

PEDAGOGICAL PROBLEMS OF ROMAN GERMAN LANGUAGE TEACHING

RUSTAMOVA NARGIZA RAIMQULOVNA

Teachers of Samarkand State University,
Department of Romance and Germanic Languages

ESHQUVATOVA ROZIYA MAMADAMINOVNA

Teachers of Samarkand State University,
Department of Romance and Germanic Languages

ABSTRACT:

This article provides in-depth insights into the effective teaching of foreign languages, its methodology, pedagogical problems, and its current state. These languages have special names in educational theory: mother tongue, second language, and foreign language.

KEYWORDS: language, second language, European languages, Latin, teaching methods, pedagogical technology, method, connectives, language units.

INTRODUCTION:

Language teaching is one of the most important areas of human society. Today in international relations world, the foreign languages study and multilingualism are in great importance. Pupils and students studying in the Republic of Uzbekistan usually learn three languages. "Most of our talented young people speak three languages." These languages have special names in the education theory. Mother tongue, second language, and foreign language. A foreign language is the language of a foreign country. Western European languages, English, Spanish, German, French and Oriental languages, Arabic, Turkish, Urdu, Persian, Chinese and Hindi are taught in our country. It is included in the educational institutions curricula. By mastering the methodical science achievements, a foreign language teacher acquires a clear understanding of the student's criteria

accumulated language experience and further improves it. Nowadays, there is no doubt that the foreign language teaching method, like other subjects, is one of the pedagogical disciplines. In the West, even today, it is widely believed that methodology is not a science. For example, Penlos wrote that there are no bad and good Methodists, there are bad and good teachers. In his article on the linguistics attitude to language teaching, P. Politser gives a negative answer to the question "Is there a foreign language teaching method as a science?" Different authors define methodology as a science and explain its essence differently. In the methodological and pedagogical literature, methodology has long been viewed as applied linguistics. It is no coincidence that there are different views on the methodology nature as a science. The fact is that there are no specific studies to determine the methodology study object on the basis of previously collected material. The pedagogy studies the social process of upbringing and the younger generation education as a whole, and the methodology deals with the upbringing issues and the younger generation education on the basis of this subject means. We explain this with an example. All of the recommended methodological guidelines for students outline three issues that need to be addressed in the methodology field: 1. Goals and objectives of foreign language teaching. 2. Teaching content 3. Teaching principles, methods and techniques. The questions list is based on an

issues study related to the teacher's work and the material identification he or she uses. Such a limitation in the issues scope to be studied leads to the fact that the education object and training itself is left out of the student's attention and the methodology becomes "childless". In line with the above, it would be appropriate to define the issues facing foreign language teaching methods as a science as follows. 1. a foreign language designation as a subject 2. to study the teacher activity, i.e. to develop organizational forms, methods and approaches to teaching. 3. Research on student performance, which of the prisms is effective, research on child growth, and so on. Thus, the teaching foreign languages methodology has a specific research topic, which is characterized by its features only in all pedagogy related to the students teaching and education through a foreign language specific to the foreign languages subject is events set.

German and French will be returned to public schools and curricula will be specialized. A draft government resolution on this has been prepared.

The main task of this language school is to provide German and French in-depth teaching with the modern information technologies extensive use in accordance with the state standards of general secondary education.

«Over the past two years, Uzbekistan's foreign policy has reached a new level, with comprehensive cooperation with France and Germany. In particular, the agreements on cooperation signed during our President visit to France and Germany, as well as the visit of the President of Germany to our country are a clear proof of this," in the MPE information.

According to this decision,

- Experienced local and foreign teachers will be involved in the school. The educational institution prepares students for

national and international science Olympiads, competitions and other events.

- From the 2019/2020 academic year, the German and French languages teaching will be resumed in specialized schools where the German and French languages teaching has been suspended or replaced with other foreign languages for the last 10 years. Schools specializing in German and French in each region are designated as basic schools.
- Curriculum will be developed for schools specializing in German and French languages. Starting from the 2019/2020 academic year, professional development courses will be organized for German and French language teachers.
- German and French language teacher retraining is free of charge as an exception. From the 2019/2020 academic year, German and French will be introduced as second languages in specialized schools that teach foreign languages.
- Graduates of the 11th grade of the specialized school are awarded the German TestDAF (Test deutsch als Fremdsprache) and the French TestDELF (Diplôme d'études en langue Française).

AND HOW IS THE SITUATION NOW?

Currently, the number of German language schools has increased from 4 to 9. The number of German-language schools increased by 54 to 1,677, and the number of students studying the language increased by 14.5 thousand to 355,000. The French-language schools number increased by 44 to 1,187, and the French-speaking student's number increased by 7.8 thousand to 234.7 thousand. But in the last 10 years, both the number of schools teaching these languages and the number of students have decreased.

Another issue related to the foreign language teaching content choice is the relationship between the teaching content and the learning objectives and conditions. Thus, in determining the training content, the following two general requirements are: first, the content adequacy of training selected to achieve the objectives; second, the learning content interdependence accumulated under certain conditions in the learners' mastery should be taken into account. Summarizing all of the above, we can emphasize the following. The foreign language teaching content includes lexical, grammatical and phonetic material; oral, reading, and writing skills and texts in the audio and written speech samples form; the oral speech and reading topic also includes non-native language concepts.

For example, in French: Basic simple prepositions

- ✓ à- in; - at; - from; - till;
- ✓ après - after, then;
- ✓ attendu - because; for, therefore, considering, taking into account, for....;
- ✓ avant -before, beforehand, aforesaid;
- ✓ avec -with
- ✓ chez - 1) indicates the location ; 2) in the presence of someone.
- ✓ contre - in front of, opposite.
- ✓ dans - 1) - at; in; 2) then
- ✓ de 1) - of;- from; 2) in front of.
- ✓ depuis - since; from
- ✓ derrière- behind; back
- ✓ dès- by,
- ✓ devant - in front ; to the front
- ✓ durant - during
- ✓ en - in, on
- ✓ entre - between; in the middle;
- ✓ envers- on, above, upon, across.
- ✓ excepté - other than;
- ✓ hormis- other than; hors - apart from; outside
- ✓ jusque- until, till

- ✓ malgré- in spite of
- ✓ moyennant -with the help of, through
- ✓ parmi - in the middle; between
- ✓ passé- after the term
- ✓ pendant - during, on time
- ✓ pour - -to; till
- ✓ sans - without (represents denial)
- ✓ sauf - apart from;
- ✓ selon - on; according to
- ✓ sous - under
- ✓ suivant - then; after; as soon as
- ✓ sur-1) on; about v\ers - to; -in
- ✓ vu- therefore, because

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