

## Toshkent davlat sharqshunoslik universiteti



## SHARQ MASH'ALI

Jurnal veb sayti:

<https://orientalstudies.uz/index.php/ot>

## METHODOLOGY BASED ON THE CULTURAL MODEL OF LINGUISTIC AND CULTURAL TEXTS IN TEACHING GERMAN. (SECOND YEAR LANGUAGE UNIVERSITY)

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## ABOUT THE ARTICLE

**Key words:** methodology, communicative approach, cultural competence, authentic materials, German language

**Abstract.** This paper proposes a methodological framework for teaching German to second-year university students, emphasizing the cultural model of linguistic and cultural texts. Integrating cultural components enhances understanding of German-speaking societies, fosters empathy, and facilitates communication. Authentic materials like literature, films, and news articles provide immersive experiences. Active participation and collaborative interactions deepen cultural understanding. The methodology cultivates students' ability to identify cultural models in language, enabling comprehension of cultural values and norms. Textual analysis explores themes such as identity and tradition, fostering a multifaceted understanding of German culture. Integration of communicative activities and experiential learning opportunities enables application of knowledge in authentic situations. Overall, this holistic approach equips students with linguistic proficiency, intercultural competence, and critical thinking skills for meaningful engagement with the German-speaking world.

## NEMIS TILINI O'QITISHDA LINGVOMADANIY MATNLARNING MADANIY MODELGA ASOSLANGAN METODOLOGIYASI (TIL UNIVERSITETINING IKINCHI KURSI)

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### MAQOLA HAQIDA

**Kalit so'zlar:** metodologiya, kommunikativ yondashuv, madaniyat kompetensiyasi, autentik materiallar, nemis tili.

**Annotatsiya.** Ushbu maqolada nemis tilini o'rgayotgan ikkinchi kurs talabalari uchun metodologik asos taklif etilib, lingvistik va madaniy matnlarning madaniy modelini o'rganishga urg'u beriladi. Madaniy komponentlarning integratsiyasi nemis tilida so'zlashuvchi jamiyatlarni yaxshiroq tushunishga, empatiyani rivojlantirishga va muloqotni yengillashtirishga yordam beradi. Adabiyot, filmlar va yangiliklar kabi autentik materiallar til muhitiga chuqurroq kirib borish imkonini beradi. Faol ishtirok va o'zaro hamkorlik madaniy idrokni kuchaytiradi. Ushbu yondashuv til ko'nikmalarini, madaniyatlararo kompetentlikni va tanqidiy tafakkurni rivojlantirib, nemis tilida so'zlashuvchi dunyo bilan samarali muloqot qilish uchun zarur bo'lgan malaka va ko'nikmalarni shakllantiradi.

### МЕТОДОЛОГИЯ, ОСНОВАННАЯ НА КУЛЬТУРНОЙ МОДЕЛИ ЛИНГВОКУЛЬТУРНЫХ ТЕКСТОВ ПРИ ОБУЧЕНИИ НЕМЕЦКОМУ ЯЗЫКУ (ВТОРОЙ КУРС ЯЗЫКОВОГО УНИВЕРСИТЕТА)

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### О СТАТЬЕ

**Ключевые слова:** методология, коммуникативный подход, культурная компетенция, аутентичные материалы, немецкий язык.

**Аннотация.** В данной статье предлагается методологическая основа для обучения немецкому языку студентов второго курса, акцентирующая внимание на культурной модели лингвистических и культурных текстов. Интеграция культурных компонентов способствует лучшему пониманию немецкоязычных обществ, развитию эмпатии и облегчению коммуникации. Аутентичные материалы, такие как литература, фильмы и новости, предоставляют возможность погружения. Активное участие и взаимодействие углубляют культурное восприятие. Этот подход развивает языковые навыки, межкультурную компетентность и критическое мышление для продуктивного взаимодействия с немецкоязычным миром.

### INTRODUCTION.

Modern foreign language teaching methodology is based on the communicative approach, which seeks to maximize the process of language learning to natural communication through the development of cultural and country studies competence.

In every cultural and linguistic community there is a set of social prescriptions and to practically use a foreign (German) language requires not only a level of knowledge in the field of language (competence), but also knowledge of national culture (country studies competence). The integration of country and language elements effectively affects the process of assimilating a new culture through

linguocountry concepts, allowing to perceive a foreign language not as an abstract concept, but as a real culture.

Most authors define "culture" as human activity and the result of this activity<sup>1</sup> [Jenkins, 10-14]. It includes a set of customs, values, traditions and knowledge that determine the behavior and worldview of a person within a certain sociocultural group.

In the context of linguocultural studies, the study of the meanings of linguistic units in a national culture contributes to the comprehension of the system of concepts of a given language, which has its roots in the unique aspects of that culture. This analysis contributes to the formation of new lexical and syntactic constructions, using certain techniques to identify the characteristics of a particular group of linguistic units.

The development of cultural and regional competence through oral practice is crucial for the approach to linguistics and regional studies at the elementary level at a language university. It is, along with language proficiency, a crucial aspect of effective German language learning, especially in the initial stages<sup>2</sup> [Byram, 1997, 1-3]. This requires a set of exercises tailored to the specific goals and objectives of this methodology, taking into account the unique needs of beginning learners.

The sequence and number of these exercises should be carefully planned, adhering to established patterns of skill development in various speech activities<sup>3</sup> [Шатилов, 2002, 15]. The use of S. F. Shatilov's complex typology of exercises covering all types of speech activity and oriented to cultural and regional competence can contribute to a more effective mastering of German language at the initial stage .

In addition, the integration of cultural aspects into these exercises improves the learning experience, making it more meaningful and context-oriented. Exercises should be selected through careful consideration of several key factors.

First, exercises should be carefully compiled to the specific knowledge, skills, and abilities students have acquired during their first year of study. This provides a solid foundation for further cultural and linguistic understanding. In addition, stimulating educational and intercultural communication through a variety of media resources and literary materials promotes active participation and broadens learners' exposure to authentic language use in a variety of contexts.

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<sup>1</sup> Jenkins E.-M. Sprachbrücke 2. Deutsch als Fremdsprache. Arbeitsheft. Lektionen 1-5. - München: Ernst Klett Verlag, 1992. - 118 S.

<sup>2</sup> Byram, M. (1997). Language teaching and cultural studies: A critical approach. Basingstoke: Palgrave Macmillan.

<sup>3</sup> Шатилов, С.Ф. (2002). Типология упражнений по развитию речевых умений и навыков на иностранном языке. Москва: Просвещение.

In order to successfully carry out intercultural communication, language students need certain skills <sup>4</sup>[Fischer , 1996, 15-19]:

1. Knowledge of the country of the target language and the ability to establish contacts with native speakers of the foreign language.
2. Ability to behave adequately in the environment of native speakers and mastery of extra-linguistic means of intercultural communication.
3. Willingness to overcome difficulties in communicative interaction with native speakers.
4. Ability to adapt in relationships with people of another nationality depending on social, age role and gender.
5. The ability to compare knowledge of intercultural communication with knowledge of one's own culture and to recognize one's own cultural identity.

All these skills allow future foreign language teachers to communicate effectively with representatives of other cultures, avoiding cultural disagreements and shock in the process of communication <sup>5</sup>[Фурманова, 1989, 33]. They contribute to successful intercultural communication and allow enriching the understanding and perception of the world through communication with different cultures.

Second, the exercises should be explicitly designed to develop cultural and regional competence<sup>6</sup> [Kramsch, 1993, 87]. This requires recognizing the influence of learners' native language and culture on the learning process. By including elements that address these cultural differences and emphasize the nuances of the target region, exercises can effectively promote a deeper understanding and appreciation of German culture and society.

In the professional training of a German language teacher, the role of cultural and country studies competence is a priority, since professional education is impossible in isolation from professional culture, in which the professional element of cultural and country studies competence, the professional culture of foreign language teachers is superimposed over universal cultural acquisitions, promotes interaction, mutual understanding of representatives of national cultures.

Experts E. M. Vereshchagin and V. G. Kostomarov consider intercultural communication as adequate mutual understanding of two participants of communicative communication belonging to different national cultures<sup>7</sup> [Верещагин, Е. М., & Костомаров, 1983, 28]. This means that

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<sup>4</sup> Fischer G., Mitziviris A., Janke-Papanikoladu S. Blick. Mittelstufe. Deutsch für Jugendliche und junge Erwachsene / G. Fischer, A. Mitziviris, S. Janke-Papanikoladu. - München: Max Hueber Verlag, - 1996. - 127 S.

<sup>5</sup> Фурманова В. П. Лингвострановедение в теории и практике обучения иностранным языкам. – М.: Высшая школа, 1989. – С. 34-40.

<sup>6</sup> Kramsch, C. (1993). Context and culture in language teaching. Oxford University Press.  
Morain G.C. Kinesis and Cross-Cultural Understanding // Culture Bound: Bridging the Cultural Gap in Language Teaching / Ed. by J.M. Valdes. - Cambridge, 1994.

<sup>7</sup> Верещагин, Е. М., & Костомаров, В. Г. "Язык и культура." Москва: 1983. - 248 с.

for successful intercultural communication it is important to understand and take into account the cultural differences between communicants<sup>8</sup> [Morain, 1994, 23-27].

These principles echo the basic principles of the linguistic and regional approach to language teaching. Here, four crucial criteria determine the selection and adaptation of teaching materials:

1. Relevance to the objectives of the curriculum. Teaching materials and exercises should be carefully selected so that they directly correspond to the specific objectives outlined in the curriculum. This ensures that they are relevant and useful in achieving the desired language and cultural learning outcomes.

2- Authenticity of materials. The use of authentic materials such as news articles, advertisements, and real media from the target region familiarizes learners with the language in its natural context<sup>9</sup> [Терханова, 2018, 209-211]. This contributes to a deeper understanding of linguistic nuances, cultural peculiarities and practical application.

3. Integration of sociocultural context. Effective materials go beyond simple linguistic aspects, actively reflecting the cultural and social structure of the target region. By including elements that demonstrate traditions, values, and social norms, the exercises provide learners with a richer and more nuanced understanding of language in its cultural context.

4. Linguistic enrichment. Texts should contain a variety of linguistic elements covering different speech styles, complex vocabulary and complex grammatical structures. This expands students' linguistic repertoire, going beyond basic language proficiency and contributing to a fuller understanding of the complexities of language.

To further enhance learning and facilitate deeper cultural immersion, the active inclusion of authentic texts such as news, articles, books, movies, and music is highly recommended. These materials provide students with invaluable opportunities to experience real-life language use, cultural contexts, and social aspects, enriching their overall understanding and appreciation of the German language and its cultural nuances.

For more successful acquisition of German, it is recommended that authentic real-life texts such as news, articles, books, movies, and music be used extensively. These materials will help students immerse themselves in authentic language use and understand its real-life contexts. In addition, authentic texts will provide a better understanding of the cultural and social aspects of German culture, which will further enrich the language learning experience.

Based on all of the above, the following exercises were created:

Assignment 1:

Duzen Sie immer noch?

Spätestens mit der „New Economy“ kam das "Du". Plötzlich duzte jeder jeden. In kleinen und großen Betrieben änderten sich die Umgangsformen radikal. Der Chef duzte seine

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<sup>8</sup> Morain G.C. Kinesis and Cross-Cultural Understanding // Culture Bound: Bridging the Cultural Gap in Language Teaching / Ed. by J.M. Valdes. - Cambridge, 1994.

<sup>9</sup> Терханова, Е. В. (2018). Развитие культурно-страноведческой компетенции в процессе обучения немецкому языку. М.: Флинта.



Mitarbeiter, die Mitarbeiter duzten den Chef— und man fühlte sich sehr modern. Aber, anders als sich das viele Mitarbeiter gewünscht hatten, wurde das Verhältnis der Kollegen untereinander und zum Chef mit dem "Du" nicht automatisch einfacher oder persönlicher.

Heute ist das gute alte "Sie" aus dem Jahre 1740 wieder auf dem Vormarsch'. Selbst die jungen Leute siezen wieder mehr. Nach einer Umfrage des Instituts Allensbach waren 1993 59 Prozent der 16- bis 29-Jährigen schnell beim "Du", heute sind es nur noch 48 Prozent. Fast die Hälfte der jungen Leute überlegt genau, ob sie "Du" oder "Sie" sagen.

Nach Meinung des Sprachwissenschaftlers Dr. Lutz Kuntzsch von der Gesellschaft für deutsche Sprache spielt das Duzen oder Siezen beim Umgang mit anderen eine wichtige Rolle. „Eine "Sie"-Form bedeutet nicht nur ein distanziertes Verhältnis, sondern sie kann auch Respekt ausdrücken. Aber generell gilt: Wer zu schnell duzt, gilt als unhöflich, wer zu lange siezt, wirkt steif.“

Purpose: To study and analyze the changes in German circulation culture:

1. Students will investigate, and analyze the evolution and changes in the ways Germans address, each other over time. This will enable them to understand and evaluate how cultural and social factors influence language practices and customs.

2. Students will investigate how influences from different cultural groups lead to changes in the German culture of address. This will enable them to recognize how cultural diversity affects language and communication.

3. Facilitate discussion of cultural and social issues: The exercise provides an opportunity to discuss important topics related to culture and society. This will help students to develop critical thinking and to understand and respect the diversity of cultural practices.

4. Promoting language and analytical skills: Participants will practice analyzing texts and discussing complex topics in German, which will help them to develop their language and analytical skills.

Language level:A2.

Resources needed: authentic text

Duration: 20-40 minutes.

Explanation: German conversation culture, as with any culture, can undergo change and evolution over time. These changes can reflect a wide range of sociocultural and historical factors, including societal norms, political developments, and technological advances. Here are some of the possible changes that can be observed in German conversation culture:

Formality vs. informality: In German culture, there has long been a division between formal and informal address. However, in modern society there is a trend towards more informal forms of address, especially among young people. This may reflect a more relaxed and personalized style of communication.

Use of technology: With the development of digital communication tools such as social media and messengers, the way we communicate may be changing. Virtual communication can influence the structure and content of address in German culture.

**Multilingualism and migration:** Globalization and migration lead to a more diverse multilingual society in German culture. This can influence the adoption of new forms of address as well as the interaction between cultures.

**Gender:** Changes in German address culture may also reflect the struggle for equality and inclusion of gender identities. This can manifest itself in new ways of addressing and in the use of gender-sensitive language constructions.

**Political and social changes:** Political events and social movements can influence the culture of address. For example, addressing celebrities or politicians may change depending on their popularity and public support.

The general idea is that German address culture, like any other culture, is dynamic and subject to change. These changes may be related to different aspects of society and culture, and they may reflect current trends and socio-cultural changes in German society.

Level of difficulty: A2

**Lesson Objective:** To familiarize students with the changes in the German culture of address and the concepts of "Du" and "Sie".

**Assignments:**

- a) Read the text and highlight key words and phrases related to address in German.
- b) Discuss in your group what changes have occurred in German address culture with the introduction of "Du" in the business environment and why this has happened.
- c) Compare the concepts of "Du" and "Sie" in the German language and talk about your experiences in German.
- d) Act out short dialogues using both forms of address to demonstrate the difference in tone.
- e) Discuss the importance of making the right choice of address in different situations and how this can affect relationships.
- f) Review the results of a survey from the Allensbach Institute and try to explain why young people are using "Sie" more often again.
- g) Share your opinions on which situations require more formal treatment and which situations can be handled with "Du".
- h) Conclude the lesson by discussing what lessons can be learned from this cultural trait for future interactions with Germans.

This text provides interesting material for discussing and understanding the cultural aspects of German communication, and can help students improve their German language skills as well as better adapt when interacting with native speakers.

Thus, an integrated approach to teaching speaking at the beginning stage of German language learning, based on authentic materials and text culture model, ensures not only linguistic but also cultural development of students.

### **Conclusion**

In today's world, speaking a foreign language is not just a skill but a necessity. It is the key to new opportunities in education, career and interpersonal communication. Oral language learning plays a special role in language learning because it allows people to communicate with each other.

There are several advantages of using authentic materials in oral language learning:

- Motivation: Authentic materials are more interesting and motivating to students than instructional materials.
- Authenticity: Authentic materials expose students to real language that is used in everyday life.
- Cultural Context: Authentic materials allow students to immerse themselves in the cultural context of the target language.

A set of authentic exercises based on the text culture model is an exercise system that utilizes authentic materials to develop oral language skills.

Examples of exercises:

- Dialogues: students act out dialogues based on authentic texts, such as a dialog in a store or a café.
- Monologues: Students retell authentic texts in their own words, for example, retelling a news story or a story about themselves.
- Role-playing: students role-play based on authentic situations, e.g. a job interview or a conversation with a doctor.
- Listening: Students listen to authentic audio and video recordings and perform comprehension tasks such as answering questions or completing a table.

When selecting authentic materials, consideration should be given to:

- Relevance: materials should be relevant to current realities and interests of students'.
- Authenticity: the materials should be created by native speakers for students.
- Level of difficulty: the materials should be appropriate to the students' level of proficiency.
- Relevance to educational objectives: materials should help to achieve the learning objectives of the program.

Authentic materials can be adapted to the students' level and cultural context.



Examples of adaptations:

- Level of difficulty: vocabulary, grammar, or content of materials can be simplified.
- Cultural context: materials can be supplemented with explanations of cultural realities unfamiliar to students.

The use of authentic linguo-cultural materials and a set of exercises based on the text culture model makes it possible to create an effective and holistic system for teaching oral language at the initial stage of learning German.

This system:

- Promotes deeper and continuous learning: students not only develop linguistic skills, but also immerse themselves in the cultural context of native speakers.
- Helps students adapt to cultural sensitivities: understanding cultural nuances and norms of behavior makes it easier to communicate with native speakers.

Thus, an integrated approach to teaching oral language based on authentic materials and text culture model provides not only linguistic but also cultural development of students.

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