

MODERN TECHNOLOGIES FOR TEACHING AND LEARNING GERMAN

Nafisaxon Nuriddinova Tolib kizi

Teacher of Uzbekistan State World Languages university

Abstract: The promotion of foreign language culture as a learning goal raised the question of the need to create a new methodological system that could ensure the achievement of this goal in the most effective and rational way. The logic of developing a communicative methodology led to the final promotion of foreign language culture as the goal of teaching foreign languages at school. And such a system can only be built on a communicative basis. In addition, as the practice of using communicative methods has shown, it ensures not only the acquisition of a foreign language as a means of communication, but also the development of students' personality traits.

Key words: Project method, methodological principles, teaching aspects, foreign language culture, communication, quantization, controllability, efficiency.

Introduction

The communicative method was the basis for the creation of foreign language textbooks in secondary schools.

Project culture is, as it were, the general formula in which the art of planning, invention, creation, execution and design is realized and which is defined as design.

By mastering the culture of design, a student learns to think creatively, independently planning his actions, predicting possible options, solutions to the problems facing him, implementing the means and methods of work he has learned. Design culture is now included in many areas of educational practice in the form of project methods and project-based teaching methods. The project method is actively included in teaching foreign languages.

Currently, intensive teaching of German languages is implemented in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of teaching the German language to different groups of students, as well as the variety of learning conditions (training hours, their number, number of students in the study group).

In essence, the activity-based methodology is correlated with the activity-based approach, which is based on the idea of the activity of the cognitive object, of learning as an active, conscious, creative activity. This technique involves teaching communication in the unity of all its functions: regulatory, cognitive, value-oriented and etiquette. It can be used both in working with adults and in secondary schools.

In order to understand what modern methods of teaching the German language are based on, it is necessary to consider in detail the methodological principles that underlie these methods.

The structure of the communicative method includes cognitive, developmental and training aspects that are aimed at educating the student. Taking this into account and the content of the concept of "communication", as well as the versatility of the training system, we can formulate the following methodological principles of communicative methodology:

The principle of mastering all aspects of a foreign language culture through communication. Foreign language culture here means everything that the process of mastering the German language can bring to students in educational, cognitive, developmental and educational aspects. [1, 31] The

communicative method was the first to put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel of education, cognition and development.

Communication is a social process in which there is an exchange of activities and experiences embodied in material and spiritual culture. Communication involves emotional and rational interaction between people and influence on each other. Communication is the most important condition for proper education.

In this regard, any type of work, any exercise in the educational process, integrates all four aspects of foreign language culture and is assessed depending on the presence of these aspects in them.

This principle applies not only to interspect, but also to intraaspect relationships. For example, it is assumed that there is an interconnection and interdependence of all four types of speech activities (reading, speaking, listening and writing) within the educational process.

The need for interconnected learning is justified by the learning pattern, according to which mastery is more successful the more analyzers participate in it. Interconnectedness is present not only in the learning process, but also in individual exercises specially developed within the framework of this methodology.

The principle of modeling the content of aspects of foreign language culture.

The volume of regional studies, linguistics and linguistic and cultural knowledge of reality cannot be fully assimilated within the framework of a school course, therefore it is necessary to build a model of the content of the object of knowledge, that is, to select, depending on the purpose of learning and the content of the course, the volume of this knowledge that will be sufficient to represent the culture countries and language systems. At the same time, it is also necessary to take into account the cognitive needs of individual students related to their individual interests, etc. A certain framework of the training system and its ultimate objectives require, for methodological purposes, the creation of a model of the content of development, that is, a certain minimum that is necessary to solve the problems facing the subject.

The principle of managing the educational process based on its quantization and programming.

Any learning system involves the quantization of all components of the learning process (goals, means, material, etc.). Without quantization, the goals will be incorrect, the material will be indigestible, the conditions will be suboptimal, and the means will be inadequate. In other words, systematic training, and therefore its controllability and effectiveness, will be impossible.

The principle of consistency in the organization of teaching foreign languages.

This principle means that the communicative learning system is built in a reverse way: first, the final product (goal) is outlined, and then tasks that can lead to this result are determined. This takes place throughout the course, each year, lesson cycle and one lesson and concerns all aspects. This approach ensures systematic learning with all its inherent qualities: integrity, hierarchy, purposefulness.

The system of training is built taking into account the patterns of students mastering each of its aspects. All training in organizational terms is based on the rules of cyclicity and concentricity. Cyclicity is manifested in the fact that a certain amount of material is learned within a cycle of lessons, each of which includes a certain number of lessons. Any cycle is built on the basis of the staged development of a particular skill and ability in each type of speech activity.

The cyclical nature is reinforced by a concentric approach, which concerns both the speech material and the problems discussed.

Systematicity is manifested in the fact that the proposed system includes not only the foreign language teacher and the student, but also his parents and teachers of other subjects. Interdisciplinary connections are used as a means of additional motivation for those students who are not interested in a

foreign language.

The systematic organization of the learning process also presupposes a staged nature of language acquisition, that is, it includes different levels of the educational process:

- 1) level of education levels (primary, junior, middle, senior);
- 2) the level of training periods, which are determined within the levels;
- 3) level of stages (stage of formation of lexical, grammatical skills, stage of improving skills, stage of skill development);
- 4) the level of learning stages, which are determined within stages and substages (stages of imitation, substitution, transformation, reproduction, combination).

Each level has its own specifics, which are determined by the psychological and pedagogical characteristics of students.

The principle of teaching foreign languages based on the situation as a system of relationships.

Communicative learning is carried out on the basis of situations, understood (unlike other methodological schools) as a system of relationships. The situation exists as a dynamic system of social status, role, activity and moral relationships between the subjects of communication. It is a universal form of functioning of the learning process and serves as a way of organizing speech means, a way of presenting them, a way of motivating speech activity, the main condition for the formation of skills and the development of speech skills, a prerequisite for teaching communication strategies and tactics. The communicative technique involves the use of all these functions of the situation.

The learning situation, as a unit of learning, models the situation as a unit of communication.

Thus, the situation acts not only as a so-called speech situation, but also in a broader status - a situation of educational activity.

The principle of individualization in mastering a foreign language.

In the communicative method, the student is perceived as an individual.

Each student, as an individual, has certain abilities, both general and partial. Communicative training is aimed at identifying their initial level and their further development. For this purpose, special means are used to identify abilities - special tests, for development - exercises and supports.

Taking into account and developing abilities constitutes individualization.

Human development depends on many factors, the leading of which when teaching communication should be considered the joint activity of students.

When organizing a student's joint activities, it is planned to develop the personality qualities necessary for fruitful cooperation.

Joint activities are organized so that students realize that the success of the common cause depends on each of them. The combination of communication with other types of activities makes it possible to bring learning closer to real communication, which is carried out not only for the sake of communication, but also serves other types of activities that occur simultaneously with it.

For more productive mastery of all aspects of a foreign language by students, a system of tools (memos and special exercises) is provided for developing the necessary skills and abilities in students, for developing the ability to learn, which constitutes subjective individualization.

The third leading component of the principle of individualization is the so-called personal individualization. It involves taking into account and using parameters inherent to the individual: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. All this allows us to create true communicative and situational motivation in students.

Speech-thinking tasks are designed to develop thinking mechanisms: a mechanism for orientation in a situation, evaluation of feedback signals and decision-making, a mechanism for determining goals, a

mechanism for choosing, a mechanism for combining and designing.

It is important to note that the more independence the student shows, the more effective the learning will be. Therefore, this methodology pays great attention to the development of independent thinking, in particular, in the process of discussing problems.

And finally, independence associated with control. In communicative learning, a strategy is used that plans to transform control through mutual control into self-control. For this purpose, both hidden control and students' conscious knowledge of objects and control criteria and their application are used.

The principle of functionality in teaching a foreign language.

This principle assumes that every student must understand what not only practical language proficiency can give him, but also the use of acquired knowledge in cognitive and developmental aspects.

This principle also lies in the fact that the functions of types of speech activity as means of communication are mastered, that is, those functions that are performed in the process of human communication are realized and assimilated: reading, writing, speaking, listening.

According to the principle of functionality, the object of acquisition is not the speech means themselves, but the functions performed by a given language.

On a functional basis, a model of speech means is created that must be studied in a foreign language course: certain speech means of different levels are selected to express each of the speech functions. Depending on the purpose, both the maximum and minimum number of means of expression can be proposed to express each function. Of course, non-verbal means of expression are also included here.

The principle of novelty in teaching foreign languages.

Communicative learning is structured in such a way that all its content and organization are imbued with novelty.

Novelty prescribes the use of texts and exercises that contain something new for students, the refusal to repeatedly read the same text and exercises with the same task, the variability of texts with different content, but built on the same material. Thus, novelty ensures a rejection of arbitrary memorization, develops speech production, heuristics and productivity of students' speech skills, and arouses interest in educational activities.

In conclusion, it is important to note that all the principles considered are interconnected, interdependent and complement each other. Therefore, following the attached system presupposes compliance with all the above principles and their comprehensive application.

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