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MODERN METHODS OF TEACHING THE GERMAN LANGUAGE AT UNIVERSITIES

Abstract: The purpose of this article is to review the modern methods of teaching the German language. The characteristic of the modern approach in teaching students the German language is given. The goals and objectives of the communicative approach in teaching students the German language are determined from the point of view of modern requirements for future specialists.

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Introduction

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At present, when studying foreign languages at a technical university, practical mastery of a foreign language, the formation of students' communicative competence or ability to speak in accordance with the speech situation, come to the fore. The task of the teacher is to enhance the cognitive activity of students in the process of teaching foreign languages. Modern teaching methods: training in collaboration, the use of new information technologies and Internet resources, shell programs, as well as various game tasks help to implement a personality-oriented approach to learning, provide individualization and differentiation of training, taking into account the abilities of students, their level of knowledge of a foreign language , inclinations. Due to the variety of training options and teaching aids, the requirements for the professional training of a teacher of foreign languages, who in the new conditions need to be familiar with various teaching systems, are increasing.

Further training courses can help. Courses are offered annually in various language debates, international exchange programs are organized, as well as educational programs during the summer holidays, including for teachers. A distinctive feature of the courses is the use of the latest means of communication. The Internet guarantees a constant exchange of information between employees, teachers and program participants.

The organization of the educational process in the classroom in the German language. The group form of training is a form of organization of educational and cognitive activity in the lesson, involving the functioning of various small groups working on both general and specific tasks.

Students are divided into several small groups from 3 to 6 people. Each group receives its task. Tasks can be the same for all groups or differentiated. Within

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each group, roles are distributed among its members. The process of completing a task in a group is carried out on the basis of an exchange of opinions and assessments. The decisions worked out in the group are discussed at the plenum. The positive aspects of group work are that each student learns to express and defend their own opinions, listen to the opinions of others, compare, compare their point of view with the point of view of others. The skills of control over the actions of others and self-control are developed, critical thinking is formed. Group discussion, discussion enliven students' search activity. We distributed the following roles between students: 1. Chef - takes care that the group clearly follows the goal set for it and does not depart from it; 2. Timekeeper - is responsible for ensuring that the task is completed at the scheduled time; 3. observer - monitors the atmosphere in the group: do all participants have the opportunity to speak out? Will there be a discussion? 4. Secretary - records the results of the discussion and conclusions. Organization of group work changes the functions of a teacher. If in a traditional lesson he transfers knowledge in a finished form, then here he must be the organizer and director of the lesson, an accomplice in collective activity. His actions should be as follows: - an explanation of the purpose of the work ahead; - division of students into groups; - distribution of tasks for groups; - control of the assignment; - alternate participation in the work of groups, but without imposing their point of view as the only possible one, but encouraging an active search; - after the groups report on the completed task, the announcement of the results of the work, attention to typical errors; - assessment of student performance. The group method of teaching is more and more often used in modern pedagogical pedagogical technology. Example of group work: Theme "Traveling by train, plane, sea." All participants develop a view or travel route. Each group is looking for material (for example, a program is drawn up for a group of tourists at the place of stay, tickets are issued for the hotel, the route is determined, etc.). Then there is a meeting of "experts" (representatives of different teams meet, but on the same issue) and "experts" exchange information. Then the "experts" return to their teams and pass on what is new that they have learned from other "experts". Everyone listens, takes notes. All teams report in turn. At the final stage, the teacher frontally asks anyone questions on the topic, or questions are asked by team members instead of the teacher. Answers can be supplemented in the team itself.

Audio in classes in German as a foreign language. The purposes of using audio in the classes in a foreign language: 1. The development of speech skills in listening and speaking in a foreign language. 2. Introduction to the topic under discussion. 3. Deepening the topic. 4. Repetition, activation or expansion of vocabulary. 5. Obtaining regional geographic information. Tasks: Creating a reason for discussion. Emotional impact with the following description (in a foreign language) of expression of feelings. Performing creative tasks (changing the text, transformation, appending stanzas, etc.). As an example of working with listening in a German class, we take an excerpt from the song "Deutsche" of the German group "Basta" (from the disc "Wir sind wie wir sind" 2007):

Games in the classroom in a foreign language. New methodological developments testify to the relevance of using various game tasks at different stages of learning a foreign language, which allows to increase and maintain students' interest and motivation, stimulate educational and communicative activities. There are various types of games: board (grammar), card and communicative, role-playing. Currently, a large number of methodological literature is offered containing samples of games for studying in the German language: „66 Grammatikspiele Deutsch (DaF)" Hrsg. von Mario Rinvolucri und Paul Davis.— Ernst Klett Verlag GmbH, Stuttgart 2000; „22 Brettspiele DaF" Hrsg. von Anita Pfau und Ann Schmid.— Ernst Klett Verlag GmbH, Stuttgart 2001; „111 Kurzrezepte für den Deutschunterricht" Hrsg. von Penny Ur und Andrew Wright.— Ernst Klett Verlag GmbH, Stuttgart 1995; Michael Dreke und Sofia Salgueiro „Wechselspiel Junior Bilder & mehr".— Langenscheidt Verlag 2000; Lisa Prange „44 Sprechspiele für Deutsch als Fremdsprache".— Max Huber Verlag 2005. Here are some examples of the game form of training: Buchstabenquadrat (square of letters) [2, p. 101] Grammar: strong verbs (Präsens, Präteritum, Perfekt) Language proficiency: A1, A2 Duration: 10-15 minutes Material: square of letters Game progress: students receive one square of letters for two, in which various forms of irregular verbs are hidden . Purpose of the game: find as many verbs as possible in the least time. Verb forms can be written from left to right, from right to left, from top to bottom, from bottom to top and diagonally; some letters can refer to two verbs. Each verb form found should be written out in a notebook and supplemented with other forms. For example, if the verb form HILFT is found, it is supplemented by other forms of the verb: helfen, half, geholfen.

The use of information technology in the teaching of the German language. In modern education, the ability to master information search methods using information technology is becoming increasingly important. It is necessary to teach students the ability to independently obtain additional material, critically interpret the information received, and be able to draw conclusions. Working with information in a foreign language, especially when you consider the opportunities that the global Internet opens up, is becoming very relevant. Modern technological capabilities aimed at the mass user of a computer allow a teacher of a foreign language to

create their own electronic educational materials and assignments for specific groups of students without the help of programmers. One of such software tools is shell programs, which are designed to create training courses, exercises, and tests based on the specified presentation formats of educational material using texts, graphics, audio and video materials for subsequent work of students in offline mode or in a local / global network . This platform allows you to place various tasks in paper, as well as video and audio files, accompanying them with various tasks, create forums and chats to discuss various materials. The teacher gets the opportunity to fully control the actions of users (students), it is possible to view the results of completed tasks, control the time during which these tasks were performed. Audition assignments can be prepared using an audio file processing program. The program allows not only to process the existing sound file, but also to combine several files, impose sounds, record your files and combine them with existing ones.

The capabilities allow you to create the following types of exercises: filling in the gaps; Matching crossword; questions with input and choice of answer; restoration of the sequence of letters in a word / words in a sentence; open answer jobs selection of a title to the text; text reconstruction. The German language teacher needs to be familiar with software tools that allow you to create such electronic learning materials.

In conclusion, I would like to once again note the enormous importance of internships in the country of the language being studied to increase the professional level of teachers, to get acquainted with innovative teaching methods and to acquire skills in using modern information and computer technologies in the field of teaching German languages.

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