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APPLICATION OF DESIGN METHODOLOGY IN GERMAN LANGUAGE LESSONS

Abstract: This article discusses the design methodology in the German language lessons and its role in mastering the topics.

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Introduction

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In the process of learning a foreign language, the project method is a comprehensive type of educational activity; it integrates various types of foreign language communication in order to solve certain constructive-practical, informational, research, scenario and other problematic and creative tasks. These tasks can be focused on students creating various types of constructive creative products. Among the variety of new pedagogical technologies aimed at implementing a personality-oriented approach in teaching methods, an important role is played by project training, which is distinguished by the cooperative nature of the tasks, being creative in nature and focused on the development of the student's personality. For several years, many teachers have been using new pedagogical technology: the project method in a foreign language lesson. This allows you to most fully take into account the individual characteristics of each student, i.e. implement a personality-oriented approach in teaching a foreign language. The basic principle of this direction is that the student should be at the center of training, not the teacher, the activity of cognition, and not teaching. Education is focused on personal characteristics, previous experience, the level of intellectual, moral and physical development of the child, especially his psyche. I can state with full

confidence that the project method, training in cooperation can solve the problem of motivation, create a positive attitude of students, teach them not just to remember and reproduce the knowledge that the school gives them, but to be able to put them into practice to solve problems related to their life. The project method involves a certain set of educational and cognitive techniques that can solve any problem as a result of independent actions of the student with the obligatory presentation of these results. Project work and training in cooperation is becoming more widespread and recognized in educational systems around the world.

It should be noted that entry-level projects are mostly short-term. They last 1-2 weeks. And the requirements for the presentation of the project are drawn up in accordance with the age characteristics of students. Since there is no evaluation system at the initial levels, we usually introduce special nominations for assessment: "originality", "scientific", "relevance". This stimulates interest, motivates independent search activity. Many people associate the project method with middle and senior students, but work experience has shown that the project method can work successfully, taking into account the characteristics of younger students. And in the context of the implementation of GEF of the second generation, project activity becomes an integral part of the educational process. Beginners do

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not have a large vocabulary, are not able to work with reference books, can not draw up and submit their work, do not have extensive experience working in pairs and groups. They must be taught all of this, so using the project method in elementary school requires considerable preliminary work from the teacher. At the stage of acquaintance with project activities, the time for preparing children also increases, which subsequently pays off with the quality of the knowledge, skills and abilities formed. Based on the experience of using this method, it is advisable to begin the gradual introduction of some elements of project training (for example, project tasks), phased familiarization with project activities and development of presentation skills before implementing long-term projects. [1]How do I apply the design method in German lessons? First of all, I look through educational material, analyze the importance of topics, as well as the ability of students to master this thematic material. It is important to highlight the appropriate course topics or sections that will be submitted for design. Further, I formulate a number of individual and group examples of topics per class, work on which will require students to learn the necessary knowledge in the program and form the necessary creative experience. Already in the second half of the 5th grade there are topics for the passage of which it is appropriate to use the design method. When studying topics Wir malen, bauen, basteln, Wir bauen unsere Stadt, I invite students to participate in applied projects. Children are happy to draw, make crafts, plan and build their city. This technique activates the activities of children, as it corresponds to their interests and age characteristics, and develops their creative abilities. Passing topics of Deutsche Schulen. Wie sind sie? (6 cl.), Wie ist der Verkehr in einer modern Großstadt (7 cl.), Auf dem Lande gibt es auch viel Interessantes (7 cl.), Sorgen wir gemeinsam für unseren Planeten Erde (7 cl.), Im gesunden Körper (gesunder Geist 7cl.) And others, children enthusiastically write compositions by Meine Schule, Eine Traumschule, Das Auto der Zukunft, in which fantasy is intertwined with reality, draw drawings, create posters Wir schützen den Wald, Unsere Freunde - Tiere und Vögel Im gesunden Körper - gesunder Geist and others. And at the same time there are practically no guys who would not participate in the work on such projects! It should be noted that projects in grades 5-6 are mostly short-term and somewhat simplified in design, but this does not detract from their importance, but only speaks about the age characteristics of schoolchildren of this age. It is well known that by the end of the 7th, beginning of the 8th grade, students' interest in a foreign language sharply decreases. Teachers say that at this age, children do not want to learn. Scientists, having studied this problem, found out the following: 60% of students in the 8th grade still have a desire to study, but interest in the subject disappears. The experience

of applying the project method confirms the conclusions of scientists. I think that it is a good incentive to increase interest in the German language at this age. Projects are somewhat more complicated in form and content, a scientific approach to design is practiced, while, accordingly, the time for their preparation increases, they become medium-term. When working on topics Wir bereiten uns auf eine Deutschlandreise vor (8 cl.), Eine Reise durch die Bundesrepublik Deutschland (8 cl.), Students present their projects in various forms in German. These are: Collage, Dominospiel, Reklame, Schema, Karte, Album usw. The textbook of the 9th grade involves working on one large project throughout the school year, however, the selection of educational material provides an excellent choice of problems for students. Working on the theme Die heutige Jugendlichen. Welche Probleme haben sie ?, among traditional youth problems (drugs, alcohol, relationships with parents), students name and prove new problems (for example, the computer, its positive and negative effects), which undoubtedly implies a search, creative nature of independent activity. At the same time, the volume of statements increases, students give arguments, give an assessment of the situations discussed.

In the process of individual, paired, group, collective work on projects, the formation of communication abilities occurs. During the project implementation period, the following skills are developed for schoolchildren: - general education: working with a textbook, with a dictionary, reference literature, drawing up a report plan, messages, presentations on the topic, etc. ; - special: the ability to shorten the text and transmit it orally, carry out thematic selection of vocabulary, use a bilingual dictionary, make short notes on the problem, compose messages, etc. ; - actually communicative skills by type of speech activity, including speech and non-speech behavior. The project method helps to develop linguistic and intellectual abilities, a steady interest in learning German, the need for self-education. [1]

Ultimately, it is expected to achieve communicative competence, that is, a certain level of linguistic, regional and sociocultural knowledge, communication skills and speech skills that allow for foreign language communication. The implementation of design and research methods in practice leads to a change in the position of the teacher. From the carrier of ready-made knowledge, he turns into the organizer of the cognitive activity of his students. The psychological climate in the lesson also changes, as the teacher has to reorient his educational work.

From an authoritative source of information, the teacher becomes an accomplice in the research, creative process, mentor, consultant, organizer of students' independent activities. And this is true cooperation. Work on the project is carried out in

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stages: 1. Preliminary preparation. 2. Definition and wording of the topic. 3. Implementation of the project. 4. Presentation of the project. 5. Evaluation of work. 6. Practical use of the result. The main requirements for a training project: work on a project is always aimed at resolving a specific, and socially significant, research, information, and practical problem; planning actions to resolve the problem, otherwise the execution of work begins with the design of the project itself, in particular the type of project and presentation form. Next is the operational development of the project, which provides a list of specific actions indicating the results, deadlines and responsible. However, some projects cannot be immediately planned from start to finish; students' research work as a prerequisite of each project. A distinctive feature of project activities is the search for information, which is then processed, comprehended and presented to the project team members; the output of the work is a product created by the participants of the project team in the course of solving the problem. presentation of the finished product with the justification that this is the most effective means of solving the problem. Consider the phased work on the project "Wir empfangen Gäste" in grade 8. During the preliminary preparation (the first stage - Vorbereitung und Themensuche), students comprehend the main content of the chapter (students prepare to receive guests from Germany, discuss how to prepare a room for guests, make a list of products, buy gifts and souvenirs, then guests are invited to the table and are treated to and entertain), while they are supported by photographs, pictures (collage), they look through texts, through the selection of which a circle of topics for discussion can be determined, they are guided by the basic words contained in this chapter, I choose t additional material defining the substantive and country-specific aspect of the project work, in the framework of which the main problem (theme) will be developed. The second stage (Themenfindung und Konkretisierung) begins with the definition and wording of the topic. Guiding questions of the teacher can help students in this regard: what can be found in the pictures and texts of this chapter? What (what problem) can connect them together? How central students formulate the problem: "Wir empfangen Gäste" (Eine Party - ist es toll?). A sub-item at this stage can be used to highlight the stage of concretization of the topic using questions. Unsere Schwerpunkte: 1.Einkaufe machen. 2.Einladungen schreiben. 3 .geschenke fur Gäste kaufen. 4. Das Zimmer schmücken. Welche Fragen haben wir? - What products do you need to buy? (Welche Lebensmittel muss man kaufen?) - What national dishes can be prepared (what is served in such cases at the table in Germany, Russia)? (Wollen wir kochen? Was essen die Leute in Russland, in Deutschland besonders häufig?) - Where can I buy products, gifts, souvenirs? How much is needed for this? (Wo kann man

Geschenke, Souvenirs kaufen? Welche Summe brauchen wir dafür?) - Who should I invite to the party? (Wen willst du einladen?) - What to wear? (Wie siehst du aus? Was tragen Jugendliche in Russland, in Deutschland?) - What can be presented as a keepsake? (Geschenke zum Andenken.) - How to invite to a dance? (Darf ich Sie (dich) zum Tanz bitten?) - What music to choose? (Gibt es besondere Musik?) - How to decorate a room (Wir schmücken das Zimmer.) The third stage (Durchführung der Projektarbeit wie lösen wir unsere Fragen und Probleme?) - direct implementation of a mini-project, i.e. how, how will solve this problem, given the forms of the future presentation of the project. When the topic is found and specified, it is necessary to draw up a sketch (sketch) of the project (Projektskizze), which should contain basic data on the content and organization of all work, for example, collecting, organizing and processing all information, materials: - We conduct interviews in the classroom. (Wir fragen und hören zu, was uns die Kinder erzählen.) We look at pictures (collages) in the textbook and other additional materials. (Wir lesen Geschichten, Märchen. Wir betrachten Bilder und Fotos in Lehrbüchern.) - We work on dialogs and texts in the textbook. (Wir arbeiten an den Texten.) - We listen to a tape with German and Russian songs. (Wir hören uns russische, deutsche Lieder an.) - We go to the store, to the market. (Wir kaufen in russischen, deutschen, Geschäften, auf dem Markt ein.) - Let's stage the dialogs. (Wir spielen Dialoge.) - We design an office for the future presentation of the project. (Wir schreiben, fotografieren, machen Dekorationen.) - We think over the presentation form. (Wir probieren Nahrungsmittel und Speisen, betrachten Geschenke.)

The organizational part of the project also includes assistance from parents. The fourth (Präsentation unser Projektziel) is the climax of the presentation of the project. The most important point here is the achievement of the project's goal in various forms: an exhibition of the finished product, group and individual presentation, presentation at any evening, a message (report) in the wall newspaper, etc. In the case of our mini-project "Wir empfangen Gäste", the goal was: 1) compile an invitation booklet (in two languages) (Gemeinsam ein Klassenkochbuch oder ein Einladungsbuchlein herstellen.); 2) make an exhibition of gifts or souvenirs made by oneself (Die Ausstellung der Produkte Unser Schaffen.); 3) to cook some national dish (Ein typisches Gericht der Region kochen.); 4) decorate the class accordingly (Das Klassenzimmer einrichten und schmücken.). Why are precisely such "man-made" ones that are often applied, practice-oriented in nature selected as project goals? - Because it is precisely such goals, this way of presenting the material that corresponds to the provision that the focus of project training should not be the subject itself, but a variety of activities related

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to the topic of the project, i.e., a kind of integration of actual skills.

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