

## THE ROLE OF GRAMMAR COMPETENCE IN LEARNING GERMAN AS A FOREIGN LANGUAGE

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**Annotation:** Learning German as a foreign language is becoming more and more popular in today's developing world. Any language learner needs grammar to communicate effectively and efficiently. This article discusses the matters on teaching methods of grammar competence in German as a foreign language classes. Furthermore, it argues that the communicative activities fill this existing gap in teaching grammar by providing learners with meaningful contexts, where learners not only practice grammar, but also use it communicatively.

**Keywords:** German language, grammar competence, meaningful contexts, communicative activities, practice grammar, grammatical structures, grammar translation method.

The real learning takes place when the learners start using the language items not when they notice them. German as a Foreign Language (GFL) learner needs grammar to communicate effectively and efficiently. Furthermore, they need opportunities to use grammar communicatively in meaningful contexts in order to develop their grammatical competence. Unfortunately, the present classroom atmosphere does not provide this since it merely focuses on the input, i. e. the presentation of language items. This paper argues that the communicative activities fill this existing gap in teaching grammar by providing learners with meaningful contexts, where learners not only practice grammar, but also use it communicatively. While practicing grammar through communicative activities, the learners understand the relationship between the form, meaning, and function of grammatical structures in meaningful contexts. The paper exemplifies how communicative activities can be used to develop GFL learners' grammatical competence.

Early approaches to foreign language instruction, including the Grammar Translation Method (GTM), often taught grammar separate from the larger contexts in which language is used. While these approaches were often effective for developing a receptive (reading) knowledge of a language, they sometimes failed to provide students with the ability to use language communicatively in speaking and writing. As a result, a number of approaches to language instruction since Audiolingualism (ALM) have focused on developing communicative competence.

Communicative competence does not mean an absence of grammar instruction but rather grammar instruction that leads to the ability to communicate effectively.

A lot of students like to use the media, so I picked those concepts where technology, the internet, and so on are very common. Individual examples of the various concepts can improve and increase the motivation to learn German. Another suitable method for animating lessons is to incorporate games. With the help of the games, students not only practice a specific subject, but they also improve communication and expression skills and expand their vocabulary. The games should also motivate the students and bring them fun. They learn to win and lose and how to work together when they play a team game. It is very difficult to choose suitable songs for intermediate level students. Most students feel shy and do not want to sing in front of other classmates.

Or we don't meet their taste in music. The teacher can choose some songs himself or the students can say their own suggestions. The students can search for popular songs by German-speaking singers or music groups themselves on the Internet (with text and music) and other students then learn to sing these songs as well. Some students still don't want to sing. This is not a problem. The teacher can only listen to the songs with them and then continue working with the text of the song. There are many ways to use the dramatic education in German lessons.

Another way of teaching German is using Role play method - the teacher must determine the conditions under which the scene will take place (eg. the situation - the patient goes to the doctor with a stomach ache or the customer buys the necessary ingredients for a recipe in the store), further the time in which the Scene is playing, and in which environment we move (e. g. at the doctor's, in the shop, at school, in the family, with friends, etc. )

Together with the students, the teacher prepares the props. The teacher selects the students who will play the specific scene. Often the students are ashamed and nobody wants to play the scene. The teacher can easily solve that. He gives each student a number, makes notes and then draws the actors. In some scenes "Working with the interactive boards enables the subject matter to be presented in a new way. Extensive sources of teaching materials are available to teachers and students - texts, images and videos.

Themes, lyrics and music encourage the children to join in, dance and play. They enable children to feel melody and rhythm and to try out a variety of forms of movement, but they also include the psychosocial well-being of the children and promote the experience of their own physicality. Relaxation is also associated with movement. In this case you can work with the following songs and maybe have fun: playful procedures are particularly useful for automating and consolidating grammatical forms. It makes sense to create appropriate games yourself with and for the respective lesson groups, as this way it is easy to find a fit in terms of vocabulary, grammatical focus and level of difficulty. In principle, all known game forms come into question: dice games, card games, memory, puzzle dominoes, bingo, language games, travel to Jerusalem, buzzer quiz, taboo, lie-text ball bearings, create digital quiz games, crossword puzzles, armchair dance, etc.

Group work, station work, team work, role play, simulations, case studies, cooperative learning, situated learning, independent learning, project teaching, etc. are now referred to as interactive methods and forms of learning in foreign language teaching in specialist didactic literature.

Our own professional activity at the university shows that you can use many game and movement-oriented, group-dynamic teaching methods not only in school but also with students, in the adult sector. There is a wealth of methodological textbooks detailing these techniques.

We would like to mention just a few of them here:

- clusters,
- collages,
- pantomime,
- snowball exercises,
- painting pictures together.

The real learning takes place when the learners start using the language items not when they notice them. While practicing grammar through communicative activities, the learners understand the relationship between the form, meaning, and function of grammatical structures in meaningful contexts. And as teachers of second language classes we have to pay attention to the above discussed matters to make our lessons more fruitful and effective.

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