PEDAGOGICAL APPROACHES TO TEACHING GERMAN AS A SECOND LANGUAGE

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Abstract

In this article, an attempt was made to explain in detail the approaches and methods of German language teachers to teach the learner the German language. Also, recommendations and instructions for use in the course of the lesson, as well as information on efficiency factors were provided.

Annotatsiya

Ushbu maqolada nemis tili o'qituvchilarining o'rganuvchiga nemis tilini qanday o'rgatish yondashuvlari, metodlari batafsil yoritishga harakat qilindi. Shuningdek, dars jarayonida qo'llashda tavsiya va ko'rsatmalar hamda samaradorlik omillari tog'risida ma'lumotlar keltirildi.

Today, people of many different layers are learning German, and this is reason enough to teach German as a foreign language. Studying foreign languages is especially important not only for the development of the country but also for the well-being of individuals. Teaching German is what people do when they are ready to change their lives, giving you some basic tools necessary to do it. Also, the goal of this article is to help conduct effective, interesting lessons[1].

MAIN SECTION

The possibility of bringing real objects to the classroom in conducting the pedagogical process with the teaching of a foreign language may include clothing, food, household goods, or even a musical instrument. Bringing these things into the classroom isn't an easy task like showing a picture or describing it, but the advantage is that students remember the day the teacher came to school with potatoes in a bag more often than the day she showed up in the book. Students increasingly want to get an item, play with it, and generally connect with something three-dimensional. In addition to using reality to teach a new vocabulary, it can also be used to apply what students know in practice. It is worth noting that another important approach is that by leaving the classroom some time behind and taking it to the real world, the language that students are learning is related to a new situation, it may suddenly feel new again[7]. So in the past, it might not even have occurred to the student to ask for the word sky, sweepstakes or market stalls, because there was no one around these things who spoke German. By going outside, students connect in German not just with a classroom, but with a wider range of situations. Under the supervision of a similar teacher—the opportunity to speak German with a real person is enough to attract students' attention if the
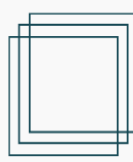
grammar or vocabulary they teach on a certain topic belongs to a real event, the motivation for learning becomes a little easier again. If you create a structure by recording a dictionary, grammar, and reviewing it in advance or after , students will see the lesson as targeted[8]. As another effective approach, one can cite a review of the Internet. The worldwide network is an absolute gift for teachers, and a big part of it is in German! As with the previous two thoughts, the Internet is one way to bring the real world into your classes. Students can do their research online instead of using a dictionary or depending on you. It also allows them to communicate with other people in selected chat rooms and discussion forums[9]. It's exciting for students to know that strangers can also understand their German and post information in their newfonid second languages for the whole world to see. Attracting students to the project is also considered one of the most effective methods. Students want more control over their learning. Whatever their interest, conducting a presentation or a wallflow for students and then sharing their efforts with their group mates can be the basis for free expression. For example, each student will delight to solve student projects in small groups that have played a role, as well as to form a walled corner consisting of articles, interviews, surveys, and works of art [10]. German lessons usually follow the same plan: teachers teach and students practice. But for a change, do you need to give students file pens and see how hard they are getting? There are also students who always fight to sit and listen peacefully. And what about those who are knowledgeable who interfere with the teacher every step of the way? Well, this is an ideal approach for students to change the role a little bit by giving all students 10 minutes of teaching time for multiple classes, allowing students to participate in the course's progress. Students do not have to teach the entire class; a non-intrect student is also considered to be able to teach to his partner or a small group. To be fair, you will need to carefully check what they teach from the teacher and back up through feedback sessions. For students to increase self-confidence and fluency, and to be inclined to check or record the points they need between each word, is considered the best way to solve this problem. Enriching the cultural knowledge of teachers and students by bringing in several realities or photographs to learn in the classroom serves as an important factor in fostering a free-friendly environment, as well as taking into account kinesthetic students by pedagogical scientists . When it is possible to try to tailor activities to bring them into physical condition, they will encourage learners by trying to change seats, get up, let the pair do the work (even looking backwards)[11]. It is also worth stopping talking about a game method, which is considered another important approach. By overlapping teams, setting time limits and giving points, you will be able to see how you can turn existing lesson material into something more competitively absent. It is also appropriate to stop talking about a game method, which is considered another important approach[12]. Listening to and understanding pronunciation is a game of flusterpost, or Chinese whispering.
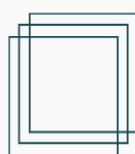
All students should stand in a row or circle and whisper a short message in the ear of the first student, and that student should whisper the message to the next student, as he understands it. The main problem is to see if the message remains the same until the word spoken reaches the last student. These types of games will be able to be taught and adapted to those of all ages. Using such methods, approaching teaching a foreign language is also effective because it makes it difficult for students to further advance the effectiveness of learning and to incorporate them into the usage program in our daily experiences.

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