

MODERN APPROACHES TO TEACHING GERMAN AND GERMAN LANGUAGE METHODOLOGY IN UZBEKISTAN

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Abstract

This article analyzes the state of teaching German in the Republic of Uzbekistan, existing opportunities, methodological approaches and reforms being implemented based on foreign experience. The effectiveness of communicative and interactive methods in language teaching, the role of educational resources based on CEFR standards, as well as the level of teacher qualification and the supply of textbooks are widely considered. The article identifies the main problems encountered in teaching German and puts forward practical proposals aimed at eliminating them. The article aims to highlight the possibilities of language learning based on foreign language teaching methodology, international cooperation and digital technologies.

Keywords: German, foreign language teaching, communicative method, CLIL, CEFR, Uzbekistan, teaching methodology, teacher qualification, modern pedagogy, digital education

Introduction

In today's globalization process, the issue of learning and teaching foreign languages is becoming more relevant than ever. In particular, German is one of the most widely studied foreign languages in the world. In the Republic of Uzbekistan, since the years of independence, attention to foreign languages, including German, has significantly increased. The development of cultural, scientific and economic cooperation with Germany has increased the need to learn German.

This article provides an in-depth analysis of the teaching of German in Uzbekistan, the methodological approaches used, existing problems and promising directions.

I. The role of foreign languages and the German language in Uzbekistan

The Resolution of the President of the Republic of Uzbekistan “On measures to further improve the system of studying foreign languages” dated May 19, 2021 provides for a fundamental improvement in the quality of teaching foreign languages. In particular, the study of German is supported at the state policy level. German is taught as a foreign language in a number of schools, lyceums and higher educational institutions of the republic.

Textbooks, resources, seminars for teachers and exchange programs for learning German are being organized with the help of international organizations such as the Goethe Institute, DAAD, PASCH (Schulen: Partner der Zukunft).

II. Modern approaches to the methodology of teaching the German language

In addition to traditional grammar-teaching methods, communicative, interactive, integrative approaches are widely used in teaching the German language. These methods aim to teach the language not only theoretically, but also practically.

1. Communicative approach

This approach is aimed at developing the student's ability to communicate freely in real-life situations. Communication through language learning is defined as the main goal. This method uses:

- Dialogue and role-playing games
- Group exercises
- Listening and visual comprehension (based on audio/video materials)

2. CLIL methodology (Content and Language Integrated Learning)

In this method, language is used as a means of teaching another subject (for example, history, geography, science). Thus, the student simultaneously acquires knowledge in two directions - language and content.

3. Online and digital methodologies

In recent years, digital technologies have been widely introduced into the educational process:

- Online platforms (Goethe.de, Deutsche Welle, LingQ)

- Mobile applications (Duolingo, Babbel)
- Virtual lessons and video conferences

III. Curriculum and textbooks

Despite the fact that there are official textbooks on the German language in Uzbekistan, teachers are often forced to use foreign publications. Textbooks such as “Menschen”, “Studio d”, “Netzwerk” developed by the Goethe Institute are widely used. They are developed on the basis of the CEFR (Common European Framework of Reference for Languages) and cover levels from A1 to C1.

IV. Teacher Qualifications and Problems

The professional qualifications of German language teachers are directly related to the quality of students' knowledge. Although the number of philologists-specialists being trained in higher educational institutions of Uzbekistan is sufficient, factors such as the use of modern methodologies, working with interactive tools, and the opportunity to be in a language environment require constant development.

There are also the following problems:

- Lack of methodological manuals
- Inconsistency of textbooks and teaching materials
- Low interest in the language among students
- Lack of practical training and language environment

V. Proposals and prospects

For more effective teaching of German in Uzbekistan, it is advisable to work in the following areas:

1. Creating an active German-speaking environment (clubs, debates, exchange programs).
2. Expanding cooperation with local and international organizations.
3. Organizing regular courses and trainings to improve the skills of teachers.
4. Updating national textbooks based on the CEFR standard.
5. Introducing digital teaching materials and applications.

Conclusion

An analysis of the current situation in the field of teaching German in Uzbekistan shows that in recent years, the demand for foreign languages, including German, has increased sharply at the social and state levels. This situation is not only a result of the policy of political, economic and cultural cooperation of the Republic of Uzbekistan with foreign countries, but also arises from the need to train competitive personnel in the conditions of globalization. The German language is directly related to the socio-economic potential of Germany as one of the leading countries in Europe, and this factor plays an important role in the increase in the need for the language.

Existing experience and practice show that the system of teaching the German language in our country is gradually improving. In particular, textbooks and methodological approaches based on the CEFR (Common European Framework of Reference for Languages) standards are being introduced.

Communicative methods, CLIL, task-based learning, integrative and interactive approaches are gaining importance in developing students' speech competencies. However, existing problems - the level of teacher qualifications, the lack of modern teaching materials and technical means, as well as the relatively low motivation of students for this language - directly affect the quality of education. The following areas are of priority in improving the methodology of teaching German in Uzbekistan:

- Modernization of methodological support:** revision of curricula based on modern language teaching paradigms, development of multimodal and digital learning resources;
- Increasing teacher capacity:** constant introduction of teachers to modern language teaching technologies through advanced training courses, international exchange of experience, online webinars;
- Creating a cultural language environment:** introducing language festivals, cultural events, German debates, theaters and practical projects to increase the need and interest in the German language among students;
- Strengthening international cooperation:** establishing academic exchanges, grant programs and joint projects based on cooperation with German universities, research centers and educational organizations.

In general, although the strategy for teaching German in Uzbekistan is being formed on the basis of modern approaches, systematic, scientifically based and

sustainable reforms should be implemented to ensure its full effectiveness.

Taking into account that language is not only a means of communication, but also a factor of cultural and intellectual growth, its teaching should be considered one of the most important areas of the education system.

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