

DIFFICULTIES IN LEARNING GERMAN LANGUAGE COMPETENCIES IN ACADEMIC LYCEUMS: A SPECIALIZED PERSPECTIVE

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Abstract. This study examines the difficulties faced by students specializing in German language studies in academic lyceums. The research identifies key challenges related to grammar, vocabulary acquisition, pronunciation, and cultural understanding. By analyzing student and teacher perspectives, this study suggests practical solutions to improve German language learning outcomes in specialized academic settings.

Keywords: German language learning, academic lyceums, language competencies, grammar challenges, vocabulary acquisition, pronunciation difficulties, specialized teaching methodologies

ТРУДНОСТИ В ОБУЧЕНИИ НЕМЕЦКИМ ЯЗЫКОВЫМ КОМПЕТЕНЦИЯМ В АКАДЕМИЧЕСКИХ ЛИЦЕЯХ: СПЕЦИАЛИЗИРОВАННАЯ ПЕРСПЕКТИВА

Аннотация. В этом исследовании рассматриваются трудности, с которыми сталкиваются студенты, специализирующиеся на изучении немецкого языка в академических лицеях. Исследование выявляет основные проблемы, связанные с грамматикой, приобретением словарного запаса, произношением и культурным пониманием. Анализируя точки зрения как студентов, так и преподавателей, это исследование предлагает практические

решения для улучшения результатов обучения немецкому языку в специализированных академических условиях.

Ключевые слова: изучение немецкого языка, академические лицеи, языковые компетенции, проблемы с грамматикой, приобретение словарного запаса, трудности с произношением, специализированные методики обучения

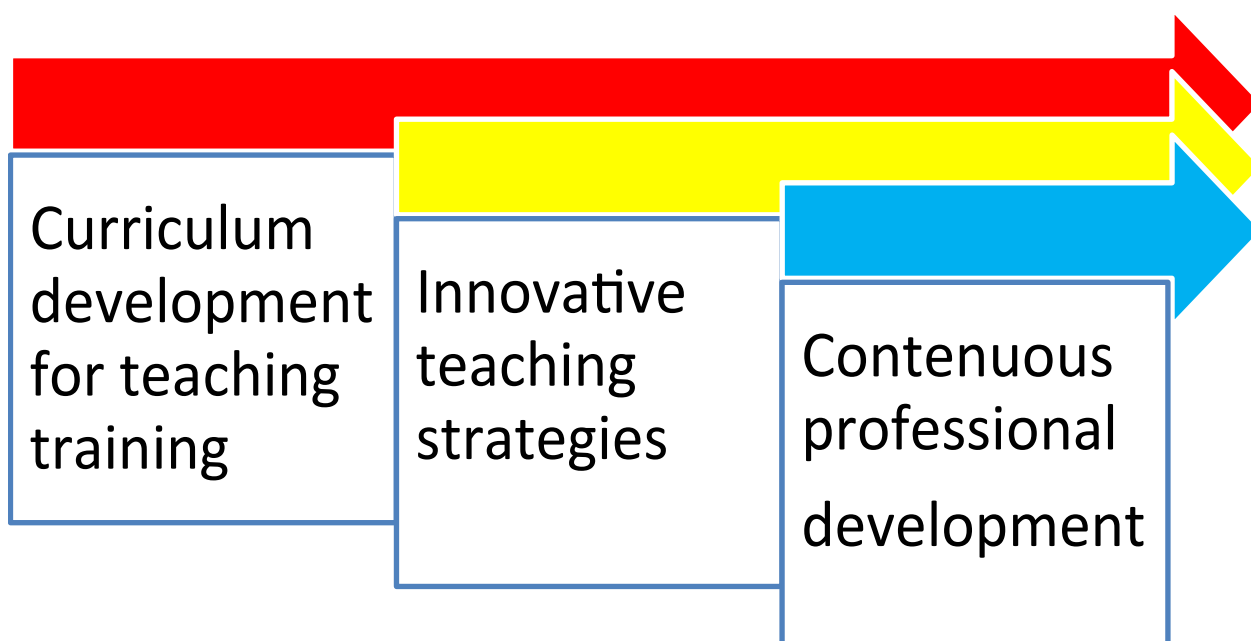
Introduction. Students specializing in the German language at academic lyceums encounter unique challenges due to the complexity of the language. German's intricate grammar, extensive vocabulary, and phonetic distinctions from other languages make it a demanding subject of study. This study aims to explore the specific difficulties encountered by specialized language students, assess the effectiveness of current teaching methodologies, and propose strategies for improvement. Understanding these challenges is crucial for enhancing language instruction and supporting students in developing strong linguistic competencies tailored to their specialization.

Methods. A mixed-methods approach was employed to gather data. Quantitative data were collected through surveys conducted with 150 students and 30 German language teachers from various academic lyceums specializing in German studies. Qualitative data were obtained from structured interviews with teachers to gain insights into the pedagogical challenges and strategies used in language instruction. Additionally, classroom observations were conducted to assess students' engagement and common errors in language acquisition.

Results. The findings reveal that students specializing in German face significant struggles with grammatical structures, particularly cases, gendered nouns, and verb placement. Vocabulary retention poses difficulties due to complex word formation rules and specialized terminology. Pronunciation challenges arise from sounds unfamiliar to students' native languages, impacting their spoken fluency. Cultural aspects of the language, such as idiomatic expressions and formal register variations, further hinder comprehension. Teachers identified a lack of

interactive speaking practice and insufficient exposure to specialized German materials as major obstacles to competency development in the specialized field.

Discussion. To address these difficulties, the study suggests integrating specialized interactive and communicative teaching approaches, including subject-specific role-playing, multimedia resources, and conversational practice in professional contexts. Technology-enhanced learning, such as specialized language learning apps and academic resources, can support vocabulary and pronunciation training. Additionally, curriculum modifications focusing on practical language application and immersion activities tailored to specialized studies can bridge competency gaps. Teacher training programs should also be developed to incorporate innovative teaching strategies suited for German language specialization.



1. Curriculum development for teacher training

- ✓ **Focus on Specialized Vocabulary:** Training should include methods for teaching field-specific terminology effectively.
- ✓ **Grammar Teaching Strategies:** Emphasis on simplifying complex structures using comparative approaches.

- ✓ **Pronunciation and Phonetics:** Techniques for improving students' spoken German, especially for sounds not present in their native language.
- ✓ **Cultural Competence Training:** Helping teachers integrate cultural and sociolinguistic elements into lessons.

2. Innovative teaching strategies

- ✓ **Task-Based Learning (TBL):** Encouraging real-world applications through projects.
- ✓ **Blended Learning and Digital Tools:** Using AI-powered language platforms, virtual exchanges, and gamified learning.
- ✓ **Content and Language Integrated Learning (CLIL):** Teaching specialized subjects (e.g., science, business) in German.

3. Continuous professional development

- ✓ **Workshops and Seminars:** Regular training on emerging language pedagogy.
- ✓ **Exchange Programs:** Short-term teaching experiences in German-speaking countries.
- ✓ **Collaborative Networks:** Encouraging peer mentoring and shared resources among teachers.

Conclusion. The study highlights significant challenges in learning German language competencies in academic lyceums with a specialization focus, including grammatical complexity, vocabulary acquisition, pronunciation difficulties, and cultural barriers. Implementing interactive teaching methods and increasing exposure to authentic, field-specific language use can improve student outcomes. Future research should explore the long-term effects of various instructional strategies on German language proficiency in specialized academic settings.

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