

Typological Mistakes Made by Students in Learning the German Language

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Since Uzbek and German are languages belonging to different language families, it is very difficult for Uzbek students to learn German as a foreign language, especially for the Uzbek audience to master German lexicology and grammar well. In particular, we found out that in the process of learning German as a foreign language, especially when entering into oral communication in German, an Uzbek student makes the following typological mistakes:

a. in the field of grammar:

- does not pay attention to the position of the parts of the sentence in the sentence, especially the position of the participle in the sentence. For example, put the participle in the sentence "*Ich arbeite im Garten*" at the end of the sentence and express it as follows: "*Ich im Garten arbeite*"...;
- makes a typological mistake in the use of the infinitive with or without the preposition "zu": For example, "*Er begann zu studieren*" instead of "*Er begann studieren*"...;
- sich is wrong in the place of the personal pronoun in the sentence. For example. "*Jeden Morgen beschäftige ich mich mit Turnen*" is confusing with "*Jeden Morgen ich beschäftige mich mit Turnen*";
- When using German verbs in *Perfekt*, *Plusquamperfekt*, *Futurum II* tense forms, it is not clear which auxiliary verb the verb accompanies. As a result, one often has to use "*haben*" instead of the auxiliary verb "*sein*" or vice versa, i.e. "*sein*" instead of "*haben*".
- *Präsens* (present tense) and *Imperfekt* (past tense) verb tenses do not always follow the fact that the separable prepositions are separated from the verb base and come at the end of the sentence: For example, instead of "*Morgen fahre ich ab*" Uses the sentences "*Morgen abfahre ich*" or "*Morgen ich abfahre*";
- Verb controls in German are not very important. For example, in German, the rule that the verb "*treffen*" (to meet) requires a dependent word in the Accusative case and the verb "*begegnen*" (to meet) requires a dependent word in the Dative case is not always paid attention to. As a result of this, a typological error in the form of "*Ich begegne meinen Freund*" occurs instead of the sentence "*Ich begegne meinem Freund*".
- Does not fully understand the difference between the "*Konjunktiv*" and "*Konditional*" forms of the German verb. For example, instead of "*Wenn ich freie Zeit habe, würde ich dich besuchen*" he uses "*Wenn ich freie Zeit habe, werde ich dich besuchen*".

b. in the area of the morpheme form of the word:

- It is difficult to divide artificial words into morpheme parts;
- Does not correctly understand the semantic meaning of separable and inseparable prepositions in the sentence;
- causes confusion in the relationship between the stem and the base in the German language;

- It is difficult to distinguish a base-forming suffix from a suffix and a prefix from a preposition in German;
- Word-forming adverbs cannot be distinguished from adverbs forming word forms or connecting elements.
- c. When pronouncing the word phonologically correctly:**
 - Can't distinguish between monophthong and diphthong;
 - It causes confusion in the reading of letter combinations;
 - Can't accurately pronounce umlauts;
 - The pronunciation of mixed consonants such as "-pf", "-tz, -ts" in the German language is confused;
 - Makes spelling or orthographic mistakes in words taken from other languages into German: For example, the word "Character" is pronounced with "x" instead of "k", in many cases the word "Garage" is pronounced in German with the rule of the language, it is pronounced in the style of [garage], etc.

We should also emphasize that the main problem of Uzbek students learning German as a second foreign language is related to the structure of the German language, the grammatical structure of this language. In our opinion, it is precisely because of difficulties in the language device being studied that most students lose their internal motivation for the language. The structure and grammar of the language studied in teaching based on the communicative methodology are mastered through the logical and creative approach of students to the topic and speech communication. Therefore, not all students fully understand the specific structure and grammar of the German language. As a result, they make many typological mistakes in the process of learning foreign languages.

We will try to explain why students make such typological mistakes below by comparing the similarities and differences between the types of syntactic communication in German and Uzbek languages.

Based on the research of linguistics, we are sure that the syntactic relationship between the dominant and subordinate words in any word combination is formed as a result of relations such as adaptation, agreement and control. The correct use of these syntactic connections in the formation of word combinations is, of course, an important factor in the grammatical formation of sentences.

In agreement, the subordinate word enters into a direct relationship with the dominant word without any grammatical connection. In adaptation, the subordinate word forms a word combination with the dominant word in the appropriate grammatical relationship. In the governing syntactic type of communication, according to the requirement of the main word, the subordinate word is required to come with the help of a preposition or auxiliaries, as well as in the appropriate agreement.

Of course, each language, based on its internal rules, uses these three types of syntactic communication to one degree or another in the formation of word combinations. For example, in German, according to grammatical rules, adverb and verb (*schnell sprechen, langsam gehen*), adverb and adjective (*sehr schwer...*) by conjunction, and adjective and noun by mutual agreement (*eine grosse Straße, das schöne Haus...*) creates the phrase. Students learning German as a second foreign language make more mistakes especially in forming word combinations through the syntactic relation of management (die Rektion) and in the practical use of such expressions in their speech. In our opinion, it is impossible to master this language, especially the oral and written skills of this language, without mastering the basic rules of management that are specific to the German language. The reason for this is that verbs or predicative adjectives in the German language do not only require a subordinate complement to be in the appropriate agreement, but in most cases they also have a specific preposition in the phrase.

Because it is difficult for English language learners to learn German verb control, German control is often taught through blind memorization. However, students lose valuable time by memorizing the use of the subject word and the subordinate word in the appropriate agreement, with and without a preposition.

Therefore, in order for students to quickly and easily learn the topic of verb control in German, it is necessary to approach the formation of relevant skills and competencies in students in this type of syntactic communication based on modern foreign language teaching methods based on interaction. Verb managements of which the word "*hokim*" consists of simple and artificial words can be observed not only semantically in the framework of two alternative words, but also in the synonymy of a number of words. In particular, it is appropriate to explain to students the phenomenon of the formation of mutual meaning of the following verbs in the meaning of "to laugh at someone" in German with the help of the following examples: As can be seen from the above sentences, the simple verbs "*lachen*" and "*spotten*" have a subordinate word in prepositional control, and their derivational invariants directly have a subordinate word in the Accusative conjugation is demanding.

Relying on the above-mentioned points, based on a new approach to the study of German verb control, it will be possible to observe that Uzbek students' ability to correctly use language elements in German speech situations will increase. In our opinion, it is very difficult for Uzbek students to learn how to form words based on implicit derivation consisting of internal inflections in German. For example, special attention is required from students to understand that the word *Flucht* (escape) is derived from the verb "*fliehen*" (to flee) based on such a derivation.

In addition, it should be noted that some separable prefixes (for example, *um-*, *durch-*, *über-*...) become non-separable prefixes as a result of de-stressing, meaning that "*Präsens*" and "*Imperfekt*" verbs are inseparable from the main verb when used in a sentence, and that they are separated from the main verb when used in a transitive sense. It should be noted that this has a significant impact on the semantic meaning of the word. For example:

übersetzen: in its meaning - to skip *übersetzen*: literally - to translate

Er setzte mich mit seinem Boot aus dem Fluss über - He put me across the river.

Er übersetzte den Roman ins Deutsch – He translated the novel into German.

We should also emphasize that learning German as a second foreign language has its own pedagogical and psychological features. Because, according to psychologists and Methodist scientists, learning a foreign language takes place in a completely opposite way to learning one's mother tongue. Russian scientist L.S. Vygotsky stated that the child learns the mother tongue without knowing and understanding it, and to learn foreign languages, on the contrary, it is necessary to know and understand the essence of the language [2; 265].

In addition to the above, we can add that learning a language as a second foreign language causes more difficulties for language learners due to the internal characteristics of the language. The reason for this is that although the Russian language belongs to the Slavic languages, it is closer to the German language in terms of its grammatical structure. However, it is very difficult to learn German as a second foreign language for those who start communicating in high school or at home in one of the foreign languages of the Romance language group, such as French or Spanish. It should also be noted that a student or students who are learning English as their main foreign language may have some misunderstandings in the process of starting to learn German as a second foreign language. For example, the phonetics and phonology of English are very different from the phonetics and phonology of German. Therefore, students learning English as a foreign language often mispronounce German sounds, and the stem and agreement categories of German nouns are not unique to English, making English the main foreign language. In addition, the use of parts of speech in correct and inverted order in German sentences (*Gerade und ungerade Wortfolge*) is not compatible with English grammar.

In short, the process of learning German as a second foreign language for Uzbek students is, on the one hand, because this language belongs to a different language family, and on the other hand, students learn a foreign language in the main field of specialization (our research (in our work, putting great importance on learning English), it is very difficult as a result of their indifferent approach to learning German as a second foreign language. From this point of view, it is required to learn Uzbek as a second foreign language for a B 2 level student who has an active vocabulary of at least 2,500 words from the main foreign language and can freely enter into oral and written communication with the interlocutor.

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