

THE EFFECT OF THE MOTHER TONGUE IN THE DEVELOPMENT OF SPEECH IN THE GERMAN LANGUAGE

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Abstract:

The article deals with different factors influencing on speech development of learners and also the role and place of mother tongue in this process.

Keywords: native language, speech, education, content, psychological and pedagogical training, method.

Attention to the study of a foreign language is growing day by day. In order to create a system for further integration into the world community in the Republic, the resolution of the First President of Uzbekistan dated December 10, 2012 “On measures for further improvement of the system of foreign languages” PR-1875 was approved and the attention of our youth to the language was directed.

This, in turn, requires the teacher to have his or her own creativity, skills and experience.

Nowadays, the purpose of teaching a foreign language to students in schools is to develop their skills in speaking, writing, listening and reading in this language, as well as to stimulate children's thinking, communication culture, interest in learning, activism, independence, diligence, curiosity. Successful development of children's mental and verbal abilities will create opportunities for a thorough mastery of science in the future.

Languages have been studied in comparison to each other before, but in this comparison only their historical fraternity has been taken into account, and often relative languages have been studied in comparison with each other. At the same time, since the second half of the last century, the study of not only closely related languages by origin, but also languages belonging to different groups in a

comparative typological way has become more advanced than ever. Commenting on the importance of comparative study of languages belonging to different groups, Academician L.V. Sherba said: "The comparison of one language based on comparisons with another is a different way of expressing the same idea in different languages attracts and fascinates a person who thinks in another language." The whole field of linguistics is based on the comparative method and is studied on this basis. In most cases, experts consider the comparative method to be a universal method for the study of language and the study of language materials. Indeed, it is self-evident that this opinion of the scientist is clear evidence that does not require proof.

Although there is not much commonality between the Germanic and Karakalpak languages, their comparative study is of both theoretical and practical importance, as mentioned above. However, comparative typological studies on these languages are rare.

Teaching German requires students to study the phonological, morphological, syntactic and lexical systems of the mother tongue and to reveal the main typological features, so it is expedient to compare the studied German language with the mother tongue, to typologically describe some of their language units. Numerous observations and experiments show that the knowledge and skills acquired by students in their mother tongue have two different effects on German language teaching: 1) if some phonetic, lexical and grammatical features of both languages are similar, students learn these similar features of German quickly and easily; 2) if the phonetic, lexical, grammatical features of both languages are not similar, in some cases this leads to common mistakes of students. Therefore, a German teacher should be familiar with the language being studied and the phonetics of the mother tongue. Only in this way can he be able to quickly prevent and correct the mistakes that most students make in the process of learning German.

In foreign language classes, speech is taught first. In the course of the lesson, the teacher should pay attention to the forms of the student's speech, independent thinking, the ability to express their thoughts in a foreign language, written work, conversation, story, and thinking. In a foreign language class, the student is busy with preparation and speaking exercises. Therefore, in the implementation of the above competencies, a special vocabulary and their application is of great importance, which requires attention to language culture, speech



etiquette. Language culture means the careful mastery of literary language norms and their full use in speech.

Speech is a language in action. We know that speech is a basic criterion that determines a person's spirituality and morality, consisting of speech units, phrases, and utterances that logically connect language units with each other and move them. Therefore, a person's manners are first and foremost reflected in his speech. Etiquette is the ability to convey the message that needs to be conveyed in a way that respects the listener and is in line with the literary norms of the language. This requires the speaker to have a deep knowledge of the language, as well as the ability to speak politely, pleasantly, kindly. There are also expressions of encouragement and gratitude in language, which should be included in everyday life, used in their proper place, along with the decoration of human behavior, as well as active words in the speech of the teacher. Such processes are reflected in the teacher's written and oral speech.

It is well known that every person living in a society is a separate speaker. The teacher is no exception. But the common language for teaching foreign languages to all of them is the common language - the only language of the society which is being studied.

The German language acquires speech skills and speech culture as a result of a thorough knowledge of the rules of language culture in speech activities, especially reading fiction, newspapers and magazines, watching radio and television, generally through the media and constantly working on himself. When it comes to speech culture, of course, there is also debate about the appropriate and inappropriate use of words in speech. We know that when the unit of language used is said to be right or wrong, of course, based on a certain dimension is referred to in linguistics as the norm of literary language. Only in a person who has a deep knowledge of the culture of literary language will a culture of professional speech be formed. Literary language and its norms cannot be mastered simply by interest or by dealing with it superficially only. In addition to speaking in a literary language or conducting the lesson, the teacher should pay special attention to the extent to which the listener understands the language when choosing words. Accuracy, precision, purity, logic, effectiveness and purposefulness of speech are the most important requirements. For speech to be accurate, it is necessary to adhere strictly to two basic principles: accent and grammar.



A change in the order of the letters in a word or a mispronunciation of a sound can change the lexical meaning, the grammatical form of a word.

They practice speaking, listening, reading and writing. The organization of the learning process is directly related to the purpose of the lesson.

So, it should be noted that in order for the young people of our future to become free-thinking, well-rounded individuals, it is necessary to develop them in all respects. In particular, the level of learning foreign languages should be used to achieve this goal by studying the psychological, physical and social aspects of students, to identify and eliminate negative psychological conditions that impede their freedom of expression and independent expression.

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