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## COMPARATIVE ANALYSIS OF GERMAN LANGUAGE TEACHING METHODS: EFFECTIVENESS AND PRACTICAL APPLICATION

**Abstract:** This article discusses the causes of the main difficulties that arise when learning German as a second foreign language on the basis of English. This study examines the causes of the most typical difficulties in mastering the grammar of a second foreign language (German) under the interfering influence of the first foreign language (English) and native Russian, and ways to overcome these difficulties.

**Key words:** German, English, interference, second foreign language, comparative linguistics, contrastive linguistics.

**Language:** English

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### Introduction

Proficiency in a foreign language is one of the main requirements for employers in the labor market in the modern world, since in all international firms, company documentation and business correspondence are carried out in a foreign language. Knowledge of a foreign language at a high professional level gives great prospects to young professionals where there is a need for knowledge of a foreign language at a high level. And in modern society, the need for specialists who speak several foreign languages is growing, so in many universities students study several foreign languages.

Foreign languages such as English and German are studied intensively in many higher education institutions. But the study of several foreign languages is associated with a number of difficulties in their simultaneous mastery. This article discusses the causes of the main difficulties that arise when learning German as a second foreign language on the basis of English. Teaching experience shows that students who speak their first foreign language (English) have difficulties in mastering a second foreign language (German), especially in free expressions in a foreign language. This is due to the fact that the grammar of the German language seems to be the most difficult to

learn, and it should also be noted that most of the mistakes made by Russian-speaking students when learning German are due to interference, that is, the influence of Russian and the first foreign language (English) being studied on the second foreign language. (German).

Both the difficulties in learning a foreign language, and the analysis of errors, and the correction of errors have long been the subject of scientific research in various aspects. Most of the work in this area is related to language difficulties, their prediction and overcoming.

As for research in the field of teaching foreign languages to Russian-speaking students studying German, in this context, the work of K. Kleppin is interesting, where the author lists some methods for analyzing speech errors, taking into account different degrees of learning, discusses the causes of errors, reflects on the assessment of errors and many options for correcting [Kleppin 1998]. The works of R. Schmitt [2011] are of practical importance in predicting language errors. R. Hessky shows interlingual equivalent relations and differences that can cause difficulties in learning foreign languages [Hessky 1994].

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Thus, the purpose of this article is to identify the causes of the most typical difficulties in mastering the grammar of a second foreign language (German) with the interfering influence of the first foreign language (English) and the native Russian language and to consider ways to overcome these difficulties.

To achieve this goal, it is necessary to consider the main difficulties in studying the grammar of the German language in a comparative aspect. Comparative linguistics is a branch of general linguistics that has been actively developing since the middle of the 20th century. Important Benchmarking Research.

Ignatova M.N., Galchenko S.I., Goncharova N.V. The comparative aspect in teaching the grammar of German as a second foreign language on the basis of English began with the book by Robert Lado "Linguistics over the borders of cultures", published in 1957. The basic principles of this work and other studies in the field of second language learning were developed in the 1960s and 70s. It was based on the ideas presented in linguistic relativity (the Sapir-Whorf hypothesis) that linguistic structures influence cognitive thinking. In the case of learning a foreign language, this is an automatic transfer of the system of rules of one language to another [Lado 1989].

In science, the issue of comparative (contrastive) linguistics and linguistic typology, their demarcation or, conversely, their interconnections, has been actively discussed.

The goal of contrastive linguistics is the study of two or more languages through comparison and the identification of similarities and differences at all levels of the language. The subject of comparative analysis can be a separate linguistic phenomenon, not only in two, but also in several languages. The objects of comparative analysis are phonemes, words, grammatical rules and even texts at all levels of the language. Contrastive studies can be carried out on the basis of several languages [Lutfullina 2017: 16-18; Sternemann 1989: 80-84].

From the experience of observing students learning a second language, it is noted that they basically repeat the same grammatical, lexical, phonetic mistakes as the previous ones. It was then that the assumption arose that mistakes were made due to the fact that the first language studied by the student interfered with the assimilation of the second.

The main goal of contrastive linguistics is to find similarities and differences in compared languages. Particular attention is paid to dissimilar, contrasting features of languages. The theoretical and practical goal of the comparative study of several languages is the development of a partial grammar, the content of which describes the differences between the grammar of the native language and the grammar of the target language [Lutfullina 2017: 16-18; Admoni 1964: 45].

Therefore, the results of a comparison of several languages are needed to overcome and anticipate the

difficulties and avoid mistakes that arise when learning a second foreign language.

In this regard, guided by the general, theoretical and applied tasks of comparative (contrastive) linguistics, students who study German as a second foreign language must, under the guidance of a teacher, master the following skills:

- identify similarities and differences in the use of language means of the first foreign, second foreign and native Russian language;
- to anticipate and overcome unwanted interlingual interference;
- identify similarities and differences in the compared languages [Lutfullina 2017: 6-7].

Thus, the comparative aspect in teaching the grammar of German as a second foreign language helps to solve many practical problems in teaching foreign languages:

- identification of possible problems in the study of a second foreign language, appearing due to interlingual discrepancies;
- selection of grammatical material;
- definition of stages of presentation of new grammatical material;
- use of effective teaching methods and ways of explaining grammatical material;
- development of rational exercises aimed at overcoming interlingual interference and creating an effective set of communicative exercises;
- clarification and analysis of typical mistakes that occur when mastering a second foreign language.

At the same time, it should be emphasized that students studying German, on the one hand, should be able to correctly use the grammatical system of the studied second foreign language when constructing speech statements, as well as see and identify similarities and differences between their native and first foreign languages, and on the other hand, they must be able to predict possible errors and analyze statements that do not correspond to grammatical norms. In addition, they must have a clear understanding of learning a second foreign language and the most common difficulties.

An example is a table that compares and contrasts the grammatical phenomena of several languages (see table).

"Word Order in a Sentence in German, English and Russian"

Subject	Predicate	Minor members	Minor members
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Sie geht heute ins Kino.

Heute geht sie ins Kino.

She goes to the cinema today.

She goes today to the cinema.

She is going to the cinema tonight.

She is going to the cinema today.

She is going to the cinema today.

This table, using a comparative analysis, clearly shows the features of word order in a sentence in three

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languages. Therefore, based on this example, one can make clear generalizations and conclusions about this grammatical phenomenon of the German language.

The selected grammatical material and a specially designed set of exercises should allow students to perform communicative exercises and tasks using specially selected authentic material. Authentic communicative exercises help to use various grammatical forms and constructions in the preparation of sentences and dialogues, as well as monologues. It is necessary to evaluate any grammatical phenomenon before its inclusion

Ignatova M. N., Galchenko S. I., Goncharova N. V. Comparative and comparative aspect in teaching the grammar of German as a second foreign language on the basis of English in an educational and

methodological complex of communicative exercises in authentic situations of communication.

Thus, the use of the comparative aspect in teaching the grammar of German as a second foreign language on the basis of English allows students studying German as a second foreign language to master skills that help predict and overcome typical difficulties and mistakes that arise in the process of learning a non-native language, allows to solve a number of practical problems in the field of teaching foreign languages, and also, using a specially designed set of communicative exercises using grammatical structures, to achieve the required level of communicative competence, which is the ultimate goal of learning any foreign language.

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