



Mechanisms of Teaching the German Language Through Traditional and Innovative Methods

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ABSTRACT

Method is a Latin word that means to search for a new way of teaching, to find an easy way of explanation, to search. In pedagogical training manuals, the methods of equipping students with knowledge, skills and abilities and their mastery are called teaching methods

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Method is a Latin word that means to search for a new way of teaching, to find an easy way of explanation, to search. In pedagogical training manuals, the methods of equipping students with knowledge, skills and abilities and their mastery are called teaching methods. The teaching methods used in schools until now are diverse, and the following are the most common and most used types. Traditional methods of teaching German: 1) oral presentation of the educational topic; 2) conversation (in German) 3) independent work with textbooks and books in German; 4) demonstration, illustration (depicting, showing with pictures) and excursion. The method of oral presentation of educational materials: This method is characterized by the direct presentation of the knowledge presented through the live speech of the teacher: This method: a) telling a story; b) explanation; c) may consist of a school lecture. The topics described should be aimed at the implementation of general requirements for school education. Therefore, the topics should be ideologically thorough and should involve the connection of theory and practice. Methods of educational influence on students should be taken into account in the topic. In the course of the lesson, the students should be introduced to the news of science, new discoveries, and tasks should be given so that they can work independently on them. In the oral presentation

method, the teacher's speech is the only source of knowledge. It should be fluent, understandable and emotional. It is necessary to explain concepts and new words (terms) used during the lesson, to make the definition of rules and laws simple, concise and understandable. Definitions, rules and laws used during the presentation should be written by the teacher. Interview method: The interview method is one of the most widely used and effective methods in the experience. This is often referred to as the question-and-answer method. Because this method is conducted in the course of the lesson by means of questions and answers. The teacher asks students questions or reminds them of their previously acquired knowledge, or based on existing knowledge, draws appropriate conclusions and results from new topics, generalizes, and also suggests drawing new conclusions based on the students' acquired knowledge. it is meant to give knowledge, skills and qualifications. The interview may be conducted for the following purposes: - to determine what the students know from the facts (evidence), objects and events observed in life and used in experience, depending on the content of the subject; - to recall the topic and even the materials (information) previously covered; - to determine how well students perceive the information presented; - conduct a conversation about information related to the

topic being discussed; — repetition and reinforcement of the information presented; - drawing conclusions, summarizing, working on rules and definitions on the subject; - taking into account acquired knowledge, acquired skills and qualifications; - to have a conversation about the assignment given at home and independently learned information. The interview method reveals new aspects of the teacher's activity and creates a strong unity of action aimed at one goal. The method of working with the textbook The method of working with textbooks occupies one of the main places in the educational system. Therefore, it is impossible to master any field of science, technology or art without using a textbook. Working with the textbook helps to successfully carry out the work of study and teaching in the educational process. on the other hand, it is of great importance in arming children with skills and abilities, along with creating a culture of independent reading and learning of scientific and scientific-popular literature, which is necessary for the future activities of students. Working with educational literature involves a complex mental process. The learning process involves not only listening and reading the knowledge presented by the teacher, but also developing the activity of conscious perception by looking at the educational materials (information) from the text of the book. The method of working with the textbook is carried out in two ways: - working with textbooks and educational literature during the lesson; - independent work with textbooks and educational literature outside of class and school. Both forms of working with books can be used in almost all classes of academic subjects. Along with textbooks and other educational information, students should be taught to use additional literature, scientific and popular scientific articles, as well as newspapers and magazines. Demonstration, illustration and excursion (travel) method Demonstration and illustration are important in terms of direct perception of educational information through specific methods. The students' knowledge will be deep and thorough only if they fully and clearly imagine the studied objects and events. As a result of directly seeing and perceiving

things, phenomena and events in life and technology through the demonstration method, students will be able to independently think about them, analyze them, and draw relevant conclusions. This method is used during the lesson or in some parts of the lesson. Illustrative - description. Show pictures. Instructional information used in school can be of two types. Natural reference materials: plants, animals, minerals, their collections, physical tools, etc. Illustrated instructional materials. These materials are divided into two types depending on their content, structure and form: a) materials representing the image of an object, physical device, thing, event and events (picture, photo, photograph, slide film, motion picture, video film, etc.); b) pictorial information-drawings, tables, diagrams, etc., which represent physical devices, things, and events through conventional signs or symbols. Assignments given to students for practice must necessarily include the previously mastered rules and laws. Sometimes students may not be able to do the exercises that contain them, even if they have well mastered physical rules and formulas, mathematical or geometric theorems. At the same time, such exercises containing the relevant rules and formulas should be repeated in an orderly manner. If the assigned exercises include several ways, in such cases it is necessary to draw up an exercise plan and work on this basis. For example, it is necessary to determine the content of the problem given for the exercise, what needs to be done, what is given, what is required to be found, where to start the work, what method can be used. Here, it is important to create examples and problems for students based on the rules and laws they have mastered. Graphic works are also part of written works and help students to keep the knowledge they have mastered or are mastering in a conscious and firm memory and to develop relevant skills and competencies in this field. The teacher should not allow himself or someone else to create an experiment for the students. Students are required to write a report on the results of the experiment during the laboratory session. Such a report can be in the form of written works, sometimes pictures, drawings. In such cases, the teacher should

encourage the student if the work done is correct. The seminar class gives a good result in students' ability to acquire independent knowledge and work on the book. The seminar lesson is one of the types of lessons that meet the requirements of the present time, teaches students independence, accustoms them to use additional literature, magazines, popular books, reference books. The student tries to take a creative approach in summarizing the material he has learned, connecting it to technology and life, and solving problematic questions correctly. The purpose of the seminar lesson is to teach students to get an independent summary from the literature and manuals, to study the subject in depth, to summarize the acquired knowledge. The main tool that helps the teacher in teaching is a textbook, a methodical manual written for it, a set of questions and problems and exercises, didactic materials, etc. The best place among them are technical tools. That is, film cameras, video, overhead projector, etc. Such devices, which help to see with the eyes and hear with the ears, increase the efficiency of students' learning.

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