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(Kazakhstan, Karaganda), e-mail: [daribaevaaliya84@gmail.com](mailto:daribaevaaliya84@gmail.com)**LEARNING A SECOND FOREIGN LANGUAGE BASED ON ENGLISH**

**Abstract.** The topic of this scientific article is one of the most important issues in the field of education. In today's rapidly changing world, where yesterday's news is today's story, there has been an increase in the number of people who are eager to move forward and learn several languages in accordance with modern requirements. Because people today speak several languages. This article emphasizes the importance of learning German as a related language, based on the knowledge of this language after English, which is the main foreign language. At present, knowledge of the German language is one of the mandatory requirements for the professional world. There are a lot of people who speak English, and every student, every young specialist, satisfied with their knowledge and experience, clearly understands that, having mastered other languages, one can find a decent job on the global labor exchange. By teaching students German in higher education, they prepare them for the future. Instead of theory, they focus on discussing modern situations in practical classes. This will allow young professionals to use the knowledge gained in higher education with benefit in working conditions. However, very few hours are devoted to teaching German as a second foreign language in higher education. Therefore, teachers consider it necessary to use unique, effective, useful, understandable, simple methods of teaching the German language, relying on the knowledge of the main foreign language (English) of students on a comparative basis in German classes. This article will focus on such useful and effective methods used in teaching German as a second foreign language based on linguistics.

**Keywords:** language specificity, language awareness, conscious activation, aspect of understanding, motivation.

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(Қазақстан, Қарағанды қ.), e-mail: [daribaevaaliya84@gmail.com](mailto:daribaevaaliya84@gmail.com)**Ағылшын тілі негізінде екінші шет тілін үйрену****\*Бізге дұрыс сілтеме жасаңыз:**

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**Аңдатпа.** Осы ғылыми мақалада қарастырылатын тақырып білім беру саласындағы талқыланатын маңызды мәселелердің бірі болып табылады. Қазіргі заман жылдамдық заманы, кешегі жаңалық бүгін тарих болып қалып қойып жатқан уақытта алға қарай қадам басып, заман талабына сүйеніп, бірнеше тілді меңгеруге талпынатын адамдардың саны артты. Өйткені қазіргі адамдар бірнеше тілді меңгергенді жөн көреді. Бұл мақалада негізгі шетел тілі ретінде меңгерілген ағылшын тілінен кейін аталмыш тілдік білімге сүйене отырып туыстас тіл ретінде неміс тілін үйренуге үлкен мән берілген. Мұндай талпыныс жайдан-жай пайда болған жоқ. Қазіргі уақытта неміс тілін меңгеру кәсіби әлем үшін міндетті талаптардың бірі болып табылады. Ағылшын тілін меңгерген азаматтар өте көп, ал басқа тілдерді меңгеру арқылы әлімдік жұмыс биржасынан өзіне лайықты жұмысты табуға болатындығын әрбір студент, өз білімі мен тәжірибесіне көңілі толған әрбір жас маман анық түсінгендей. Жоғары оқу орындарында студенттерге неміс тілінен білім бере отырып, оларды болашақ өмірге дайындайды. Теориядан гөрі практикалық сабақтарда заманауи жағдаяттарды талқылауға бет бұрылды. Бұл жас мамандардың жоғары оқу орындарында алған білімдерін еңбек ету жағдайында өз пайдасына қолдана алуына мүмкіндік жасайды деген сенім бар. Бірақ, жоғары оқу орындарында екінші шетел тілі ретінде неміс тілін оқытуға өте аз сағат бөлінеді. Сондықтан, оқытушылар неміс тілі сабағы кезінде студенттердің бірінші шетел тілі (ағылшын) білімін салыстырма негізінде ала отырып, неміс тілі сабақтарын өткізуде ерекше, тиімді, пайдасы мол, түсінікті, қарапайым сөзбен жеткізілген әдістемелерді пайдалануды міндет деп санайды. Міне, негізгі тіл біліміне сүйене отырып неміс тілін екінші шетел тілі ретінде оқыту кезінде қолданылған осындай пайдасы мол және тиімді әдістер жайлы осы мақалада сөз қозғалады.

**Кілт сөздер:** тілдің ерекшелігі, тілдік сана, саналы белсендіру, түсіну аспектісі, мотивация.

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### **Изучение второго иностранного языка на основе английского**

**Аннотация.** Тема данной научной статьи является одним из важнейших вопросов в сфере образования. В современном быстро меняющемся мире, где вчерашние новости – это сегодняшняя история, увеличилось количество людей, стремящихся двигаться вперед и изучать несколько языков в соответствии с современными требованиями. Потому что люди сегодня говорят на нескольких языках. В данной статье подчеркивается важность изучения немецкого языка как родственного, исходя из знания этого языка после английского, который является основным иностранным языком. В настоящее время владение немецким языком является одним из обязательных требований к профессиональному миру. Людей, говорящих по-английски, очень много, и каждый студент, каждый молодой специалист, довольный своими знаниями и опытом, четко понимают, что, овладев другими языками, можно найти достойную работу на мировой бирже труда. Обучая студентов немецкому языку в высших учебных заведениях, готовят их к будущему. Вместо теории сосредоточены на обсуждении современных ситуаций на практических занятиях. Это позволит молодым специалистам с пользой использовать знания, полученные в высшей школе, в условиях работы. Однако на преподавание немецкого языка, как второго иностранного в высшей школе, отводится очень мало часов. Поэтому преподаватели считают необходимым использовать уникальные, эффективные, полезные, понятные, простые методики обучения

немецкому языку, опираясь на знание основного иностранного языка (английского) студентов на сравнительной основе на занятиях немецкого языка. В этой статье речь пойдет о таких полезных и эффективных методах, используемых при обучении немецкому языку как второму иностранному, на основе лингвистики.

**Ключевые слова:** специфика языка, языковая осведомленность, сознательная активация, аспект понимания, мотивация.

### **Introduction**

The study of languages has always occupied a special place in the history of mankind, because it is, first of all, communication, knowledge of a foreign language, culture, traditions, way of life, the desire to know people of other communities, a tolerant attitude towards another civilization. Most modern scientists note that one of the characteristics of modern society is its cultural diversity, the role of which will only increase in the future [1]. Time passes, and with it the attitude of people and understanding of the language. They are learning to change. They want to go even further, learn even more languages, understand the unknown and have the unexplored potential of knowledge. Human curiosity has always opened doors for people to great discoveries and knowledge of the other world. Thanks to the desire to embrace the immensity, many great minds have achieved great success in life. This suggests that a person not only can, one might say, even must go forward, knowing the unknown. The expansion of interpersonal and intergroup interactions leads to the acquisition of information about new cultures, the assimilation of new languages and the acquisition of new values. This, of course, helps socialization in a transitive multicultural space [2]. But all this takes time and effort. Much begins with the study of languages, because only by studying foreign languages, you can understand the speech of a foreigner “live”, read fiction and scientific literature in the original, without looking for a translation of the work into your native language. No translation, whether professionally performed, can convey the aura and energy that were invested in the writing of the work by the author himself. We, not studying languages, do not understand the whole peculiarity of the native peoples. Thus, the process of socialization of a person is influenced not only by the people around her, but also by the trends that can be traced in society. That is, socialization is especially influenced by a large number of cultures, the progress of information technology, the expansion of the information space, constant interaction with gadgets, thanks to which you can be «anywhere» and communicate with native speakers of any language and culture without leaving your home [3].

Exploring the topic «Learning a second foreign language based on English», we substantiated the relevance of this topic. Since the investment flow of foreign capital to Kazakhstan has increased, it is considered appropriate to introduce an in-depth study of not only English, but also the German language as a means of communication between people from all over the world. It is business German that deepens business communications and the knowledge of businessmen, specialists from different countries in economic and legal issues.

If students study German in depth after English, then their dialogic speech (communications) develops, which becomes a vital necessity, giving young people the opportunity to study abroad, businessmen – to communicate directly with foreign partners, specialists – to communicate on professional issues via Skype with foreign partners, tourists of all ages – It is more interesting and rich to spend time traveling around different countries, learning the history and culture of other countries.

The goals and objectives of teaching foreign languages are determined not only by the needs of the student himself, but also by the needs of our society. The school is called upon to educate a new person, to educate members of society who are comprehensively educated and prepared for practical activities. According to generally accepted ideas, the school «should prepare the younger generation for life» and give them basic knowledge of a foreign language for the future choice of

profession, but also make it clear that the relationship of all school subjects is of great fundamental importance. The study of a foreign language at school is aimed at laying the foundation for an independent life of students. Understanding the vital necessity of learning languages, students should include an in-depth process of learning a foreign language.

Learning a foreign language as a means of communication means, first of all, mastering a new language and developing the ability to think in another language, i.e. a set of learning skills and abilities that perceive the language of the interlocutor differently than in their native language. language and expression of the same thought in different linguistic forms. The curriculum of the school requires, first of all, the development of the student's language skills when teaching foreign languages. Language skills, acquired as a necessary condition for the correct use of the language, contribute to a better understanding of the features of a foreign language.

A foreign language is an important means of professional socialization of students. On the basis of the thematic content of the content of the curricula, the socio-cultural space of students is modeled – the formation of their ideas about the world around them and the determination of their place in the professional environment. Therefore, the content of professionally oriented texts and local history texts expands the sociocultural space of students and helps them develop their professional self-awareness and see themselves as equal representatives of the labor community, united by common interests, problems and solutions.

### **Research methods**

The study of foreign languages mainly pursues practical goals, i.e. students must be mentally prepared to learn foreign languages and perceive them as a means of communication.

A foreign language as an academic subject is characterized by:

- interdisciplinary (the content of speech in a foreign language can be information from different fields of knowledge, for example, literature, art, history, geography, mathematics, etc.);
- multi-level (on the one hand, it is necessary to master various linguistic means related to aspects of the language: lexical, grammatical, phonetic, on the other hand, skills in four types of speech activity);
- polyfunctionality (it can act as a learning goal and as a means of acquiring information in various fields of knowledge).

Language performs its communicative functions when it is realized in speech. The act of speech communication implies the presence of at least the following components: neural (brain), speech, auditory, visual and emotional. This includes both spoken and written language. Communication as a communicative function of language is considered in relation to the types of speech. This process is supported by the activation of learners discussed above (use of inductive procedures for independent learning of language models (SOS strategy); effective use of aids), which can sustainably promote independent learning. All this means that a very important goal of teaching the language of higher education is to involve students in teaching and learning as «active» (rather than treating them as «empty bottles» that need to be filled with reproducible knowledge!). Involving students means, for example, encouraging them to think, compare, discuss, build and test hypotheses, experiment, try, engage in learning independence and collaboration. It all comes down to motivation: to arouse interest in a «cause» and dedicate oneself to it. Only in this way can the teaching of foreign languages solve its educational and educational tasks that fall on it as a subject of study.

### **Results and discussion**

Proficiency in German as a second foreign language sets the following goals:

1. Improving the speech activity of students;
2. Formation of students' understanding of the need to study German as a second foreign language;

3. Increasing motivation and persuading students to engage in self-improvement and independent study of the German language;

4. Development of the need to use the German language as a means of communication, establishing communication and relationships with other ethnic groups and representatives of indigenous peoples;

5. Use of acquired knowledge in everyday life and in the course of their work;

6. Increasing the competitiveness of personnel and training young professionals to achieve a high level in the global labor market.

When choosing an additional foreign language, students should pay attention to the popularity of the language spoken in the world, the needs of the labor market not only in the country, but also abroad, the circumstances of teaching foreign languages in the chosen educational institution. For example: At the Faculty of Foreign Languages of the Karaganda University named after Academician E.A. Buketov, 1st year students, starting from the 2nd semester, begin to study a second foreign language, which they choose, just based on the above circumstances, i.e. the popularity of the language throughout the world and the conditions created for teaching a second foreign language at this faculty. Many students choose German as their second foreign language because this language:

a) a related language to English;

b) many lexical expressions and grammatical phrases are similar or close to understanding;

c) many internationalisms and borrowings;

d) German is spoken by specialists of international corporations whose subsidiaries are located in Germany, but provide permanent employment to thousands of German-speaking employees around the world.

Such bright prospects attract our students of the Faculty of Foreign Languages, pushing them to choose German as their second foreign language. Thanks to the knowledge of a basic foreign language, in this case English, classes are held in groups of 3 hours of practical classes in classrooms per week, and 1 hour is also allocated for independent work of students with a teacher (SRSP). The SRSP is held in the classroom, as is the practical session, but here the students complete the tasks on their own under the supervision of the teacher. In the classroom, attention is paid to spelling, the correct pronunciation of words and expressions, word formation. New vocabulary is introduced into the comparison and comparison with the English language and gives good results, it is faster and easier to learn by students. Students are encouraged to apply their knowledge not only in the field of the German language, but also from a number of integrated subjects: literature, history, geography.

Improving the effectiveness of teaching German is also due to the skillful combination of various teaching methods and techniques. In our opinion, the following methods serve precisely for such purposes:

Heuristic method (or how to make a boring grammar interesting and functional):

The method of empathy (getting used to the object), the result of which is always the educational product created by students: an idea, a text work, etc. This method means «feeling» a person into the state of another object, an attempt to feel and know it from the inside.

Brain Storming method:

This method is a simple technology for recording thoughts, ideas, conversations. Recording is fast, associative. The topic is in the center. First there is a word, an idea, a thought. There is a stream of ideas, their number is unlimited, they are all fixed, we begin to write them down from the top left and finish at the bottom right. The method is an individual product of one person or one group. Expresses individual capabilities, creates space for the manifestation of creative abilities,

The possibilities of use are varied:

- when systematizing, repeating the material;

- when working with text;

- when repeated at the beginning of the lesson;
- when introducing the topic;
- when collecting the necessary language material;
- under control.

For example:

Datum Saison Woche Wochentage;

Kalendermonate;

Feiertagsjahreszahlen.

By brainstorming they call everything that they know and think on the topic, problem. For example: All ideas are accepted, whether they are correct or not. The role of the teacher is the role of a guide, forcing students to think, while listening carefully to their thoughts.

In German classes, you can also use the «Cluster» method (bunch):

Serves to stimulate mental activity. Spontaneity freed from any censorship. Graphic method of systematization of the material. Thoughts do not pile up, but «pile up», i.e. are in a certain order.

Compilation technology: writing words that spontaneously come to mind are written around the main word. They are circled and connected to the main word. Each new word forms a new core that causes further associations. Thus, associative chains are created.

This method can be used:

- when systematizing information received before getting acquainted with the main source (text) in the form of questions or headings of semantic blocks.

- at the stage of reflection. When checking the acquired knowledge on the topic.

The «Lernen wir zusammen» method (learning together). It is common knowledge that it is easier to learn by teaching others. Possibilities of use:

- when working with text.

Everyone is given copies of the same text. Students take turns playing the role of the teacher. After reading the paragraph, the «teacher» summarizes the content of the paragraph, thinks up a question according to the text, explains what is unclear to others, and gives the task of reading the next paragraph.

- when studying grammar:

For example, when studying the topic Perfekt Aktiv, students are asked to fill in a table with graphs: use cases / pointers / schemes. The group is divided into three subgroups. The first subgroup identifies the main cases of the use of time - describes actions, the second - finds pointers, helper words, the third - draws up schemes for affirmative, negative and interrogative sentences. Thus, the table is filled in, a ready-made rule for memorizing at home is obtained.

Thanks to the use of the methods of critical thinking technology, game and project technology in German lessons, there is a stimulation of the mental activity of students, and as a result, they increasingly find themselves in a situation of success. Positive emotions facilitate the assimilation of the material, reduce fatigue, stimulate the higher nervous activity of the student, improve the psychological climate for the lesson, and prevent the neurological reactions of students [4].

The Common European Reference Database of Languages rightly emphasizes that the formulation of the general objectives of teaching foreign languages does not mean that it can be derived from the general methods of teaching all foreign languages in education. Therefore, it is probably possible to formulate a number of general didactic principles, but the development of teaching methods depends on the specific conditions of the region and within a well-defined group of students. In this regard, we can mention the «Culture of noisy (out loud) thinking in the classroom» and the new «Culture of student contribution to the process of learning the language». The discussion of the language and perception of learning in the field of education means nothing more than the disclosure of metacognitive competencies. Cognitive learning means concrete learning: a) to compare and discuss; b) consciously activate everything that students have “in the head” of language knowledge and language learning experience.

This procedure of comparison and discussion (guesses and hypotheses for discussion) makes students active explorers of their own language world «in their mind» and their own language learning process. Activating this desire to discover the «world of languages» and your own «language world in your head» - how languages work, how they are related, what to do with them, how to learn them – can greatly motivate you to learn a language. and it helps to revive the study of a foreign language [5].

Recent studies show that even elementary school children are open to language comparison questions and can describe and discuss their learning process. The aspect of understanding is very important for learning a third language. This is the basis and starting point of education in general and the study of foreign languages in particular. Comprehension in teaching a third language is really information processing, perception, integration and consolidation of new material and the procedure for learning a language in the memory of existing knowledge and experience. Thus, understanding means, firstly, the perception of similar (or opposite) linguistic phenomena in comparison with existing languages with a new language, their classification and fixation in memory in such a way that they can be activated if necessary. Understanding also means being aware of your own actions in learning. When teaching a third language, first of all, the so-called «silent process» of dealing with a new phenomenon is carried out (perceive, reflect, compare, interpret, guess, classify, fix, etc.). Then the task of learning would be to «voice» these silent processes in the head and discuss these processes of understanding. Thus, at this stage, we are faced with a «culture of noisy thinking» when teaching a foreign language. This discursive discussion of «business conversations», which initially takes place predominantly in the mother tongue, is a characteristic didactic element of comprehension-based third language learning. It complements the colloquial use of the language in everyday contexts:

- learn from purposefully selected, transmitted and integrated texts to develop understanding. The teacher can, for example, offer the author's parallel texts in two languages, which students can evaluate themselves by comparing and activating their ability to «think, understand, find» similar vocabulary and grammar in texts [6].

Those students who decide to learn a third or more languages are much older and more educated than those who learn a first foreign language, with extended experience and altered learning behavior (more cognitive than imitative), with different interests and processing methods. Therefore, some «lovers» of learning the following foreign languages are not very motivated by this approach, even if they are constantly faced with topics that are necessary to study first in their native language in comparison or in comparison with other topics in a foreign language, and sometimes at an elementary level. Learning foreign languages is interesting for younger students, because some topics (lexical and grammatical) are written for them, and younger students work out old topics in a playful way, with their experience in the world of a foreign language. For example, such topics include: «Parts of the body», «Sport», «In the lesson», etc. In these topics there are expressions «This is an arm, this is a leg»; «Notebook on the table». Such topics are usually held in kindergartens. To repeat and supplement existing knowledge on these «boring» topics, it is possible to complicate the proposed material with various information, depending on the age and interests of students [7].

The intercultural concept develops most clearly where there is a pronounced geographical, cultural and spatial distance and different social conditions compared to the countries of destination. In the lessons, grammar is understood as the educational material that students must master in order to be able to form, understand and connect correct sentences. Knowledge of grammar is an important condition for mastering the language. They are acquired in close connection with language skills. Grammar knowledge is designed to enable students to correctly express their thoughts. In conditions of time constraints, it is necessary to select a limited fragment from a set of grammatical material that should be studied, this is the so-called «grammatical minimum». A certain minimum of grammatical knowledge is absolutely necessary in order to form a correct

sentence at all. Contrasting descriptions help in presenting grammatical material. They show similarity, contrast, equality and indicate possible sources of error. You can process new grammatical material in the text, for example, enter a new grammatical form in the source text:

Z.B.: Roberto studiert an der Universität. Seine Freunde *studieren* auch **an dieser** Uni. Sie *gefällt ihnen* gut. Roberts Eltern *sind* stolz auf **ihn**.

Texts are also used to consolidate, repeat and systematize grammatical knowledge. Models and/or sample kits are also used for preparation. Thus, the simple position of a word in a main clause can be expressed through the subject-predicate-object model and through the sentence pattern: «Er kauft ein Buch». Models and template sets are designed to logically capture and form analogies. So that the student does not lose his grammatical knowledge, they must be systematically repeated. This is especially necessary for such phenomena that create difficulties, for example, due to the interweaving of the first foreign and native languages. Systematization gives the student an idea of the parts of the German language system. It is necessary to illustrate the relationship between the system of German and English. Grammar knowledge must be tested in the form of sentences, which students must compose or change. This means that control must be exercised through language practice such as paradigms, tables, notes, etc. The grammatical phenomena related to the grammar of understanding can also only be tested in an appropriate way, for example, by reading silently and then presenting the content.

If students are given freedom of action and choice of direction, in principle it can be assumed that then it will be easier for teachers to attract students to the study of a third foreign language:

- when students like well-developed materials, topics in which the teacher has made changes based on his experience and which are interesting to students, studying pre-announced topics and comparing texts (what is similar? how is it different?) and thereby see and get acquainted with already known material again, only from a different angle and in a changed perspective;

- help students develop their own way of perceiving the material, for example: through an inductive approach to mastering grammar, vocabulary, etc., or through their own thematic search for information on the Internet [8].

The principle of learning follows from the principles of understanding and content orientation. A foreign language and a foreign world come to the teaching of foreign languages almost exclusively through texts and additional materials: read and translate texts; view and describe photographs and pictures; listen and retell audio; watch and voice videos via the Internet, etc. Therefore, the text (global, detailed understanding of the content) and additional materials accompanying the work with the text (evaluate, summarize, comment, supplement) are of particular importance in teaching foreign languages. For this, it is necessary to develop a special text didactics for teaching a third language. It can fulfill completely different purposes and tasks.

Examples of the initial study of German as a third language based on knowledge of English:

- Inductive learning of language systems (vocabulary and grammar; pronunciation and spelling) in a new language from a comparative analysis of texts compiled as «synthetic parallel texts» to certain linguistic phenomena of a German lesson.

- Development of a global understanding of the strategy of authentic texts, for example, from thematic areas of knowledge, where and in what topics there is a lot of commonly understood vocabulary / internationalisms / anglicisms [6].

As a rule, the study of subsequent foreign languages is given less time than the study of the first foreign language. But it is often expected that approximately the same level of language proficiency will be achieved. This generally results in faster and more compact learning material, often more abstract, less time for exercises and less time for repetition. This often leads to a focus on mastering grammar. When teaching a second or subsequent foreign language, the teacher faces new tasks and difficulties, namely economic ones: saving time and developing effective teaching methods.



*Main results*

Let us give examples of practical tasks for the similarity of grammatical phenomena in German and English. These tasks were used in the German language classes in the RA-21 group (2nd year, specialization: English and German).

Aufgabe 1. Vergleichen Sie die deutschen und die englischen Sätze! Machen Sie Schlussfolgerungen über die Satzstruktur im Deutschen und im Englischen! Beispiele:

Englisch: His name is Fred: He is 16 years old. / Where were you yesterday?  
Deutsch: Sein Name is Fred. Er ist 16 Jahre alt. / Wo warst du gestern?

In this task, students have to compare sentences in English and German and give their opinion on the sentence structure of the two languages. They must rely on their knowledge of the main (English) language. The same sentences are given in two languages, written on the same line. Each offer is under its counterpart. This presentation of the assignment helps students visually consider each sentence in two languages and easily identify differences. The students carefully described each sentence and, without the participation of the teacher, made conclusions about the word order in the sentence, about the formation of simple and interrogative sentences in English and German. The teacher only played the role of consultant and observer. The knowledge gained by one's own work and efforts, and even in comparison and comparison, according to psychologists, is never forgotten.

Aufgabe 2. Beachten Sie die Unterschiede in der Form des Perfekts zwischen dem Englischen und Deutschen hin. Worin besteht der Hauptunterschied?

Ich habe gespielt. I have played.

Ich habe gegessen. I have eaten.

Ich habe studiert. I have studied.

Ich bin gereist. I have traveled.

In the example of this task, students go through the grammar topic in German «Perfekt Aktiv». A great thing is the comparison and comparison of one sentence in two languages. For example, short, light sentences are taken. Such sentences are easy to read, and it will not be difficult for students to translate them into Russian. By writing the above sentences on the interactive whiteboard, the teacher can be sure that students learn not only grammar, but also vocabulary in the classroom. It is the visual picture of such tasks that gives a great effect: it is photographed in memory. Knowledge of the main language will allow students to painlessly delve into the essence of each sentence. In the lesson, we observed how students easily learn new material if they write a translation of this sentence in English next to it.

Aufgabe 3. a) Beachten Sie die Steigerungsstufen der Adjektive im Deutschen und Englischen.

small - smaller - the smallest

cold - colder - the coldest

nice - nicer - the nicest

big - bigger - the biggest

careful - more careful - the most careful

modern - more modern - the most modern

schnell - schneller - am schnellsten

laut - lauter - am lautesten

modern - moderner - am modernsten

warm - wärmer - am wärmsten

klein - kleiner - am kleinsten

loud - louder - the loudest

Passing the grammatical topic «Degrees of comparison of adjectives and adverbs» in German, the teacher can save time by giving examples from a similar topic in English. Students, at first, see a similar side in the comparative degree of adjectives and adverbs of two languages, then pay attention to their difference. This is the method of comparison that we use in the classroom. This method was an experiment to test the success of mastering the lexical and grammatical material of the German language. Success lies in the following:

a) little time is spent explaining the material for the lesson;

b) interdisciplinary communication is carried out;

c) all the work is done by the students themselves in comparison and comparison with the English (main) language, which they know better;

d) conclusions and conclusions are made by the students themselves;

e) the teacher only directs students;

e) the goal of the lesson is achieved.

In the German language class, we achieved the following goals:

1. The interest of students in learning German as a second foreign language has grown;

2. The desire of students to learn the language on their own has been increased;

3. Achieved mutual assistance among students in mastering a new topic;

4. Achieved self-confidence of students in learning a new foreign language;

5. Repetition of the past material in English;

6. Achieved mutual understanding between the teacher and students;

7. Achieved skills and abilities of students in mastering the methods and techniques of teaching a second foreign language.

Using some techniques from the technology of critical thinking in the educational process, it is possible to involve students in interactive activities in German lessons, develop their creative potential so that they can apply the knowledge they have gained in later life and easily adapt to the world around them.

When teaching a second foreign language, the main attention is paid to the recognition of already known language forms in the target language. This gradually creates a space for understanding a second foreign language, which can be expanded by investing and integrating the recognizable and the known, the different and the opposite. It should be noted that the activation of «portable» elements, units and structures from previous languages is aimed primarily at expanding this space of understanding the second foreign language (especially in the field of understanding the meaning of the material read).

Thus, these areas of active and productive use of the language require particularly intensive discussion and active work to understand the differences between the languages being studied, as well as intensive exercises and training in the development of speech skills [9].

### **Conclusion**

In terms of learning strategies, it can be seen that «English learners» acquired their reading strategies during their English learning. Learned learning strategies now use them to learn a new language. Students, first of all, need to be taught to think, compare, discuss, experiment, ask questions, put forward hypotheses, express opinions, prove correctness, check the correctness of the material discussed, so that they have an incentive to learn independently and collaborate with native speakers. Thus, the use of multilingual teaching technology contributes to the formation of valuable qualities in students that are of great importance for modern society, namely the ability to see the possibility of multivariance in solving practical problems, attitude towards creativity, high speed of information processing, the ability to concentrate in noise, the ability to cooperate [10]. All this is connected with the great word «Motivation», to arouse interest in the «cause» and dedicate oneself to the service of this process.

At present, the global goal of mastering a foreign language is considered to be familiarization with a different culture and participation in the dialogue of cultures. This goal is achieved through the formation of the ability for intercultural communication, i.e. the acquisition of the necessary level of communicative competence and the subject-situational approach in the process of professional and labor socialization of students.

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