

THE EFFECTIVE USE OF VIDEO TASKS IN THE GERMAN LANGUAGE LESSONS

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Abstract

This article provides some guidelines for the formation of professional and communicative competence of the future German language teacher through video content, analyzes the work of linguists in improving the professional skills of the future teacher in terms of exercises and assignments. It was stated that these data have useful results for improving communicative competence during practical training.

Keywords: communicative competence, video content, pre-speech and speech exercises, professionally-oriented materials

Introduction

In the present advanced period it is required to unite in a large team to form the professional and communicative competence of future German language teachers, to give methodological instructions by the teachers and to create a set of exercises if possible. Such an organizational structure helps to enrich the skills.

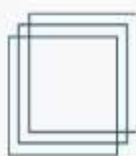
S. F. Shatilov defines the system as "a set of necessary types, types and varieties of exercises performed in such a sequence and in such a quantity that take into account the regularities of the formation of skills and abilities in various types of speech activity in their interaction and provide the highest possible level of mastering a foreign language under given conditions".

There are the following types of exercises in the methodology of teaching foreign languages. The system of exercises developed by us for 3rd year students is aimed at developing professional and communicative competence in German lessons:

- Language and speech exercises (i.v rakhmanov);
- Preparatory to speech and speech exercises proper (i.d salistra);
- Non-communicative and communicative exercises (e.p. shubin);
- Conditionally communicative and communicative exercises (e.i passov);
- Language, pre-speech and speech exercises (s.f.shatilov);
- Language, preparatory to speech and speech exercises (i.l.bim).

Method and Materials

A number of systems of exercises for the formation of the professional and communicative competence of a German teacher are based on the results of the analysis of difficulties and the determination of the principles of construction. In the



implementation of the professional and pedagogical activities of future teachers of the German language, we have defined above functions in terms of the process of teaching a foreign language at a university.

The system of exercises is characterized by certain indicators and is aimed at forming the professional and communicative competence of the future teacher of the German language:

The exercise has a specific focus on professionally-oriented training. In the conditions of professional and pedagogical activity, the exercises are aimed at the assimilation of professionally-oriented material, at the formation of skills to operate with them.

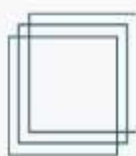
A specific task is fixed in each exercise with the goals of professionally oriented teaching of a foreign language. The formation of the professional and communicative competence of the German language teacher determines the procedure for solving the tasks set in them in order to effectively achieve the necessary main goal.

Exercise is a form of unity of language material and actions with it. They specify a specific speech action and determine the conditions for its implementation.

In the form of a thought expressed or a conclusion made, the exercises are aimed at the formation of a speech product after the listened or read text. The speech product is always predicted in them. The result of the preliminary execution of a number of preparatory exercises is a speech product.

The exercises take into account the structural content of the professional and communicative competence of the future German teacher. The professional and communicative competence of the future teacher of the German language, as noted above, has a complex structure, including speech, discursive, linguistic, socio-cultural and compensatory competences. As a multifactorial integrative whole, when performing exercises aimed at the formation of these competencies, the formation of professional and communicative competence in future teachers of the German language takes place.

Situational motivation and orientation of the exercise are characterized by communicative. The implementation of this indicator consists in likening the learning process to the process of real communication. In unity, the means of achieving the goal and the goal of learning act, exercises should provide such a focus of the lesson. The subject of the exercises should bring German language teaching closer to the life situations that arise during the implementation of professional and pedagogical activities. The proposed speech situations on professionally-oriented topics contribute to the modelling and imitation of real speech communication, which encourages students to independent creative utterance.



Result and Discussion

The system of exercises aimed at the formation of the professional and communicative competence of the future teacher of the German language includes: 1) language professionally oriented exercises; 2) conditional speech professionally oriented exercises; 3) speech professionally oriented exercises. These types of exercises have a traditional structure, only they differ in a professionally oriented orientation.

Tasks of the following nature include language professionally oriented exercises: select several texts corresponding to the subject and language level of the future teachers of the 3rd year within the framework of a professionally oriented subtopic; with these words, pay attention to the use of articles related to the topic and write down the lexical units;

select lexical means to describe the problems stated in the texts;

formulate questions for the texts selected by you;

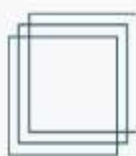
on the basis of which students will be able to build dialogues with new lexical units, make up situations;

using new lexical units on the proposed topic, formulate a thesis on the basis of which students can compose a monologue;

The exercises learned at the first stage make it possible to apply professional-oriented conditional speech knowledge. Exercises for the formation of speech skills should: 1) have situational awareness; 2) have a communicative task for the speaker; 3) in terms of the content and purpose of the statement, ensure the unity of content and form with the predominant orientation of the student's consciousness; 4) ensure relative accuracy when performing exercises; 5) be economical in time; 6) to simulate the process of communication in each of its elements.

The following types of conditional speech are assigned. They can be used to form the professional and communicative competence of a German teacher. Make a plan for an excursion on the topic, discuss the situation and motivate students to speak monologically, retell the text, adapting it to the language level of 3-year bachelors, shorten the text, convey its content in 2-3 phrases; compose a report on your favourite writer, compose a report on the latest advances from the world of technology.

In summary, professionally oriented speech exercises involve unprepared, motivated expression of one's thoughts. They offer novelty in communication situations, complexity of speech, and cognitive tasks. At this stage, a strong, mobile stereotype is formed and perfected as the psychophysiological basis of any skill. On the basis of increasing variation-combination capabilities, skills based on neurodynamic connections are formed and improved at the same time, while the activity is understood only in terms of its content. Speech exercises are a means of developing speech ability.



As for the formation of the professional and communicative competence of a foreign language teacher, the well-known E.I. Passov, we can consider the signs of speech exercises.

1) The presence of the speech strategy and tactics of the speaker always provides a speech exercise. Speaking strategy - influencing the interlocutor in a certain direction. This task can be embodied in a monologue or dialogical utterance, where each phrase or remark carries out tactical tasks.

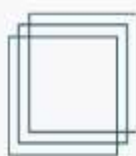
2) The relationship of the participants in communication is always actualized by the speech exercise. One person can turn to another only when he connects a certain relationship. This feature characterizes all acts of verbal communication. As a context of activity and personal experience, the same trait should be inherent in speech exercises, the organization of which takes into account the components of the personal substructure.

3) Speech activity always develops speech exercise and the speaker's independence. First, independence is understood as independence as an auxiliary means for expressing one's thoughts. Secondly, from external stimulation, we mean independence, motivated and proactive participation in communication. Speech activity is the psychological readiness of a bachelor to become a teacher of the German language. Only as a result of constant participation in speech exercises can be this state.

4) Speech exercise is always a new situation. Thanks to speech exercises, structural and verbal diversity of the utterance is provided. The novelty of communication situations can be created by replacing its individual components. Each time the introduction of a new component in all new combinations requires the speaker to use the speech means known to him. Productivity develops on this basis as the most important quality of skill. Exercises for the formation of the professional communicative competence of the future teacher of the German language through video content are developed in a special course (see Appendix 1). The exercises cover the language features of the video content. Developing-creative, reflective, information-communicative, rehabilitative, cognitive-heuristic, aesthetic, recreational and suggestive, the contents of which are disclosed on, which contributes to the formation of their professional competencies for future teachers of the German language.

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