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СУЧАСНІ МЕТОДИ НАВЧАННЯ НІМЕЦЬКОЇ МОВИ

MODERN METHODS OF GERMAN LANGUAGE TEACHING

Статтю присвячено деяким аспектам сучасних методів навчання німецької мови та їх особливостям. У статті описано різні підходи та методи, які засвоюються для ефективного вивчення німецької мови, включаючи традиційні методи та сучасні інновації. Огляд здійснюється починаючи з традиційних методів, таких як граматичний підхід та метод аудіовізуального навчання, також детально розглянуті інші, сучасні методи, такі як інтерактивне навчання, використання технологій, ігрові підходи та індивідуальний підхід. У статті охарактеризовано онлайн-курси, особливості використання мобільних додатків та деякі аспекти використання програмного забезпечення під час вивчення німецької мови. Описано індивідуальний підхід до навчання, який дозволяє вивчати мову, відповідно до потреб та тематичних інтересів. Особлива увага приділена інтерактивним методам, таким як комунікативних підхід, який зосереджується на практичних навчиках спілкування та використанні мови у реальних ситуаціях. Звернено особливу увагу на використання технологій, включаючи онлайн-курси та мобільні додатки, для підвищення ефективності навчання німецької мови. Додатково досліджено ігрові підходи до навчання німецької мови, такі як використання настільних ігор та відеоігор. Такі методи дозволяють учням та студентам легко й цікаво вивчати мову,
This article deals with some aspects of modern methods of teaching German and their peculiarities. The article describes the different approaches and methods that are being adopted to learn German effectively, including traditional methods and modern innovations. The review starts with traditional methods such as the grammar approach and the audiovisual learning method, and goes on to discuss other modern methods such as interactive learning, the use of technology, game-based approaches and individualised learning. The article describes online courses, the specifics of using mobile applications and some aspects of using software when learning German. It describes an individual approach to learning that allows you to learn the language according to your needs and thematic interests. Particular attention is paid to interactive methods, such as the communicative approach, which focuses on practical communication skills and the use of the language in real-life situations. The article also describes the use of technology, including online courses and mobile applications, to enhance the effectiveness of German language learning. Additionally, the article explores game-based approaches to learning German, such as using board games and video games. Such methods allow pupils and students to learn the language in a fun and interesting way, in particular by playing role-playing games and other games that develop communication and language use skills. The article emphasises that practical foreign language acquisition comes to the fore when teaching German, so the main thing is to develop communicative competence and the ability to speak according to the language situation. In general, the article gives readers an overview of modern methods of teaching German and their features, which will help them understand which methods are most effective and suitable for different types of students. This
is a useful resource for anyone interested in learning German and looking for the best option for learning.

**Key words:** German language teaching, communicative method, interactive learning, writing, speaking, language competence.

**Problem statement.** The task of the teacher is to activate the cognitive activity of students in the process of foreign language teaching. Modern teaching methods: cooperative learning, the use of new information technologies and Internet resources, shell programmes, as well as various game tasks help to implement a person-centred approach to learning, provide individualisation and differentiation of teaching taking into account students’ abilities, their level of foreign language proficiency, aptitudes, etc.

**Analysis of recent research and publications.** The issue of methods and methodology of teaching a foreign language has been studied quite often by both Ukrainian and foreign researchers. Among them A. Hrinchenko, O. Komar, and others have been dealing with this issue for a long time. L. Pukhovska, O. Tarnopolskyi, L. Brand, M. Drex, H. Mitchigan, N. Wufel, G. Bros.

**The purpose of the article** is to analyse modern methods of teaching German, which are relevant and can encourage students and pupils to learn German.

**Summary of the main material.** Due to the diversity of teaching options and teaching tools, the training requirements for language teachers, who need to be familiar with different methodological systems in the new environment, are increasing. In this regard, training in the country of the target language and the exchange of experiences with foreign colleagues play an invaluable role. International continuing education courses can be very helpful here. These courses for teachers of German as a foreign language are offered by the Institute for International Communication (IIC) in Düsseldorf (Germany), which was founded in 1989 at the Heinrich Heine University in order to improve the level of international exchange and education.

IMC is located on the campus of the Heinrich Heine University and works closely with it to assist with international events. Various language courses are offered each year, international exchange programmes are organised, and educational programmes during the summer holidays, including for teachers.

IMC cooperates with many companies, publishers, universities and international organisations such as the Academic Exchange Service (DAAD), the Pedagogical Exchange Service (PAD) and the European Commission. IMC employs highly qualified teachers. A distinctive feature
of IMC’s work is the use of the latest means of communication. The Internet and Intranet guarantee a constant exchange of information between staff, teachers and programme participants.

This article focuses on some of the didactic ideas used in German as a foreign language classes by colleagues from European universities and schools in the federal state of Saxony-Anhalt, namely the private school Oskar Kämmer Schule.

Group forms of organisation of the learning process in German lessons. Group learning is a form of organisation of learning and cognitive activities in a class that involves the functioning of different small groups working on both general and specific tasks. The Estonian scholar X. I. Liimets distinguishes the following principles of group work [1, p.189]: 1) Students are divided into several small groups of 3 to 6 persons. 2) Each group is assigned a different task. The tasks can be the same for all groups or differentiated. 3) Roles are allocated to each group. 4) The process of performing the task in the group is based on an exchange of opinions, assessments. 5) Solutions developed in the group are discussed in plenum.

The positive aspects of group work are that each student learns to express and defend his/her own opinion, to listen to the opinion of others, to compare and contrast his/her own point of view with that of others. Students develop skills of controlling others’ actions and self-control, as well as critical thinking. Group discussion and debates enliven the students’ search activity.

German teacher and methodologist Kerstin Blidung shares her experience on the distribution of roles in a group and the rules for organising group work, who suggested the following roles to be distributed among the students in spring 2023: 1. Boss – makes sure that the group clearly observes the goal set for it and does not deviate from it; 2. timekeeper – is responsible for ensuring that the task is completed within the set time; 3. observer – monitors the atmosphere in the group: do all participants have a chance to express themselves? Will there be a discussion? 4. note-taker – notes the results of the discussion and conclusions. The organisation of group work changes the role of the facilitator.

Whereas in a traditional classroom he or she would transfer knowledge in a ready-made form, here he or she has to be the organizer and director of the lesson and co-constructor of collective activity. His or her actions should be reduced to the following: – Explaining the purpose of the work to be done; – dividing students into groups; – distributing tasks to groups; – controlling the task; – alternating participation in the work of groups, but not imposing one’s point of view as the only possible one but encouraging active search; – after the groups report on the task done, announcing the
results of the work and drawing attention to typical mistakes; – evaluating the work of students.

Group work is an increasingly common pedagogical technique in modern higher education. Example of group work: The topic is «Travelling by train, plane or sea». All participants work out a type or itinerary for the journey. Each group searches for its own material (e.g. a programme for a group of tourists at a destination, booking hotel tickets, defining a travel route, etc.). Then the «experts» meet (representatives of different teams meet, but on the same issue) and the «experts» exchange information. Then the «experts» go back to their teams and pass on what they have learned from the other «experts». Everyone listens and takes notes. All the teams report back one by one. In the final stage, the teacher asks questions on the topic to anyone, or the questions are asked by the team members instead of the teacher. The answers can be supplemented by the team itself.

Music in German as a Foreign Language lessons. Objectives of using music in a foreign language class: 1. Development of listening and speaking skills in a foreign language. 2. Introduction to the topic under discussion. 3. Deepening of the passed topic. 4. Repetition, reinforcement or expansion of vocabulary. 5. Obtaining country-specific information. Objectives: 1. To create an occasion for discussion. 2. Emotional impact followed by a description (in a foreign language) of the expression of feelings.

As an example of working with a piece of music in a German lesson, take an excerpt from the song «Deutsche» by the German band «Basta» from Cologne (from the CD «Wir sind wie wir sind» 2007):

Deutsche werden Helden über Nacht,
Deutsche lassen auch mal Frauen an die Macht,
Deutsche sind zwar blond, aber nicht doof,
Deutsche lieben Zäune und jagen sich vom Hof.
Deutsche wären gern Amerikaner,
Deutsche sind nicht so, sie sind viel humaner,
Deutsche Wohnzimmerschränke sind schwedisch,
Deutsche wollen’s französisch und essen italienisch.
Deutsche reden auch in Spanien deutsch,
Deutsche sind nicht deutsch, das ist typisch deutsch.

Games in foreign language classes. New methodological developments testify to the relevance of using various game activities at different stages of learning a foreign language, which allows increasing and maintaining students’ interest and motivation and stimulating learning and communicative activities.

Here are some examples of a game form of learning:

Buchstabenquadrat (square of letters) [2, p. 101] Grammar: strong verbs (Präsens, Präteritum, Perfekt) Language level: A1, A2 Duration: 10-15 minutes Material: square of letters Mode of play: students are given one square of letters for two, with different forms of irregular verbs hidden inside. The goal is to find as many verbs as possible in the least amount of time. The verb forms may be written from left to right, right to left, top to bottom, bottom to top and diagonally, some letters may belong to two verbs. Each verb form found should be written out in a notebook and completed with other forms. For example, if the verb form HILFT is found, it is supplemented with other verb forms: helfen, half, geholfen. Sternenlauf [3].

Level: A1, A2 Grammar: personal pronouns, pronouns Materials: copies of task sheets, playing board, cube, chips Rules: The students are divided into groups of 4. Each group gets a piece of playing material. Each player gets a number between 1 and 4 and gets a task sheet corresponding to his number. Each sheet has 10 questions and 10 answers written on it. Objective: The first player to reach the finish line wins. On the way to the finish line, each move must result in an answer to the other player’s question.

How the game works: The players place their counters on the starting line. They take turns rolling the die and making moves. As soon as a player enters the field with a number, he gets a question from the player with that number. The answer must contain one or two pronouns. The player who asked the question checks the correctness of the answer with the keys he has. If the answer is correct, the player’s chip stays on the playing field, if not – the player goes back to the number of fields he has. Incorrect answers are corrected by the player who asked the question. If a player gets to the field with his number, he does not have to perform the task, but he can ask any player a question.
Usually the question is asked to the player closest to the finish line, to prevent him from winning if the answer is wrong. If the answer is wrong, the player goes back 6 fields. If the player hits a star, he has to move on the arrow. The use of information technology in the teaching of German. In modern education it is becoming increasingly important to know how to search for information using information technology. It is necessary to train students to be able to independently obtain additional material, to think critically about the information they receive, to be able to draw conclusions. Working with information in a foreign language, especially taking into account the opportunities offered by the global Internet, becomes highly relevant.

Modern technological possibilities aimed at the mass computer user allow a foreign language teacher to create his/her own electronic learning materials and assignments for specific groups of students without having to resort to the help of programmers. One of these software tools are shell programmes designed to create courseware, exercises, tests based on preset formats for presenting learning material using texts, graphics, audio and video materials for students to work on offline or in a local/global network.

An example of an educational shell is the Moodle shell. This platform allows posting various tasks in Word format, as well as video and audio files, accompanying them with various tasks, creating forums and chats to discuss various materials. The teacher has the possibility of full control over the actions of the users (learners), it is possible to view the results of completed tasks, control the time for which these tasks were performed, etc.

Listening assignments can be prepared using the audio processing software Audacity. The software not only allows you to process an existing audio file, but also to combine several files, overlay sounds, record your own files and combine them with existing ones. HotPotatoes is capable of creating the following types of exercises: fill in the blanks; matchmaking; crossword puzzles; input/choice questions; word/word sequence recall; open-ended questions; title matching; text reconstruction; and more. The foreign language teacher needs to be familiar with software tools that allow creating such e-learning materials.

In learning a foreign language, psychological factors can serve as both a catalyst and a brake on language development. The most important psychological problem in learning a foreign language is the barrier, which is psychological in nature. Even though the students have a good command of German, they feel shy when speaking it. This psychological barrier is a huge obstacle to the communicative activities of the learners.

To remove this barrier, the skill of the teacher is required. It is necessary to involve the students in different communication games as well
as in varied situations. Here are examples of different communication

games. «Presentation» Purpose of the method: to remove the psychological

to provide new material, to attract the attention of the learners.

Form: group. Time: 10 minutes per group. Material: coloured pencils, pens,

felt-tip pens, poster board and A4 sheets of paper. Execution: the teacher
gives several topics for the presentation. The number of topics is greater
than the number of groups, in order to involve the students in a process that
artificially creates conditions for them to choose their own topic. The
trainees then choose a topic and take their flipchart on which to show their
presentation, and within 5 minutes the whole group has to manage to cover
the topic and break it down into key points.

Unlike other games, where usually a team captain is chosen to provide
the whole team, here each team member will reveal the key points of the
presentation. The computer slides, as it were, replace the learner. In this
way, each trainee will be able to open up and also remove the psychological
barrier in front of the audience.

The second method is called «interviewing». Objective: to remove the
psychological barrier to speaking. Form: group or individual. Number of
people: each trainee. Time: one hour Material: cards prepared in advance
with questions on them. Usage: the teacher prepares the questions on the
cards beforehand. The main prerequisite for the success of the game is that
the questions have to be directly relevant to all the trainees. List of
questions: 1. If you had won 1 million, what would you spend it on? 2. If
you had the opportunity to be born in another country, in which country
would you be born? 3. How do you feel about life after death? Is it a myth
or a reality? 4. Describe your dream home? 5. What was the most
memorable day for you from your childhood? 6. How do you feel about
slavery? 7. Which blogger do you like? 8. What is your favourite social
network? Why exactly do you like it? 9. What kind of ruler do you want to
be? 10. How do you feel about artificial intelligence?

Naturally, the number of questions should be several times the number
of students. If the game is played as a group, the questions are given for
collective reflection. If it is one at a time, it is for individual reflection. As a
result, each student answers a question that he/she has personally chosen
beforehand. This also removes a communication barrier.

The next method is called «blind date». Objective: to create a friendly
atmosphere between the students, to eliminate the communication barrier.
Form: in pairs. Size: all students. Time: one hour. Material: cards with
questions. How to do it: the teacher divides the students into pairs. Then
he/she arranges two rows of chairs opposite each other. The pairs are then
seated in their seats and the teacher distributes 4 questions to each pair. They
have 4 minutes to answer the questions, after which a gong rings to signal that their time is up and they have to change pairs. In this way, each trainee has one hour to get to know the other trainee and to answer many questions. The questions should be of a type that can reveal the learner as a person, no matter how long the learners have known each other, and the questions should introduce innovation into the old group. A list of questions that may be: 1. Do you want to be a girl or a boy, why? 2. What extreme thing have you done? 3. Who is your idol, why? 4. What is your worst dream? 5. Do you believe in spirits, why? This type of question should engage the learner in communication. And the simplicity of the questions helps to remove the psychological barrier to communication.

An important role in the psychological aspect of foreign language acquisition is played by the personal relationship between the learner and the teacher. The teacher acts as a companion, adviser and friend in active learning methods. For the student’s all-round development, the teacher should skillfully vary with the student's personal abilities as well as encourage the student’s interests. The educator shall create an atmosphere where students feel confident about their success. All the above-mentioned methods and aspects are the basic and psychological basis of language learning. All of them should be interconnected.

The next method, which also develops communicative skills, is the person-centred approach. The essence of this approach is the inclusion of the learner's characteristics in the learning process. This approach provides learners with mechanisms for self-realisation, self-education, self-development, and many others that are necessary in the development of a well-rounded specialist. It is very important here that the teacher is skillful in characterising each learner in order to subsequently find a personal approach for each of them.

The project method. It is also similar to the person-centred approach. It helps teachers develop students’ cognitive skills, the ability to express their opinions constructively, and the ability to navigate information through critical thinking. The project-based method refers to an education system that has a learner-centred focus and develops the following skills and abilities that are essential for professionals in the modern world: – The ability to manage oneself – The ability to solve complex problems – The ability to take the initiative – The ability to make deliberate decisions – The ability to work successfully with other learners – The ability to communicate effectively – The ability to analyse, process, integrate, evaluate and create information in different forms – The ability to search for information independently [50, p.39] Pedagogical science recognises the
fact that the project method not only affects the learning process, but also the education of students.

The project method is also based on the students’ individual work with a variety of information sources. In this way, students will be able to look at an issue from different perspectives and then form their own viewpoints. After completing the work, the students' work should be evaluated. Evaluation criteria can be based on the method of work, the materials used, as well as the results of tests or questionnaires.

Conclusion. In conclusion, I would like to mention once again the great importance of internships in the country of the target language for the professional development of teachers, to acquaint them with innovative teaching methods and to acquire skills in using modern information and computer technologies in the field of foreign language teaching.

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