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Annotation. This article reveals the problems of learning German as a second foreign language. In the process of planning a German as a Foreign Language lesson, it is necessary to highlight the main final and intermediate goals. The main ultimate goal is access to communication, the formation of students' skills to master the tactics of solving typical problems in relevant areas of communication; the ability to form, analyze phrases in the target language; possession of the main types of speech activity (speaking, listening, reading, writing). The intermediate goals of each specific lesson depend on the material (grammatical, lexical) that must be learned.

Key words: lesson planning, German as a foreign language, organizational moment, language material, speech exercises, lesson stages.

In the process of learning German as a second foreign language, the main functions of the teacher are implemented during the lesson. The lesson is the key organizational unit of the learning process. The task of the teacher is to find the best ways and means of correlation of individual and collective components in teaching, to activate students in their cognitive and practical activities in the target language

by means of students performing various training and creative tasks. In the process of planning a German as a Foreign Language (GFL) lesson, it is necessary to highlight the main final and intermediate goals. The main ultimate goal is access to communication, the formation of students' skills to master the tactics of solving typical problems in relevant areas of communication; the ability to form, analyze phrases in the target language; possession of the main types of speech activity (speaking, listening, reading, writing). The intermediate goals of each specific lesson depend on the material (grammatical, lexical) that must be learned. For example, the formation of grammatical speaking skills by using modal verbs.

The lessons of German as a foreign language at the initial stage of language learning are a well-organized system that provides the formation of speech skills on a specific topic and on the basis of a specific language material. The selection of the lexical and grammatical minimum, the sequence of presentation of the material is determined by the degree of its necessity for solving a particular communicative task.

The material is divided into the lessons in accordance with the stages of formation of the necessary speech skills. Traditionally, it is

customary to single out the following stages of a German as a foreign lesson: - organizational moment; - speech drill; - checking homework; - introduction of new material; - the formation and development of skills in all types of speech activity; - recording homework.

However, the specificity of the German as a foreign lesson is also manifested in its arbitrary planning. The teacher has the opportunity to vary the components of the lesson, determine their sequence and duration.

Organizing time. The main purpose of the organizational moment is to prepare students for the lesson, greeting the group. The students get ready to work. This stage is carried out at a fast pace and takes 1-2 minutes of the lesson. The atmosphere of communication created at the beginning of the lesson should be maintained throughout the lesson. **Speech drill.** It takes 10-15 minutes of study time. During the speech exercise, the date and day of the week are recorded and pronounced, a conversation is held about the weather, and the lexical and grammatical material of the previous lesson is activated. At this stage, it is permissible to introduce grammatical material lexically without explaining the rules and comments. Information is designed to be memorized through repeated repetition.

For example, from the first lessons, the information "About myself" is included (My name is ... I am a student.), "My family" (I have a dad (mother, brother, sister, etc.). His / her name is He / she ... (profession).) **Checking homework.** It is a stage that continues speech drill. At the initial stage, it is important to spend enough time and attention on the issue of mastering vocabulary, as well as the grammatical material of previous lessons. The control of assimilation and memorization of the lexical minimum can be carried out both orally and in writing, individually or collectively. Visual aids are actively used (cards of the image of objects,

various types of pictures and presentations). Not only the level of memorization of words is checked, but also the ability to use them in speech. The introduction of new material and its subsequent consolidation is the longest and most difficult stage of the lesson.

The language material is organized thematically. Each lesson contains lexical material and grammatical constructions. The lexical and grammatical material of the lesson is presented in all types of speech activity. This is how the principle of interconnected learning is implemented. The lessons contain a variety of exercises for practicing and consolidating language skills. Imitative, substitution, transformational, reproductive and speech tasks are aimed at developing students' language, speech and communicative competencies in their professional and everyday spheres.

Students are offered a variety of tasks (listen and write; read and write; determine the form of the word; fill in the table; find the correct matches; answer the questions; restore the dialogue; make up a sentence, dialogue, text, etc.), which allow you to use all types of speech activity in learning and contribute to the development of professional skills that are implemented in German.

The location of the exercises is also important. Each previous task should be a support for the next one, taking into account the principle from simple to complex. During the introduction of new grammatical material for better assimilation, it is necessary to take into consideration the principle of visibility of lexical units and grammatical constructions, in which the language material of the lessons is presented in the form of tables and diagrams, which in turn contributes to better perception and assimilation. Recording and explaining home assignment also needs to be given sufficient time and attention. It is advisable to complete this kind of task in the classroom in

order to avoid difficulties for students when independently completing the task at home. Thus, the following conclusions can be drawn. The stages of the lesson should be characterized by coherence, thematic unity of the lesson should be logically and consistently organized. The components of the lesson are closely related. Lessons have a very diverse structure and cannot be planned and conducted in a pattern. A lesson structure should be flexible. The lesson should end on a positive note which motivates students to continue learning the language.

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