

SIGNIFICANCE OF THE GERMAN LANGUAGE TODAY

Bisenbaeva is the daughter of Nargiza Aytbay

Karakalpak State University named after Berdak

Faculty of foreign languages, teaching of philology and languages

2nd year student majoring in German

Abstract: *Globalization processes taking place all over the world have made it clear how necessary sociolinguistic research is in the case of world languages and the expansion of the German language.*

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The introduction of a large number of English words into the vocabulary of national languages also indicates the need to make changes in language policy. It ensured that the German-speaking peoples truly regained their stature as an ancient people and further stabilized their social status. German language, literature, and folklore provided the expansion and strengthening of research into the study of social relations.

Implementation and expansion of fundamental, practical and innovative research related to the development of the German language, strengthening of scientific research on the fundamental increase of the prestige and position of the German language, development of norms and rules of the written text of the German language, preparation of manuals and literature on doing business in the German language, state pays special attention to active participation in the development of projects of normative legal documents related to the development of the language.

In linguistic literature, the relationship between language and society, social differentiation of language, linguistic situation in society, language sociality, language and social relations, the influence of social factors on language, bilingualism and multilingualism, language policy, nation and national language problems are considered important tasks of sociolinguistics. In this respect, the social differentiation of the language comes from the fact that it is composed of members of the society with different professions, different professions, different mental and spiritual capabilities, and accordingly, each social group has an active and inactive vocabulary. The territorial affiliation of the members of the society is also different, of course. Therefore, social and regional dialects are ways of language use of social groups according to their profession, profession, mental and spiritual ability and territorial origin.

In this sense, modern sociolinguistics is required not only to record social and regional dialects, to explain their linguistic nature, but also to show ways of their

effective use. Because it is clear that social and regional dialects are an important lexical-semantic source for enriching the literary language and finding national alternatives to borrowed terms. In the lexicon of the legal system, the specialized, specialized new meanings of the words amnesty, bail, bail, suspect, suspect, executioner, work, event, appropriation can be used to enrich the literary language and expand the possibility of official style.

Ensuring communication between people is the first and necessary condition of language sociality, and this status of language has been recognized in all periods of linguistics. However, the social nature of the language, "its social specificity is also seen in the fact that it preserves the history of the tribe, people, nation, and the past of humanity in general." The attitude of members of society to language, how they use language, and the impact of changes in society on language are not alien to language sociality. In the historical development of the German language, it was actively influenced by the society to which it belongs, the changes in the life of the German-speaking peoples, and the effects on the mentality left their mark on the language.

For example, under the influence of the Arab caliphate and Islam, Arabic units were assimilated. Or the Mongolian rule was the basis for the introduction of elements of the Mongolian language. With the spread of the Jadidism movement, the Turkification of Arabic adaptations was also started. Especially during the time of the former Soviet Union, thousands of words were borrowed from the Russian language or from other languages through its mediation, and certain models of foreign word acquisition were adopted.

New opportunities for the development of the German language have been opened up, and the reactivation of many obsolete words has been ensured. In the era of globalization, along with many languages, the German language is actively influenced by international languages. It should be noted that the mentioned influences and changes in the language are not purely linguistic, but extra-linguistic, for example, social-political, economic-cultural processes. Sociolinguistics of the German language will have to objectively assess such influences and work from the point of view of the interest of the national language and the state language.

In all periods of society's development, there are more or less influences on the language. Sometimes, for a long time, some level of the language is not subject to the effects and changes related to the society, the human factor, or the influence on the language does not acquire a national scale. However, changes or updates in writing and spelling are decided on a national scale, with conscious community intervention. Adopts the necessary regulatory legal documents, establishes competent structures dealing with language issues.

The role of vertical impact measures in regulating terminology is also important. In this sense, Atamaqom, which operated in the 90s of the last century, had a great

service in regulating terminology. The words "hokim", "authority", "devan", "minister", "committee", "district", "region", "author", "editor", "topic", "plan", which are stabilized in the language now, are words that were reactivated in that period. In turn, such activation led to the obsolescence of the previous alternatives of these words - district council, apparatus, minister, committee, district, region, author, editor, redactor, theme, plan - to the inactive layer.

In the era of globalization, there is also a need for vertical influence measures in the regulation of the terminology of the German language, because in the terminology of the German language, there are foreign words that have been inappropriately assimilated and accepted into the field lexicon. For example, the word competence appeared in recent years. If there was not so much hatred for foreign words, "competence" was called ability, "kompetentnost" was called ability, and the strange composition in the style of competence would not be "buildable".

Alternatively, another derived word is creative. The word "creative" in English and "kreativnyy" in Russian means "creative" in both languages. This term is used in Uzbek texts in such combinations as "creative thinking", "creative approach". Now, if we substitute the word "creative" in place of this derivation, the core combination of "creative thinking" and "creative approach" will be formed, because the acceptable alternative of "creative" is "creative". The establishment of the Terminology Commission under the Department of State Language Development is the result of this need, and one of its main tasks is to nationalize and regulate terminology using the internal capabilities of the Uzbek language.

In all periods of the life of the former union, the attitude towards foreign languages (for example, German, English) was not the same as today, the state did not want its citizens to acquire foreign languages properly. The goal of such a language policy was to "close" to the world, to limit and limit access to the outside world. This is confirmed by the fact given by the linguist A. Ogursov about the language policy of the former union in the first half of the last century: "Stalin's mind ... regarded the knowledge of foreign languages as something very suspicious. For example, during Bukharin's trial, a man named Vyshinsky "exposed" that he knew four foreign languages, saying that this advantage would allow Bukharin to slander the Soviet government in four languages. In conclusion, although such an attitude towards foreign languages as a threat to the state and ideology softened in the later periods of the Soviet regime, in practice, the way to learn foreign languages was not opened, and limited lesson hours were allocated in schools.

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