



PSYCHOLINGUISTIC FEATURES OF TEACHING GERMEN

Qambarov Nodirbek Mamatqodirovich

Doctorate of Andijan state University, Andijan, Uzbekistan

ANNOTATION

The study of verbal behavior in teaching German language with the complex of methods of different sciences is the up-to-date task of scientific knowledge. The study of the ability to teach German languages is conducted with the help of psycholinguistic methods on the basis of contracted forms of communication, considering individual characteristics of speakers as well as level of their language culture, semantics and elements of their speech. The carried empirical study allows to say that there is the dependence of individual characteristics, motivation of communication, communicative skills of participants of communication and presence of various semantic and syntactic types of contracted forms in the dialogue.

KEY WORDS: *individual characteristics of person, speech analyses, contracted form of communication, foreign language.*

INTRODUCTION

Foreign language teachers especially, German today come across difficulties of not only the choice of materials, methods and means of education, but also the difficulties of much higher importance, namely the choice of approach to learning. For many centuries, teachers and methodologists have been looking for the best effective approach to teaching foreign languages, but have not yet come to consensus. Today, the trend to re-orient science to the study of psychic nature of human intellectual activity. It means "language person" becomes an integral object of a number of sciences. In particular, the use of methods of psychology and linguistics gives a new look to a communicating personality, the verbal behavior in the communication process, broadens the scope of only linguistic or just psychological approaches to learning foreign languages. The study of personal behavior and activity using combined methods of empirical approaches of the various sciences, is an up-to-date task of modern scientific knowledge and social practice. The effectiveness of communication, to a certain extent, is the result of a combination of communication motives (realized in the motivation to succeed and the motivation of affiliation), direction of communication and communicative skills that characterize a person in the process of communication.

MATERIALS AND METHODS

The importance of such psycholinguistic studies of teaching German language of the individual is determined by several factors: first, the increasing role of the individual in modern society, and hence the increasing emphasis on its characteristics, reflected in various activities and determining their effectiveness (in particular, in the activities on a foreign language); second, the realization of the importance of communication.

It is clear that, teaching any language is a unique individual speech performance of personality and depends on its various characteristics, so it makes the study of personality, expressed in the language and through the language, i.e. language personality with all the linguistic and psychological characteristics, especially important. The more so that the interest to the study of language personality is increasing in psychology and linguistics. The importance of such psycholinguistic studies of speech behavior of the individual is determined by several factors: first, the increasing role of the individual in modern society, and hence the increasing emphasis on its characteristics, reflected in various activities and determining their effectiveness (in particular, in the activities on a foreign language); second, the realization of the importance of communication, which is basic for the development of psychological processes, states and properties of the



person, special and necessary way of life of the individual and society as a whole; and third, the absence of thorough studies of the relationship of structure, elements and characteristics of speech as means of communication, in particular the speech utterances, and the speaker's individual characteristics. The more so that the interest to the study of language personality is increasing in psychology and linguistics.

DISCUSSION

The study of characteristics of teaching deutch has for a long time been the subject of special studies of psychologists. In verbal communication one can find all the psychological patterns of communication, that explains the great research interest. Empirical studies show that the main kind of verbal behavior that reflects the personality characteristics of the speaker, as well as the specific features of an individual as a representative of national culture and language, is the spoken language in a dialogue form. However, the study of real dialogue structures with the features and elements of the speaker's speech, and not only semantics, practically does not occur in the current psychological studies.

RESULT

Studying to teach German language one can see a large number of such contracted (short) forms that can be described as reactive monorheme statements that, in fact, are contracted in form brief verbal responses of the conversation participants, in comparison to full theme statements of the classical type. However, from the point of view of the semantic fullness such statements are sufficient. The short-form statement from the point of view of the semantic fullness is sufficient because it contains the necessary information for the interlocutor. Dialogue phrases are related as "stimulus - response", which means that each source phrase presupposes the second response phrase and etc., and the structure and semantics of the first initiating phrase determines the form and content of the second one [2;24]. Analyses of the structure of question-answer dialogues of spoken English suggests that all responses are positioned statements of communication units, which form one complex with previous interrogative sentences that explains the interest to the analysis of not only reactive, but also interrogative, stimulating phrases in the functional and semantic aspects.

In psychology monorhemes have not been studied as they were considered to be purely linguistic units. Taking into account the fact that the speech activity is directly related to the individual and the personal characteristics of the person involved in the process of interpersonal communication (dialogue), we consider monorheme as a specific form of verbal behavior in the interpersonal communication.

CONCLUSION

In conclusion, since teaching German language and its psycholinguistic features is a purely personal speech performance, so far it is naturally associated with the personal, national, social characteristics of the conversation participants. Any act of speech should be related to the personally of the speaker, or, in other words, any dialogue contributes to actualization of personal characteristics of the participants, its personality, its psychological characteristics are shown in the dialogue determine its subject and development. According to S.A. Agapova, personal characteristics of the participants of the speech (dialogue) communication represent "combination of individual, social, national, cultural and human characteristics" [2, 192].

REFERENCES

1. Atkins, B. T.S. (ed.). (1998). *Using Dictionaries: studies of dictionary use by language learners and translators*. Niemeyer: Tübingen.
2. Baxter, J. (1980). *The dictionary and vocabulary behavior: a single word or a handful?* TESOL Quarterly XIV. 3.325-336.
3. Rundell, M. (1999). "Recent Trends in Publishing Monolingual learners' Dictionaries", in R. Hartmann (ed.,) *European Language Council. Thematic Network Project in the Area of languages. Subproject Dictionaries 83-098*.