



Active Methods of Teaching the German Language

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ABSTRACT

One of the ways to attract the attention of schoolchildren is non-standard forms of teaching – they «attract the attention of students, increase their interest in science and contribute to better learning of the material.» Non-standard forms of the lesson include excursion lessons, thematic lessons, didactic games and, of course, work in groups. Active methods of language teaching, which are becoming increasingly popular, play an important role here. Active teaching methods are methods that «encourage students to actively think and practice in the process of mastering educational material.» N.M. Kleimenova notes that «the knowledge obtained empirically is the most profound and profound.»

Keywords:

Methodical methods, didactic games, effective goals;

Introduction

In the methodology of teaching foreign languages, the issue of students' interest in the educational process, «their real participation in various events» is becoming more and more acute. This is because the main task of learning a foreign language – the ability to communicate with native speakers – is often not achieved at school. There are several reasons why students do not have enough enthusiasm and interest in learning a foreign language, and every teacher's task is to «maintain and increase students' interest in the lesson.» One of the ways to attract the attention of schoolchildren is non-standard forms of teaching – they «attract the attention of students, increase their interest in science and contribute to better learning of the material.» Non-standard forms of the lesson include excursion lessons, thematic lessons, didactic games and, of course, work in groups. Active methods of language teaching, which are becoming increasingly popular, play an important role here. Active teaching methods are methods that «encourage students to actively think and practice in the process of mastering educational material.» N.M.

Kleimenova notes that «the knowledge obtained empirically is the most profound and profound.» So, it is clear that in order to teach a foreign language effectively, it is necessary to organize the lesson in a different way, to attract the attention of students, and most importantly, to encourage them to learn the language independently.

Literature Analysis And Methodology

Studying the publications on the research topic, it can be noted that school teachers do not ignore active teaching methods and try to implement them in their lessons with students. N. M. Kleimenova,

S. S. Kuklina and E. L. Berdnikova, E. A. Pavlova, A. Yu. In their article, the Yusupovas note the importance of an activity-based approach to learning and highlight the basic principles that a teacher should build his lesson using active learning methods. At the same time, N. M. Kleimenova and E. L. Berdnikova give specific classifications of active teaching methods. Many teachers present their own lessons on various topics, many write about their experiences using certain teaching

technologies. For example, I.I. Petrichuk used his many years of experience in using various projects in his English lessons and M.P. describes the technology. Z.M. Davydova considers the game a method of teaching foreign languages, and M. A. Ariyan considers it a role-based communication in a foreign language.

So, we can see that the technology of the project and role-playing games is carefully considered, and although the discussion is used a lot in the lesson, it is only mentioned in the works without comprehensive analysis. The role of games in the lesson and the time allocated to the game depends on a number of factors: a) training of students;

Results And Discussion

The same game can be used at different stages of the lesson. All this depends on the specific working conditions of the students.

The German language lesson is not just a game. The trust and ease of communication between the teacher and the students comes from the game environment. With the help of the game, the teacher invites students to serious conversations, discusses any real situations. The game helps to develop the cognitive activity of students in learning German. He has a moral principle, makes work joyful and creative. «Using games in foreign language lessons» used to be my methodological topic, and I have been working with it for several years. The constant goal of my work: to activate the cognitive, motivational activity of students with the help of didactic games... Of course, I don't use games every day, says *Erst die Arbeit, dann das Spiel*. Therefore, I often use them at the beginning of the lesson to warm up the vestibular apparatus or at the end of the lesson. The games that I am bringing to your attention are taken from old magazines «Foreign languages at school», from the Internet, as well as from my own experience. I hope my colleagues will find them useful in their work.

Phonetic games – teaching students to pronounce foreign sounds, teaching them to read poems aloud and accurately, learning them in order to perform them in roles. The teacher reads a phonetic poem in which the sound dominates. Children have to guess it.

Mi-May-Mausemaus
Komm aus dem Loch heraus
Mi-May-Mausemaus I'm in the
Katzenhaus!

I'm a cowboy

Von Seinem Cowboy – Bett auf

Und wascht sich mit

There are pictures on the board, 2 letters under each picture. The first: pointing to the described object, the second: changing the word with its help. For example: hand a = u (Hand-Hund) moon o = u (Mond-Mund)

Door u = ie (Tur-Tier) vase V = N (Vase-Nase) fish F = T (Fisch-Tisch) house H = M (Haus-Maus) pants o = a (Slang-Hase) book B = T (Buch-Tuch)

Turn one word into another! Only one letter change is allowed. Words are written in chains on the board. For example: Mund – Mond – Mohn – Lohn – Sohn. Lexical games – teaching students to use vocabulary in situations close to the natural environment, activating students' speech thinking, developing verbal reaction, introducing students to word matching. Children are always interested in learning the subject of the lesson. The teacher can invite students to open the topic of the lesson, in these words, each letter is coded with a number that corresponds to the ordinal number of the letter in the alphabet: A-1, B-2, C-3, etc. .

For example: 4,5,21,20,19,3,8,5
19,3,8,21,12,5,14. (Deutsche Schulen)

Children create a collective story on the topic. Each phrase consists of a certain number of words: the first of one, the second of two, and so on. The one who makes the last phrase is the winner. The teacher writes all the sentences on the board. For example: 1. It is winter. 2. Es schneit. 3. Alles white The teacher names women and men... The student must name the word for the same letter, for example, in the topic «Profession»: Susanna-Secretary, Tom-Techniker.

Grammatical games – promoting the use of speech patterns containing certain grammatical difficulties by students, creating a situation for the use of this speech pattern, developing students' speech activity and independence. The teacher hides the object. Students ask questions trying to guess who he

is. For example, - Ist es klein? Players sit in a large circle. They have cards with up to 10 numbers on them. The driver calls any two numbers from the numbers shown on the card. Two guys with cards with these numbers in their hands must quickly change places, but so that the driver does not touch them with his hand. The affected person must be the driver.

The teacher lines up pictures of animals. Students' task: to name the animals (using ordinal numbers) in the order in which they are located. For example: Die erste Katze, der zweite Hund, das dritte Pferd. Games for learning to read. The learning potential of games has been known for a long time. Many well-known teachers have rightly paid attention to the effectiveness of using games in the educational process. In the game, human abilities are especially fully and sometimes unexpectedly revealed.

Conclusion

Improving the effectiveness of teaching foreign languages largely depends on the educational base of the school, what educational tools the teacher has and how he uses them in the learning process. The question of whether it is necessary and possible to teach foreign languages to 4-6-year-old children has been positively resolved in practice for a long time. It is known that learning a foreign language develops different aspects of the personality: memory, attention, diligence, linguistic assumption...

Poetic material as a means of developing speech skills of 5th graders One of the methods and methods of teaching is working with poetic text. The endless possibilities in this direction not only allow children to be interested in creative activities Application of game techniques in German language classes. Everyone knows how difficult it is to form an interest in learning German and then to maintain it. In the past years, the competition is English, the demand for which is undeniable ...

Development of methodological methods of working with the Internet in the German language class with high school students

In recent years, many teachers are increasingly using the methodology of

cooperative learning, which is part of the project method, in their practice ...

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