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## **TEACHING AND LEARNING OF THE GERMAN LANGUAGE ON THE BASIS OF ENGLISH**

Due to the economic globalization, rapid development of media and communication, English has gained the status of a common, neutral language in the 20th century, which can understand most of the world's population. English has become a kind of "international language for communication", which in many situations performs the function of the main communication between people who are carriers of different languages. Nevertheless, there is a number of serious reasons for each person not to be limited to only one language [1].

The English language has become the norm for each person, but an individual career involves mastering at least one more foreign language. We consider the study of German as the second foreign language to be the most effective due to the similarity of these two languages, which can be used as a methodical technique. At the same time, it is obvious that the main advantage of learning any second, third foreign language is that students learn the first foreign language experience that they can use further as personal learning strategies. If a student has mastered the principle of learning a foreign language, learning a second foreign language will in any case be easier. Each teacher who teaches a second language noticed the difference in learning the first and second foreign languages. Practice shows that the difficulties of mastering a second foreign language are approximately halved compared with the effort spent on learning the first foreign language [2]. There are solid reasons for choosing German as the second foreign language.

Germanis. English and German are historically closest relatives. Both of them belong to the family of West Germanic languages, thus they have a common origin as developed at the time when the formation of both languages was just taking place.

That is why, the most common words, objects related to life (food / drinks, weather / nature, parts of the body / health, plants / animals, fashion / clothes, days of the week, relationships, etc.), have clear similarity. Anyone who knows the English words hand, milk, father or Monday has no difficulty with the German equivalents Hand, Milch, Vater or Montag (“hand”, “milk”, “father” or “Monday”).

Americanisms. Numerous concepts that German borrowed from English in the form of foreign words into its vocabulary after the Second World War, primarily was influenced by the United States: Jazz, Jeans, Party, Interview, cool, Computer (“jazz”, “Jeans”, “party”, “interview”, “cool”, “computer”). If you know the word of one language, then you know its meaning in another. This influence can be traced in such vocabulary as fashion, sports, technology, media, pop culture, etc.

The lexical proximity of both languages gives methodical possibilities for teaching German as a second foreign language after English. Following the basic methodical rule “from the known to the unknown”, it is necessary to activate the primary knowledge of students in the English language and to enable students to reflect on German borrowings. It is possible to suggest the following presentations of a new vocabulary, using the words with common semantics in such themes as “family”, “food / drinks”, field “housing”, “clothes” [3].

Well-known lexical units of the English language are helpful when we first meet and understand unfamiliar German words. However, no further explanation of the teacher is required. This method of semantization without commenting is already working at the initial stage of learning. We can apply “intuitive” logical transfer method from English to German when performing numerous lexical exercises to consolidate the meaning of learnt words through play. They include word recognition in vocabulary chains, word guessing games, making up lexical puzzles, matching of words and images (pictures). The learner can be offered the exercises aimed at drilling productive skills, that involves the use of students' knowledge of the English language when learning and expanding the vocabulary of the German language. The teacher can again use the following games as picking up the inscriptions for the

pictures, writing poems using certain words, composing a collage on the topic and describe it at the blackboard in front of the class, writing a story in pictures.

Learning German and English makes vocabulary much easier. Of course, for the active use of vocabulary we should not forget about the need to memorize words by heart. You can indicate the most effective methods of memorizing words of a foreign language and consider such approaches as writing all new words on cards - with the word on each, and on the front side of the card information will be written in German, and on the reverse side in English. It's essential to include the largest possible number of semantic relations and contexts in the cards: write examples of sentences, draw pictures, put grammatical and phonetic information, as well as English hints. The learner should constantly work with the cards, remove the cards, the material of which is learned, deal with the cards, the material of which is not learned.

The positive experience acquired through the successful study of the first foreign language forms a definite attitude towards foreign languages in general, which plays a positive role in the study of the second foreign language. Multilingualism gives a person more chances. German with English is a great opportunity to learn the second language quickly and effortlessly.

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