



PECULARITIES THE TEACHING THE GERMAN LANGUAGE OF THE NON-LINGUISTS STUDENTS

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ABSTRACT: *This article discusses the components of system of training professionally oriented foreign language through the content of professional activity. There has been suggested the purpose of teaching a foreign language in a non-linguistic educational establishment as well as the skills the formation of which ensures the achievement of this goal. The subject matter of teaching the German language of the students who are not linguists has been grounded.*

Keywords: the content of teaching, communicative situation, a component of teaching, methods of teaching, German language, purpose of teaching, language material, student who is not a linguist.

The main purpose of learning the foreign language of students is the formation of foreign language competence of individuals, and the expected result is the increased use of foreign language as a means of communication. The revision and updating of the rules, principles of teaching, principles, methods, types of control and forms of implementation needs to be reformed.

These areas of research do not cover all the issues of professional "training of non-linguistic students", and most importantly - do not reveal the problem of choosing the content of professionally oriented German "language", which is the subject of our study.

The main role in the study of professionally oriented German language of students-non-linguists belongs to the purpose of study, which determines the choice of approach to learning, principles, principles, forms, methods, means of teaching.

According to scientists [1], the main purpose of the formation of foreign language communicative competence of language is the formation of language, speech, linguistic, sociocultural and educational-strategic competencies, the development of independence as a personality trait. The peculiarity of teaching German to non-linguistic students is that in



the process of studying skills and abilities to use a foreign language as a means of communication in the process of solving professional problems, obtaining new, professionally significant information are formed. Because of this, the teaching of the German language to students is multi-purpose.

The aim of the study is to study a foreign language not as a linguistic system, but as a means of intercultural communication and a tool for learning about culture. Involvement in the elements of this culture is considered a prerequisite for all direct and indirect linguistic professional and personal contacts with representatives of this culture.

The developmental goal is aimed at activating the cognitive abilities of students, general learning skills, improving their knowledge and skills of educational and professional activities. The developmental goal in language learning is realized in the solution of tasks that contribute to the formation of the mechanism of language guessing, the ability to transfer skills to a new situation on the basis of problem-searching activities, readiness to enter into foreign language communication, in a foreign language, etc.

The educational purpose of education involves solving tasks related to increasing the independence and responsibility of students for their professional training and the development of individuality. The realization of this goal contributes to the formation of students' desire to further continuous independent acquisition of new knowledge, understanding the importance of learning German and the need to use it as a means of communication in the field of professional activity.

The realization of the socio-cultural goal is connected with the achievement of students' understanding of important and diverse international socio-cultural problems in order to act properly in the cultural diversity of professional and academic situations. Professional the goal is aimed at mastering students' knowledge and skills and abilities in the field of professional! activities.

According to V. Redko, educational-speech situations give the chance to model acts of communication in educational process during formation of skills and abilities in four kinds of speech! activities: they determine not only the content of the communes, but also the structure, choice of language means, rate of speech, etc.



To the main types of situations of intercultural communication G. Glizarov [3] introduces the following: psychological (modeling psychological features of "opening" phenomena by performing simple psychological tasks); speech with an intercultural component (simulates situations of real intercultural communication).

According to the All-European recommendations [4], the speech situation has external characteristics: sphere, mute, social characteristics of the place, participants in the collision, objects, podiums, di and texts.

In the methodical literature with languages distinguish communicative situations that influence the choice of the subject of collision, as they can be both mono-dark and poly-dark. They should take into account the real interests and opportunities of students, as well as be personally meaningful to them, create conditions for creative activity and independence.

The use of educational situations contributes to the formation of non-linguistic students' experience of performing not only certain speech acts due to the topic of communication, but also to use for this purpose the use of speech and speech means, to adequately perform behavioral behaviors characteristic of! vital activity.

Typical communicative situations in which non-linguistic students use the knowledge acquired in the process of mastering the Swedish language include: participation in conferences and projects, discussion of professional and technical issues.

Training is funny! The languages of non-linguistic students are based on the formation of speech competencies in listening, reading, speaking and writing.

The use of modern technical means of learning on the road! language contributes to the formation of students' competence in listening. Professionally oriented competence in speaking presupposes competence in dialogic and monologue speech. In the mastering of non-linguistic students the skills of monologue speech, it is necessary to use the possibilities of the Internet. Formation is professionally oriented! competence in writing involves writing messages, annotations, plans and creating projects.

Non-students should be able to read texts, which can be presented in the form of Internet texts of scientific and technical style and materials of electronic publications in the specialty. The ability to get as accurately as possible from the text with the form



characterizes the study reading which promotes penetration into the semantic confusion of the professionally-oriented text and its adequate reasoning. Learning to read requires everything to be completely intelligent! information !. Study reading is characteristic of the processing of scientific materials, articles, which contain very important information for students. This is the most common type of reading that we use professionally! (scientific and technical!) literature.

The introductory reading is focused on defining and adequately understanding the main details of a professionally oriented text, which requires students of non-linguistics to holistically perceive the elements of the text of different levels, master the automatism of word recognition and comprehension, unification, and unification! unknown words.

Search reading is aimed at finding in the text specifically! information !. This type of reading presupposes the ability to navigate in the structure of the text, to choose the necessary information with certainty! problems, select and combine information of several texts on individual issues. Review reading involves getting a general idea of the form, which is in the text.

The language material is a component of the mute and includes the characteristic of Schmet! lexical and grammatical languages. The lexical minimum includes special and general vocabulary of scientific and technical style. The grammatical mmum includes species-temporal forms of verbs (Präsens, Präteritum, Perfekt, Plusquamperfekt, Futurum I, II), passive constructions, indefinite forms of verbs, indicative pronouns.

The combination of linguistic, socio-linguistic, socio-psychological, cultural and intercultural knowledge contributes to the of the student's personality, acquaintance with socio-cultural information and serves as a means of enriching the culture of spiritual knowledge. Texts of ethnographic and socio-cultural nature related to the sphere of future professional activity are included in the socio-cultural component of the content of German language teaching.

Thus, the difficult component of teaching German to students is considered to be a combination of what future specialists must learn in the process of learning, so that the level and proficiency in a foreign language meet their needs and goals, as well as their goals



and objectives. The selection of the subject is designed to promote a diverse and successful formation of the student's personality, preparing him for future professional activities.

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