ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

THE METHODOLOGY OF DEVELOPING COMMUNICATIVE COMPETENCE THROUGH PHRASEOLOGICAL UNITS IN TEACHING THE GERMAN LANGUAGE

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Abstract. This article explores the methodology of developing students' communicative competence through the use of phraseological units in teaching the German language. Phraseological units are an essential component of language learning because they reflect the cultural values, traditions, national mentality, and linguistic characteristics of native speakers. The article examines the importance of idioms and fixed expressions in developing students' speaking, listening, reading, and writing skills. Particular attention is given to communicative activities, contextual learning, role-playing, and interactive teaching methods that help learners use German phraseological expressions appropriately in real-life communication. The study emphasizes that the systematic integration of phraseological units into German language lessons contributes to improving linguistic, sociolinguistic, and pragmatic competence.

Keywords: German language teaching, phraseological units, communicative competence, idioms, language acquisition, interactive methods, intercultural communication, vocabulary development, communicative approach.

The modern process of foreign language education requires the development of students' ability to communicate effectively in different social and cultural situations. Learning a foreign language is not limited to mastering grammatical rules and individual vocabulary items. It also involves understanding the cultural meanings, expressions, and communicative conventions used by native speakers. In this regard, phraseological units play an important role in teaching the German language and developing learners' communicative competence.

Phraseological units are stable combinations of words whose meanings are often different from the literal meanings of their individual components. They are widely used in everyday conversations, literary works, newspapers, films, and various forms of social communication. For example, the German expression *„Tomaten auf den Augen haben"* literally means "to have tomatoes on one's eyes," but figuratively it describes a person who fails to notice something obvious. Similarly, *„Daumen drücken"* means "to keep one's fingers crossed" or to wish someone good luck. Such expressions demonstrate the richness and expressive potential of the German language.

The use of phraseological units in language teaching provides learners with opportunities to understand authentic German communication more deeply. Students who know only individual words and grammatical structures may experience difficulties understanding native speakers because idiomatic expressions frequently carry figurative and culturally specific meanings. Therefore, phraseological competence should be considered an important component of overall communicative competence.

Communicative competence refers to the ability to use language correctly, appropriately, and effectively in different communicative situations. Dell Hymes introduced the concept of communicative competence as an extension of purely grammatical knowledge. Later, Canale and Swain developed a theoretical framework that identified grammatical, sociolinguistic, and strategic components of communicative competence. These approaches demonstrate that successful

communication requires not only knowledge of language structures but also the ability to select appropriate expressions according to the context and communicative purpose.

In teaching German, phraseological units can contribute to the development of several aspects of communicative competence. First, they enrich students' vocabulary and improve their ability to express ideas naturally. Second, they develop sociolinguistic awareness by introducing learners to culturally accepted expressions. Third, they improve pragmatic competence because students learn how to use idioms in appropriate situations. Finally, they support intercultural communication by helping learners understand the relationship between language and culture.

An effective methodology for teaching phraseological units should involve several interconnected stages. The first stage is the presentation of new expressions in meaningful contexts. Instead of memorizing isolated idioms, students should encounter them in dialogues, short stories, newspaper articles, videos, and everyday communication examples. Contextual presentation enables learners to understand both the literal and figurative meanings of expressions.

The second stage involves explaining the semantic and cultural characteristics of phraseological units. Teachers should encourage students to compare German idioms with equivalent expressions in their native language. For instance, the German expression *„Viele Köche verderben den Brei“* corresponds to the Uzbek proverb meaning that too many people involved in one task may spoil the result. Such comparisons help students identify similarities and differences between linguistic cultures.

The third stage focuses on practicing phraseological units through communicative activities. Role-playing, dialogue construction, group discussions, and problem-solving tasks allow students to use newly learned expressions in realistic situations. For example, students can organize a conversation about education, friendship, work, or everyday problems while incorporating relevant German idioms into their speech.

The fourth stage involves independent use and assessment. Students can prepare short presentations, write dialogues, create stories, or participate in discussions using previously studied phraseological units. Teachers should evaluate not only the correct use of expressions but also their appropriateness in a particular communicative context.

Interactive teaching methods are particularly effective in developing phraseological competence. One useful activity is the matching exercise, in which students connect German idioms with their meanings or corresponding expressions in Uzbek. Another effective technique is the completion of dialogues, where learners choose appropriate phraseological units according to the situation. These activities improve memory, vocabulary retention, and contextual understanding.

Role-playing is another productive method. For example, students can simulate situations such as visiting a doctor, attending a job interview, discussing university life, or planning a journey. During these activities, they are encouraged to use appropriate idiomatic expressions. This method creates opportunities for spontaneous communication and helps learners overcome difficulties associated with speaking in a foreign language.

Project-based learning can also be integrated into the teaching process. Students may prepare thematic phraseological dictionaries, posters, presentations, or short videos explaining the meanings and cultural origins of German idioms. Such projects promote independent research, creativity, teamwork, and intercultural awareness.

Digital technologies provide additional opportunities for teaching phraseological units. Online dictionaries, educational platforms, electronic flashcards, interactive exercises, and video materials can make the learning process more engaging. Teachers can use digital quizzes to assess students' understanding of idiomatic meanings and organize online discussions in which learners apply phraseological expressions in written communication.

The selection of phraseological units should correspond to students' language proficiency levels. At the elementary level, teachers should introduce frequently used and relatively transparent expressions. At intermediate and advanced levels, learners can study more complex idioms, their stylistic characteristics, semantic differences, and cultural associations. This gradual approach ensures that phraseological material is appropriate to students' linguistic abilities and communicative needs.

An important methodological consideration is the prevention of incorrect or inappropriate use of idioms. Students sometimes translate phraseological expressions word for word from their native language, which may result in unnatural or incomprehensible sentences. Therefore, teachers should explain the contextual limitations, stylistic features, and communicative functions of each expression. It is also necessary to distinguish between formal and informal language use.

The effectiveness of phraseological units in German language teaching depends on the systematic organization of classroom activities. Their integration should not be limited to vocabulary lessons but should be connected with speaking, listening, reading, and writing activities. For example, while reading an authentic German text, students can identify idiomatic expressions, determine their meanings from context, and subsequently use them in their own dialogues. This integrated approach strengthens the connection between receptive and productive language skills.

In conclusion, phraseological units are an important educational resource for developing communicative competence in German language teaching. They enrich students' vocabulary, improve their understanding of authentic speech, develop pragmatic and sociolinguistic awareness, and contribute to intercultural communication. Their effective teaching requires contextual presentation, semantic explanation, comparative analysis, interactive exercises, role-playing, and independent communicative practice. The systematic application of these methods enables learners to move beyond the mechanical memorization of vocabulary and develop the ability to use German naturally, accurately, and appropriately in different communication situations. Therefore, phraseological units should occupy an important place in modern German language teaching methodology.

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