IMPORTANCE OF METHODS AND TECHNIQUES IN TEACHING GERMAN LANGUAGE

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Abstract

The fast pace of the modern world, affecting not only our everyday life, but also all work processes, affect and require constant changes and adjustments also in norms, systems for studying, and teaching foreign languages. Currently, more and more attention is being paid to subjective relationships, in which the formation of a comprehensively developed student's personality takes place more and more effectively, and traditional teaching methods are fading into the background, proving its ineffective use in modern society.

Key words

aspects, method, skills, regulatory, etiquette, cognitive, value-oriented.

Аннотация

Быстрый темп современного мира, затрагивающий не только нашу повседневную жизнь, но и все рабочие процессы, влияет и требует постоянных изменений и корректировок также в нормах, системах изучения и преподавания иностранных языков. В настоящее время все больше внимания уделяется субъективным отношениям, в которых все более эффективно происходит формирование всесторонне развитой личности студента, а традиционные методы обучения отходят на второй план, доказывая их неэффективное использование в современном обществе.

Ключевые слова

аспекты, метод, навыки, нормативные, этикетные, когнитивные, ценностно-ориентированные.

Teaching methods, which are understood as methods interconnected activities of teacher and students, passed long path of development. Each historical era has influenced the development of methods for teaching non-native speech, enriching it with new tools and approaches. The result of the development of methods for mastering foreign languages was the improvement of the learning process, which involves students mastering knowledge, skills, the formation of a worldview, and the development of their abilities in this area.

Today, the problem of finding and choosing the most effective teaching methods still remains unresolved. Teachers are faced with the task of choosing from many job options are those that will not only meet the objectives and goals of learning, but also general educational standards. The choice of methodology depends on many factors: the age of the students, the number of students, their level of training, the level of training of the teacher and, of course, the issues that need to be resolved.

One of the most popular methods today is communicative. It combines the formation of communicative competence, maintaining students' motivation to master foreign languages, as well as taking into account the personal characteristics of the student. Its distinctive feature is that during the teaching process the teacher tries to recreate situations that could arise during real communication. This circumstance determines the communicative and motivated behavior of the teacher and students during classes.

Thus, the communicative approach realizes the following goals in teaching:

− ability to master aspects of the language being studied;

− ability to master all types of speech activity (speaking, listening, reading, writing);

− ability to implement the basic functions of language (communicative, expressive and cognitive);

− ability to implement the basic functional aspects of communication;

Another type of learning foreign languages is the project method. In the course of their work, students also master the art of planning, inventing, creating, executing and designing, and therefore designing. By developing design skills, the student learns to think creatively, independently planning his actions, considering possible ways to solve assigned problems and achieve goals, thereby realizing the skills of using the means and methods of work he has learned. Design culture has entered many areas of educational activity in the form of design methods and design teaching methods. The project method is actively included in teaching foreign languages.

The intensive technique is also widely used. Its relevance is explained by the fact that at the moment there are many goals for teaching a foreign language, as well as different age groups, which entails the emergence of a huge number of conditions for studying foreign language (number of teaching hours and students).

Active methodology, or an active approach based on an idea student activity, is also widely used in teaching foreign language. It involves learning to

communicate in all its functions: regulatory, etiquette, cognitive, value-oriented. This approach involves a large number active, conscious and creative activity.

In foreign language classes, the problem method can also be widely used. It can be successfully used in learning the rules of grammar. When learning a new rule, the teacher demonstrates the correct application of this rule in practice, and then offers students formulate it yourself. Only after this stage, training continues based on the material presented in the textbook. The main disadvantage of this method is that it takes too much time. Given the limited availability of a curriculum, its application should be too frequent. The main task of the teacher when using this method is to guide the students' thought process, control the correctness of their thoughts and the development of the discussion, and not solve the given problem instead of them, otherwise this method simply loses its meaning.

Grammar-translation, or synthetic method, is traditional method based on literal and word-by-word translation. Foreign language teaching was aimed at developing logical thinking and thinking abilities. The language was studied as system, semi-mechanically, based on logic. All material (rules and examples for them) was memorized, the emphasis was on memorizing vocabulary and grammatical rules, as well as on applying these rules in translation exercises. Preference was given to form at the expense of content, which led to a distortion of meaning and a violation of the norms of the native language. language [1, p. 22]. At the moment, the grammar-translation method is still widely used in schools to work with grammar, but the approaches to its use have also undergone some changes.

The Palmer method, or direct method, implies division in the process of learning a language into several aspects according to aspects in order to rationalize the pedagogical process and systematize educational material. The direct method was based on grammar-translation, but the students' native speech was not used in the learning process. The goal of training, which was put forward by G. Palmer, was reduced to practical free and natural mastery of all types of speech activity (speaking, reading, writing). The essence of the method was to give students the opportunity to feel like a newly born child who is learning speech from scratch, based on what he sees and hears in the process of his learning. For this purpose, the entire course was divided into three stages: elementary, intermediate and advanced.

At the first stage, subconscious listening comprehension, elements of speaking and mastery of basic language material are formed. At the intermediate stage, students master the ability to understand most of what they read and hear, as well

as the ability to master most of the vocabulary that is necessary for everyday life and communication in oral and written speech, and the last stage, where independent work predominates, is characterized by the improvement of all skills and deepening of knowledge in all types of speech activity. As for learning technologies, in the modern educational environment, various multimedia tools are widely used when teaching a foreign language. Modern technologies make it possible to combine digital and traditional means of communication and transmission of audio and video information in the educational process. Thus, with the help of various programs and technical means, it is possible to most effectively influence the student, who can simultaneously become a reader, a viewer, and a listener during the educational process.

This helps to significantly diversify it and encourage students to more actively participate in the lesson. The teacher acts as the one who awakens and maintains interest in learning through multimedia. Thus, we can say that all modern education is aimed at ensuring access for teachers and students, including to electronic media, as well as the integration of various digital media into the learning process in order to diversify the process. In turn, new the methods are aimed at maximizing the use of all four types of activities in the process of mastering a foreign language: reading, writing, speaking and listening. Involving students in this type of activity also promotes the development of self-learning skills by organizing student research work aimed at integrating and updating knowledge acquired in various disciplines.

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