

## **The Using of Song Material in Teaching German Grammar**

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### **Abstract**

The article describes the method of using German-language songs in teaching German grammar. Songs help to achieve the best activation and assimilation of grammatical structures. The methodology for working with educational songs includes the following steps: familiarization with the grammatical material used in the text; explanation of grammatical material; consolidation of the introduced material; application of learned grammatical material; control of the level of proficiency in grammatical material. As an example, only some types of tasks that can be used in working with German-language song material are given. Their choice will depend on which particular grammatical phenomenon is needed study in class. Also important conditions are the functionality of tasks and their effectiveness.

**Keywords:** song material, syntactic patterns, training, grammar, German language, stages;

With the help of German songs, you can form the phonetic and lexical skills of students. At the same time, it is equally important in mastering foreign language is grammatical level, which "understands the syntactic patterns of organizing texts from words, syntagmas and sentences, as well as the rules of word and shaping".

The relevance of this study is due to the importance of the formation of grammatical skills of students throughout teaching foreign languages. The purpose of the article is to summarize the results of the analysis of textbooks and teaching aids for grammar and description the most effective methods and techniques for organizing work on studying the grammatical structure German language. Working on the topic of the article, we the following methods were used: analysis methodological literature on the problem of research, curricula and basic textbooks on English and German; experience learning work of colleagues; comparative.

On the material of German-language songs, the student can learn to form grammatical forms in accordance with the content of the statement, explain grammatical errors, and distinguish between similar grammatical structure, "predict grammatical the form of a word or a fragment of text and set logical, temporal, causal, coordinating, subordinating relationships and connections between the parts of the sentence"<sup>1</sup>. One of the methodological advantages of this training is better activation and the assimilation of grammatical structures, which is achieved with the help of so-called learning songs.

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German provides the following work stages:

- familiarization with the grammatical material used in the text;

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<sup>1</sup> Щукин, А.Н. Методика обучению речевому общению на иностранном языке : учеб. пособие для преподавателей студентов яз. вузов / А.Н. Щукин. – Москва : Икар, 2017. – 454 с. – Текст : несосредственный

- explanation of grammatical material;
- consolidation of the introduced material;
- application of learned grammar material;
- control of the level of proficiency in grammar material.

At the familiarization stage, students are invited to listen to the song, study its text. The teacher points to the new grammatical material, demonstrates it in an isolated form, also in the context of sentences and situations of communication. The purpose of this stage is to demonstrate the formal features of the grammatical material, its semantic features and how it can be used in speech.

To make it easier for students to understand and assimilate new material, the teacher can use material already familiar to them, or similar grammatical phenomena in their native language learners, since an adequate understanding is not always possible through explanation on the studied language. So the teacher can isolate a sentence from the text of the song, which has the necessary grammatical material, provide it Uzbek version and explain to students' essence, using the material on native language.

At the end of the stage, formulation of a general rule that contains a list of all delimited features grammatical phenomenon. Further, with the help of special training exercises, the level of formation of grammatical skill, which in the process of its formation goes through the following stages<sup>2</sup>. The imitation stage involves the reproduction of a sample of a grammatical phenomenon, which contributes to its preservation in short-term, and then in long-term memory. There is a strengthening of awareness of the functional side of the chosen model and remembering its formal side. Here, when teaching German with the help of songs, the teacher can invite students to learn the verse, which contains the grammatical phenomenon, by heart and sing it.

The substitution is characterized by the formation a generalized image of the model and an increase in the ability to replace individual parts of the model with similar ones in form and meaning. At this stage, the connection between auditory and speech-motor images is strengthened. At the stage of transformation there is an improvement in the operation of the formulation of the utterance. As a task, students can be asked to replace the active voice of the sentence with the passive one, or the statement denial. As for the reproduction stage, here we are talking about independent, without the use of various supports, but directed by the teacher or the instructions in the textbook adopted model<sup>3</sup>. "The formation of an associative connection between the formal and functional aspects of the model, the formation of the model call operation are being completed"<sup>4</sup>. Using on this stage of a foreign song as a teaching material, you can offer students to retell its text, while using this grammatical phenomenon.

For example, let's take the first verse of the song "Was wär ich ohne dich" we are already considering:

*Ich weiß nicht,*

*Ob unsere Liebe ewig hält,*

*Doch so lange Schnee vom Himmel fällt,*

*Bin ich an deiner Seite.*

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<sup>2</sup> Ubaydullayev Sh.N. Analysis of german and uzbek phraseological units with the name of animals," Scientific Bulletin of NamSU: Vol. 2: Iss. 3, Article 63.

<sup>3</sup> Гальскова, Н.Д. Теория обучения иностранным языкам. Лингводидактика и методика : учеб. пособие для студентов лингв. ун-тов и фак. ин. яз. высш. пед. учеб. заведений / Н.Д. Гальскова, Н.И. Гез. – 5-е изд., стер. – Москва : Академия, 2008. – 336 с. – Текст : несосредственный.

<sup>4</sup> Rogova G.V. Goals and objectives of foreign language teaching. Obshchaia metodika obucheniia inostrannym iazykam [General methodology of foreign language teaching]. Moscow, Russkii iazyk Publ., 1991, pp. 75-82.

*Ich weiß nicht,  
Wohin der Sturm uns weht,  
Doch solange die Welt nicht untergeht,  
bin ich an deiner Seite.*

It can be used when teaching word order in subordinate clauses. So, for example, using the first lines, you can demonstrate the rule for writing sentences with union "ob". As a task, you can invite students to compose their own phrases based on the presented template: „Ich weiß nicht, ob...“.

Most commonly encountered both orally, so in written speech, the mistakes of students are a violation of the order of words, even in a simple proposal, not to mention complex. Although the syntax at the Faculty of Foreign Languages is studied for five semesters. The correct construction of sentences is especially difficult when learning German as a second foreign language. The influence of English, as the first foreign language, is overcome with difficulty. For example, in the sentences *Vor zwei Jahren ging Stephan in die Sprachschule in Deutschland* and *Manchmal werden die Menschen von Tieren angegriffen* errors in the structure of the German offers. \**Vor zwei Jahren Stephan ging in die Sprachschule in Deutschland* (conjugated verb *ging* is in third place) and \**Manchmal werden angegriffen die Menschen von Tieren* (participle 2 comes immediately after the auxiliary verb).

Compare with the English corresponding sentences: Two years ago Stephen went to a language school in Germany and Sometimes people are attacked by animals. The structure of English sentences is erroneously transferred to the structure of incorrect German sentences marked with an asterisk.

The elimination of errors of this kind could be carried out more successfully with the help of training exercises demonstrating the differences between German and English, belonging to the languages of the same Germanic group, which nevertheless have significant differences. In textbooks and teaching materials exercises of this kind have not yet been found, like the song material<sup>5</sup>.

The stage of applying the educational material is characterized by the possibility of receiving the translation of a grammatical skill into skills, as well as participation in speech activity, subject to grammatical correctness of the statement. As a task, the teacher can offer students to answer questions on the German-language song material using the grammatical structures covered<sup>6</sup>.

Stage goal control is to determine the formation of grammatical skills and the ability of students to apply grammatical means in oral and written speech. To achieve this goals in working with a song in a German lesson the teacher can use the task of filling in the gaps in the text or invite students to choose from these phrases those with which to continue lines from the song<sup>7</sup>.

To conclude, here are just some of the types of tasks that can be applied as an example in work with German-language song material. Their choice will largely depend on what kind of grammatical phenomenon needs to be studied in the lesson. Also important the conditions are the functionality of the tasks and their effectiveness. It is necessary that subsequently it would be easy for learners to recognize and distinguish grammatical phenomena in the text, whether then a song or an ordinary story, and apply them in various situations of intercultural communication.

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<sup>5</sup> Metodika [Methodology]. Moscow, Russkii iazyk Publ., 1988. 180 p.

<sup>6</sup> K.X.Mansurova The Feature of Female Images in Uzbek and German Folk Tales. - 2022

<sup>7</sup> Пассов, Е.И. Сорок лет спустя, или Сто и одна методическая идея : учеб.-метод. пособие для учителей общеобразоват. шк. / Е.И. Пассов. – Москва : Глосса-Пресс, 2006. – 236 с. – Текст : несосредственный.

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