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# Distribution of Topics in German Language Textbooks in Secondary Schools

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**Abstract:** The article discusses approaches to teaching German speaking in Uzbekistan and Germany. The distribution of topics in German language textbooks in secondary schools of the Republic of Uzbekistan is analyzed.

**Keywords:** learning to speak, speaking, German, extrinsic motivation, intrinsic motivation, maintaining motivation.

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Foreign languages occupy an increasingly strong place in the modern education of Uzbekistan. Many schools offer the study of two foreign languages; gymnasiums attracted not so much by the number of languages, but by their quality, offering their students a much larger number of classes and a variety of extracurricular activities. Although German, like French, according to the curricula officially considered the second language after English in schools, but educational and extracurricular activities in German carried out at such a high level that students of secondary schools of the Republic of Uzbekistan do not experience communication difficulties when traveling to Germany. As part of such trips, students not only attend classes in language schools, but also work as volunteers in social institutions where they communicate with staff and visitors without any problems. A good basis for such communication provided during the holidays in the youth language camps: "Happy Summer", RADUGA.UZ, "Zilola" and others, where daily German classes conducted not only by teachers, but also by native German speakers. The Germans also work with children outside school hours, so that students communicate in German during their entire stay in the camp.

The ultimate goal of proficiency in a foreign language is clear and simple - it is the ability to express you in a foreign language, that is, the development of that communicative and intercultural competence that will allow you to work with information in the target language both orally and in writing in accordance with the topic of the situation. Modern life realities are pushing yesterday's schoolchildren further study a foreign language, regardless of which particular field of activity chosen for professional growth. A foreign language needed both to obtain information in one's specialty and for everyday communication, not only because of the growing number of borrowings in the modern Uzbek language, but also to obtain up-to-date information in the world first-hand.

As is known, Germany is one of the leading European countries implementing a tolerant migration policy towards military and political refugees. This policy led to the fact that the number of migrants in the country in 2015 alone reached 1 million people. In this regard, it was necessary to integrate new residents of all ages into German society. Currently, Germany continues to accept refugees, as well as late settlers, despite the complexity of the overall world situation due to the corona virus pandemic.

In this situation, it became necessary to introduce a new subject “German as a second language” (Deutsch als Zweitsprache – the generally accepted abbreviation DaZ) into the curricula in German schools in the early 2000s. However, since there is no unified education system in Germany (each of the 16 federal states has its own school system), there is accordingly no general federal decree on the introduction of DaZ. Until that time, DaZ taught in language schools and language centers mainly for foreigners who came to Germany to work. The item originally called “Gastarbeiterdeutsch” (German for guest workers) or “Deutsch für ausländische Arbeitnehmer”. The introduction of DaZ politically driven, primarily by Angela Merkel’s policy towards migrants. Therefore, the number of students in schools who taught DaZ is increasing every year. It noted that the DaZ subject is also mandatory for children of migrants who were born in Germany, since their native language (spoken in the family) is not German.

### **Differences in DaF and DaZ training systems.**

Before considering the subject DaZ, let’s try to terminologically distinguish it from the related subject DaF (Deutsch als Fremdsprache – German as a foreign language). The DaF subject has rather deep roots in the Russian method of teaching foreign languages. The most significant difference between DaZ and DaF is that DaF not taught (learned) in German-speaking countries, and the German language itself used only in the classroom. DaZ studied in the country where German is the official language (Germany, Austria, and Switzerland) and spoken by the majority of the inhabitants [1]. Studying DaF is also possible in Germany if it is a short (3-4 weeks) intensive course for foreigners. The main difference is that there are no language contacts outside the classroom. In addition, the study of DaF is systematic, the educational material is clearly structured, and training often based on written texts, and a lot of written training, much attention paid to grammatical rules, teaching oral speech, speaking occurs by simulating real situations (conditional communication situation). The focus of learning is reading and writing. We can say that the form in this case surpasses the content.

When learning DaZ, everything happens the other way around, as the German language becomes a means of real communication. The main requirement is to understand and understood, that is, the content will be the main thing. Thus, the study (training) is situational, unsystematic; the primary will be listening (on the streets, in a store, in transport, etc.) and imitation. Often the rules derived intuitively, out of context, and even with errors. The application of rules occurs in a situation of real communication. Thus, content prevails over form. The speaker focused not on the grammatical correctness of the statement, but on communicative success. The focus of learning is speaking and listening. Therefore, much attention paid to phonetics in DaZ classes: an introductory phonetic course is required, if possible without writing [2].

In the education system of Uzbekistan, the methodology for teaching German as a foreign language quite well developed. This facilitated by the formation of a methodology for teaching foreign languages as a science in the transition to independence and the introduction of a foreign language as a compulsory subject in secondary schools (most often German) and its allocation to a separate group of language subjects. The basic problems and categories of methodology are widely studied in the well-known works of L.V. Shcherby, A.N. Schukina, A.A. Mirolyubova, N.I. Gez, N.D. Galskova, I.V. Rokhmanova, G.V. Rogovoi, E.I. Passova, I.L. Bim and others. The methodology of teaching German as a foreign language is a private technique and presented in the works of L.V. Fadeeva, A.N. Shamova and others. Huge methodological support for teachers teaching German as a foreign language (DaF) in Uzbekistan provided by the German Cultural Center. Goethe (Goethe-Institut). In the

German-speaking space, the works of E. Apeltauer, K.B. Böckmann, J. Rohe and many others, represent the theory and methods of teaching a foreign language.

In our study, we attempted to examine and compare in detail the system of teaching German as a second language in German schools in connection with the relevance of the object of study itself for modern school education in Germany. To achieve the goal of the study, the following methods were used: theoretical analysis of foreign literature of the scientific and methodological direction, as well as educational and regulatory documents, comparative analysis, interpretation of foreign literature; scientifically recorded observation, which includes the collection of facts, description, generalization and identification of patterns.

In textbooks and teaching aids published in Uzbekistan for general education schools, elements of preparation for oral speech begin from the first sections, but the intensity and number of tasks leave our publications far behind textbooks and teaching aids from publishers such as Hueber, Klett, Schubert, Comelsen and others. . For example, in the textbook for beginners *Begegnungen A1+*, already from the second exercise of the first chapter, lexical structures are offered for active oral use [1]. In the *DaFkompakt A1-B1* textbook, the opportunity to use the expressions heard in the audio application provided already in the first exercise [2] and tasks to answer questions or ask them found in almost every exercise.

The ability to express one's point of view developed primarily in one's native language. If a student has trouble in expressing his opinion in his native language, then, as a result, the same difficulties will appear when learning any foreign language. Therefore, adults, as already formed individuals with a certain worldview, have an undeniable advantage in mastering this aspect of the language. According to Prof. Dr. Angela Friderici, who researches the cognitive abilities of the brain at the Max Planck Institute, "It is important how the brain processes language. The more knowledge the brain has already received, the better it will cope with new ones. The second benefit of adult learning is intrinsic motivation. Intrinsic motivation means a process in which the student himself is interested in learning, that is, he learns on his own initiative, based on personal motives [3]. It should be noted that intrinsic motivation could be hidden, for example: hope, recognition, self-determination, and explicit: career, business connections, diversity, curiosity, competence.

However, along with such positive aspects, adults also have specific negative attitudes. Most often, it is believed that what not learned in childhood and adolescence no longer learned, since the speed of perception usually decreases after 17 years. Nevertheless, this factor is easily leveled by the right motivation: if there is a clear understanding of why you need to make efforts, this obstacle becomes easily overcome.

Adults often have a hard time learning due to certain subjective reasons. It may be primarily a break in learning, which deprives the habit of learning. Therefore, it is students who can get good results in mastering foreign languages: most often, there is no break after school in Uzbekistan, the personality has already been formed, and the student is able to independently use internal motivation, but at the same time, the authority of the teacher still allows you to successfully apply external motivation. External motivation consists of motives that are outside the personal interests of the student – external conditions, whether material (encouragement, punishment) or social (competition, recognition or group feeling) motives.

It is external motivation that works to the fullest when creating communicative situations – the most important method in teaching speaking. Communicative situations can be both typical, standard, that is, often occurring in everyday life, for example, a conversation between a buyer and a seller, a conversation between business partners, buying a train or

plane ticket, booking a hotel room, or free, due to specific unique factors. The first type of communicative or speech situations used more often at the initial stage of training and characterized by a certain set of key phrases. Standard speech situations are also widely used in professionally oriented language teaching.

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