



# The game is an active way to learn German. Active methods of teaching German Active methods of teaching in German language classes

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**ABSTRACT**

It is necessary to switch to innovative methods of teaching. My students are with me. Each person needs certain thinking skills and personal qualities: analysis, comparison, distinguishing the main thing, ability to solve problems, ability to improve oneself and self-esteem, responsible, independent the ability to be, create and create. cooperation is what a child needs to enter this world. And as a teacher, my main business is that there is no coercion, every student has the opportunity to find his place, to show initiative and independence, to freely realize his abilities and educational needs is to create an emotionally comfortable, stimulating and creative environment.

**Keywords:**

NOW is the transition period to the Second Generation Federal State Education Standards (FSES) based on the new ideology. Reproductive education is outdated. It is necessary to switch to innovative methods of teaching. My students are with me. Each person needs certain thinking skills and personal qualities: analysis, comparison, distinguishing the main thing, ability to solve problems, ability to improve oneself and self-esteem, responsible, independent the ability to be, create and create. cooperation is what a child needs to enter this world. And as a teacher, my main business is that there is no coercion, every student has the opportunity to find his place, to show initiative and independence, to freely realize his abilities and educational needs is to create an emotionally comfortable, stimulating and creative environment. The introduction of the technology of active and interactive methods of teaching into the educational process allows to create such an environment both in the classroom and in extracurricular activities. 1. The educational game is able to increase students' high motivation to learn a foreign language and involve them in the process of active communication. It looks like a fun game:

fun, interesting, includes elements of competition. But the educational game has two goals: game and language. We not only play, but also practice. One of the main advantages of this teaching method is that the best way to create an educational game is a positive emotional reaction, an atmosphere of psychological comfort, focusing on the success of each student, which significantly increases the effectiveness of the lesson. Grammatical, lexical, phonetic, spelling, role-playing and creative games based on the age characteristics of students and lesson goals. In the process of working with children, we come up with our own games. For example, "Biathlon" Class: 2 Purpose: to remember the letters of the German alphabet. Materials needed: cards with letters. Implementation of technology: Cards are displayed on the board. The student names the letter in the picture. The teacher (strong student) controls the task. In the word "Richtig" the participant turns the letter upside down, "Falsch" - the letter remains open. "Find me!" Class: 5-7 Purpose: to strengthen the vocabulary on the topic "City", to repeat the grammatical topic "Preposition". Required materials: city plan cards. Preliminary preparation: students make a city plan and

repeat the grammar topic "Predlogs". Implementation of technology: students are divided into pairs. In front of them lies the plan of the city. Students arrive at the starting point. Then one of them tells his way, the other mentally follows him, at the end of the way "Find me!" command is heard. The second student points to a specific location on the map. Then they switch roles.

2. Excellent correspondence Modern forms of student correspondence are e-mail, SMS, chats, blogs. Digital communication does not have the same appeal as the old classic writing on paper. A letter, an envelope, a surprise inside, waiting for an answer. We have a mailbox in our classroom. We receive mail on Fridays. There are personal letters, there are letters from class to class. I use this method in class and outside of class. For example, a lesson in the 8th grade. 10-15 minutes before the end of the lesson, I repeat the past time and divide the class into groups. Strong students are given a task - to write a letter to the 11th grade about how they spent their weekend. The rest of the students perform training exercises to determine the results of mastering the material. In a strong group of students, I observe the following division: one writes, the other works with the dictionary, and two draw "photographs". And each student tells a mini-story about the weekend using the past tense in three sentences.

3. "Six hats" method I use it in high school to comprehensively analyze prose texts or problem situations. We all perceive the world differently and think accordingly. We can think of six in different ways, that is, in six "hats". The famous psychologist Edward de Bono introduced the metaphor of "six hats" to the practice of developing thinking. Each student is invited to present their impressions and opinions based on the color of the hat. white hat - we think with facts, numbers without emotions and subjective evaluations. yellow hat - only the positive aspects of positive thinking (why is it necessary to prove positive and positive). A black hat is the opposite of a yellow hat. Find everything negative, problematic at work. the red hat is an emotional hat. Changes in one's emotional state should be associated with the moments of the event under consideration. green hat is a style of creativity, creation of

ideas, non-standard approaches and alternative points of view. the blue hat is the moderator's hat. This is a way of observing the process of thinking and managing it (formulating goals, drawing conclusions, etc.). Those who think on the blue line try to summarize the statements of other "hats", draw general conclusions.

4. Teaching by stations. I usually use this method in the lessons of material consolidation, generalization, systematization and control. "Teaching by station" requires excellent training by the teacher: development of stations, selection of tasks, design of additional cards for students. Therefore, such forms of classes are not held very often. But it also increases the interest of students. I try to offer different stations and social forms, so that the tasks are performed not only individually, but also in pairs and groups. Assignments can be mandatory or optional. I usually color code. According to practice, the guys are happy to go through all the stages of the lesson. And even if they get an undesirable result, they are not too upset. After all, they evaluated their own work.

5. Design work. This is my favorite method. Its principle is learning by doing. Theory is closely related to practice. Project work prepares students for lifelong independent learning. This method is characterized by the focus on the experience of students' interests and interests, goal-oriented planning, focusing on the existing product rather than on vague theory, self-organization and responsibility for the work done. increasing responsibility, social practicality. In class, students are happy to do creative projects. For example, a zoo is being built in the 4th grade, a pet exhibition is being organized in the 5th grade, a dream school is being designed in the 6th grade, and a field trip to German and Russian cities is being organized in the 7th grade. conducted, collages about summer in the 8th grade, advertisement of future professions in the 9th grade, "Germany and Germans" stand in the 10th grade, "Great nation of Germany and Russia" in the 11th grade. Research projects take more time. That's why we often do them outside of school. We will present the best projects at the annual meeting of the scientific society of schoolchildren "Eureka". Thus, active and interactive methods

of teaching German help: • formation of positive educational motivation; • increasing cognitive activity of students; • active involvement of students in the educational process; • encouraging independent activity; • development of cognitive processes: speech, memory, thinking; • effective assimilation of a large amount of educational information; • development of creative abilities and non-standard thinking; • development of the communicative and emotional sphere of the student's personality; • reveal the personal and individual potential of each student and determine the conditions for their manifestation and development; • development of universal skills. Systematic and purposeful use of active and interactive methods in the classroom and outside of the classroom allows to ensure the effectiveness of the educational process, guaranteed achievement of the planned goals of education, training and development. The word "interactive" comes from the word "interaction" - interaction (teacher and students, children with each other, etc.) oriented technologies are being used effectively. student's self-determination and self-realization as a language person in the process of acquiring and using a foreign language. Interactive educational technology (interactive learning) involves the use of various methodological strategies and methods of organizing the interaction of students in a group (in pairs, small groups) to model real communication situations and solve communication together. based on problems. Of course, such forms of interactive learning are not new for experienced teachers, for example: dialogic, steam room; political science; group; These are traditional forms of education. However, I would like to dwell in more detail on the technology of cooperative teaching and the options for such a teaching method. Collaborative teaching has been used in pedagogy for a long time. The idea of teaching in groups appeared in the 20s of the 20th century, but the development of the technology of joint teaching in small groups began only in the 70s. The main idea of cooperative learning is not only to learn together, but to learn together! At the current stage, there are several options for

the cooperative teaching method: "Open work saw, bench saw" This version was developed in 1978 by Professor Eliot Aronson. Students are grouped into groups of six to work on learning material divided into fragments (logical and semantic blocks). The whole team can work on the same material. But at the same time, each member of the group gets a topic that he develops with special attention and becomes an expert on it. Meetings of experts of various groups are being held. Then everyone reports to their group about the work done. Everyone should listen carefully to each other, take notes. At the final stage, the teacher can ask any student in the group a question about the topic. Or students pass an individual control section, which is evaluated. The results are summarized. The team with the most points will be awarded. "LET'S LEARN TOGETHER" This approach to collaborative learning was developed in 1987 at the University of Minnesota. The class is divided into heterogeneous (according to the level of preparation) groups of 3-5 people. Each group gets one task, which is a subtask of a larger topic, which the whole class works on. The main principles - reward for the whole team, individual approach, equal opportunities - work here too. Within the group, students independently determine the role of each in the performance of a common task. Thus, from the beginning, the group, as it were, performs a double task: achieving an academic - cognitive, creative goal; social or socio-psychological - implementation in the process of performing the task of a certain culture of communication. The teacher's role is to supervise. When learning grammar, "Cooperative learning" or "Open saw, machine saw" options are often used. For example, in the study of Futurum I und 2, the class is asked to fill in a table with the columns: "Use cases", "Indicators" and "Schemes". The class is divided into three groups. Each team has its own task. Variant "Together learning": each group is given cards with typical sentences for learning, which are torn like this. thus, the first group determines the main cases of time use - describes actions; second found indicators, words - helpers; the third made schemes of affirmative, negative and interrogative sentences. Thus, the table is filled,

a ready-made rule is obtained for memorization at home. In the next lesson, you can offer various exercises and tasks to check the knowledge of each student on the studied topic. In the option "Openwork sawing machine sawing", all groups completely fill the tables. Each team has experts in "use cases", "benchmarks", "schemas". They meet, consult, then bring information to their groups.