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TEACHING GERMAN AS A SECOND FOREIGN LANGUAGE IN THE UKRAINIAN ACADEMY OF BANKING OF THE NBU

Multilingual acquisition has become a common process within increasing economic, political and cultural links among European and world countries. In education, the focus of the researches on multilingualism is how to develop curriculum in a multilingual teaching environment, how to teach languages in multilingual context and how content and language integrated learning atmosphere can be built [2, p. 16].

Students of the Ukrainian academy of Banking of the National Bank of Ukraine, whose speciality is International economy, in case when English is their first foreign language, have an opportunity to learn German or French as their second foreign language. The content of the German course is spread over 4 terms (112 hours). Lessons take place once per week. At the end of the course students pass exam.

The aim of this article is to look into acquisition of German, having the status of the most widely-spoken language in the European Union, at the Ukrainian academy of Banking and to analyze what influence knowledge of English has for both learners and teachers. Many contemporary learning theories suggest that learning (in terms of language learning) has to be related to the existing knowledge of the learner [4, p. 14].

Foreign language teachers realize that many difficulties in learning a second language are a function of the extent to which the second language differs from the first one. Differences in pronunciation, grammar and vocabulary can cause learning difficulties. The first thing that needs to be said is German and English are very similar, as both (along with Dutch, Flemish, Afrikaans, Swedish, Norwegian, Danish, Faroese and Icelandic) belong to the Germanic family of Indo-European languages. The similarities can easily be seen in the following aspects:

- vocabulary (*Halle/ hall, neu/ new, Hand/ hand, lang/ long, jung/ young, Winter/ winter, Garten/ garden, Ende/ end* and so on);
- subject-verb-object order (*Ich trinke Kaffee/ I drink coffee*);
- declension of verbs (*singen, sang, gesungen / sing, sang, sung*);
- some modal verbs (*müssen/must, können/ can*);
- the use of articles (*ein, eine/ a, an der, die, das/ the*);
- comparatives and superlatives (*lang, länger, am längsten/ long, longer, the longest*);
- suffixes (*hilflos/ helpless*) and so on.

It should be pointed out that future international economists start studying German as the second foreign language on the third course. Previously acquired knowledge of English can greatly enhance students' progress in learning German and can serve as a great motivation factor for them. Since interest in learning a foreign language is often dependent on geo-political and socio-economic factors, growing socio-political and socio-economic connections between Germany and Ukraine, possi-

bility to get education in Germany influence the popularity of German among the students of the Ukrainian academy of Banking of the NBU. Many students want to get their Master degree in Germany. They therefore would like to learn German so well that they can be accepted by a German university.

We completely agree with N. Chomsky, who points out that the truth of the matter is that about 99 percent of teaching is making the students feel interested in the material. Then the other 1 percent has to do with your methods. That's not just true of languages. It's true of every subject.

At the very beginning of learning German students are taught to introduce themselves and they come across such words as Name, Adresse, Straße, kommen, leben, Universität, Musik, Hobby, Telefonnummer and so on. In most cases, they are able to understand these German words either immediately, or after some time when they realize that a slight change in spelling does not mean a different meaning.

Similar words in German and English can also be found in various lexical fields such as family (*Vater/father, Großmutter/ grandmother, Sohn/ son, Bruder/ brother*), weather (*Sonne/ sun, Mond/ moon, scheinen/ shine, Wind/ wind*), calendar and time (*Januar/January, Winter/winter, Freitag/Friday, Jahr/year, Monat/month, Minute/minute, Morgen/morning*), body parts (*Knie/knee, Arm/arm, Finger/finger*), food and drinks (*Suppe/soup, Brot/bread, Salz/salt, Milch/milk, Bier/beer, Wein/ wine*), sports (*Fußball/football, Basketball/basketball, schwimmen/swim*), animals (*Kamel/camel, Katze/ cat, Elefant/ elephant*), music (*Klarinette/ clarinet, Akkordeon/ accordion, Trompete/ trumpet*), clothes (*Jacke/ jacket, Schuh/ shoe, Socke/ sock*), colours (*rot/ red, grün/ green, braun/ brown*), adjectives and adverbs (*kalt/ cold, warm/ warm, bitter/ bitter, frisch/ fresh, praktisch/ practical, offen/ open*), verbs (*fallen/ fall, finden/ find, waschen/ wash, reparieren/ repair, rennen/ run*) and numbers (*sieben/ seven, zehn/ ten, hundert/ hundred, tausend/ thousand*) and so on.

On the other hand there are some English words borrowed from German (*kindergarten, angst, wunderkind, zeitgeist, lager, fest, sauerkraut, blitzkrieg, doppelgänger* and so on).

There are a lot of words which came to German from English. «Denglish» (Deutsch +English) has become «a new German language» and an ordinary and conventionally reality in Germany [1, p. 23]. Among English words which are frequently used in modern German one should mention: *die Girl, cool, shoppen, das Baby, der Sale, Job, die Kids, Flyer, Crash, Lifestyle, der Star, das Poster, die Site, der/das Terminal, in-house, download, Laptop, das Ticket, relaxen* and so on. Moreover, there are a lot of anglicisms in marketing and business terminology (*das Outsourcing, das Marketing, Public Relations, der Sale, Follower, renewable energy, die Healthcare, der Salesmanager, das Servicecenter, der Share, das Shoppingcenter, das Controlling, der Smalltalk, das Benchmarking, die Software, der Profit, Human Resources* and so on). No doubt possessing this vocabulary, students have fewer problems with Business German.

N. Hedderich points out that he finds the influence of English vocabulary along a spectrum of assimilation in German vocabulary, ranging from direct to indirect borrowing. He adds that Bartsch and Siegrist (2001) provide a model of a five-segment spectrum of assimilation as follows:

1) *Adoption* (e.g. *Download*)

Adoptions are the most direct form of transfer. The spelling of the English word is kept in its original form. The word may be pronounced either as in British or American English or it may be assimilated to the German phonological system.

2) *Adaptation* (e.g. *Dekoder, downloaden*)

The word has been adapted to the morphological and syntactical system of German.

3) *Mixed Compounds* (e.g. *Softwareschmiede*)

German and English elements are combined to form a new compound noun.

4) *Loan Translations* (e.g. *Festplatte, Suchmaschine*)

Formation of a new word occurs on the basis of German elements, but according to the semantic pattern of English.

5) *Pseudo-Transfers* (e.g. *Handy*)

A new word is formed from English lexical and morphological elements. While sounding English, the word does not exist in English at all, or with a different meaning [3, p. 3].

A great help in stimulating and facilitating German as a second foreign language provide video courses («Alles Gute», «Easy German», «Extra auf Deutsch», «Deutsch spielerisch lernen», «Jojo sucht das Glück», «Easy German», «Learn German», «Learn German with entertaining videos», «Learn German with Deutsch Happen» and others). At the very beginning of learning German we often use these materials with English subtitles. In our opinion this method can boost students' interest and motivation.

As a conclusion we can say that motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second foreign language learning.

LITERATURE

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