

USING INNOVATIVE AND PEDAGOGICAL TECHNOLOGIES IN GERMAN LANGUAGE CLASSROOMS

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ABSTRACT

The article deals with the utilizing modern pedagogical technology, approaches and methods in German language. In addition, author tries to provide notions of prominent pedagogues with vivid examples.

KEYWORDS: *Innovation, Pedagogical Technology, ICT, International Letter, Personality-Oriented Training, Game Technologies.*

INTRODUCTION

Today, enormous changes in higher education are taking place, affecting practically every area of the educational process. Personal interest of the learner is an important aspect in the educational process. One of the key responsibilities is to increase the teacher's pedagogical skills by understanding new teaching and upbringing technology.

Pedagogical technology is the design of the educational process based on the application of a collection of methods, strategies, and forms of training and educational activity organization that maximize the efficacy of training and have a clearly defined goal.

With the mastery of any new technology, the teacher's pedagogical thought shifts: clarity, structurality, clarity of methodological language, and the appearance of an acceptable standard in technique.

The term "pedagogical technology" first originated in the early 1960s. Since 1966, conferences have been conducted every two years in England, using the contents from which the books "Aspects of Educational Technology" have been produced. In American pedagogical periodicals, the same word is used. The notion of "pedagogical technology" grew in the 1970s, and everything linked to the development of the educational process was attributed to it.

Technology is a collection of strategies and processes for acquiring, processing, and transforming raw resources and products [1].

Pedagogical technology is more than just research into the use of technical teaching aids or computers; it is research into identifying the principles and developing methods for optimizing the educational process by analyzing factors that increase educational efficiency, designing and implementing techniques and materials, and evaluating the methods used.

The most important component in updating educational material is inventive activity as a response of the educational system to changing societal needs.

The term “innovation” is derived from the Latin word “innovati”, which means “innovation”. At the junction of philosophy, psychology, sociology, management theory, economics, and cultural studies, an interdisciplinary area of inquiry called innovation was born. The evolution of pedagogical innovation in our nation is linked to the mass socio-pedagogical movement, with the creation of a contradiction between the actual demand for fast University development and teachers’ inability to execute it. The term “innovation” refers to both an innovation and the process of putting that idea into reality.

As a teacher, the usage of ICT forced me to reconsider work forms and approaches. When combined with improved methodological procedures, new multimedia technologies have a great impact on foreign language education as Deutsch language. Students begin to treat the teacher differently, seeking for new forms and techniques of work, and cognitive interest in the topic grows. Of course, traditional forms and techniques of educating students remain useful, but they have been diluted by the most cutting-edge digital technology.

The Internet, as an information system, provides its users with a wide range of information and resources. E-mail; teleconferences; videoconferences; the ability to publish your own content, construct your own home page, and post it on a Web server; access to information resources: reference directories; search engines; web-based dialogue These materials can be utilized actively in the lesson. Students can engage in online examinations, quizzes, tournaments, and Olympiads, as well as connect with students from different countries and participate in chats and video conferences [2].

Students can get information about the project challenge they are presently working on. This might be a collaborative effort between students and their overseas counterparts from one or more nations. Not only did the Internet provide me with access to demonstrative material, which was definitely absent previously. What used to have to be pieced together from numerous sources may now be shown to students in full splendor, whether it’s famous landmarks, majestic structures, famous pieces of art or paintings.

International letter exchange can take place in any classroom and at any level of language skill. In addition to actively utilizing the language under study, making personal relationships, and thereby understanding culture, internet email offers several advantages over traditional correspondence: it is faster, more convenient, and less expensive.

We may draw the following findings from our analysis of the experience of using e-mail in the process of learning Deutsch languages:

1. Working in small groups without direct instructor supervision is preferred. The capacity of students to pick a topic for debate independently, rather than blindly following the directions of the teacher and the majority of the group, yields the greatest outcomes (in this case, a new group is simply formed).
2. Electronic communication is a good language exercise in which the transition from form to content is carried out, leading to actual communication and free flow of thoughts. The presence of a real audience allows a rise in writing quality – University student’s speech becomes more expressive, and argumentation has been added to the typical narrative and descriptive genres.

3. The writing process is evolving; greater emphasis is placed on editing and fixing errors, and even when writing monologues, students frequently seek the opinion or advice of their partners - such work embodies the notion of interaction.

4. E-mailing boosts interest in the language learning process.

The development of intercultural competence, in addition to formal language expertise obtained through telecommunications, cannot be overlooked [3].

Furthermore, we can confidently assert that today's utilization of Internet resources, including e-mail, is the most effective and cost-efficient technique to master cross-cultural literacy in real-world communication.

As previously said, the usage of e-mail should be targeted to maximize efficiency. The following are some examples of tasks: Place an ad about finding friends through correspondence on various sites; write information about yourself; send several messages, for example, 2-3 per week; to get an answer, ask questions at the end of the message; accept at least three responses to your messages; provide a full report on the work done to work: what you did, what came out of it, what new things you learned, how you evaluate the task. Include in the report your emails and answers to them.

However, when we utilize a blackboard screen, a projector, and only one computer for demonstration in the class, we think the usage of multimedia presentations prepared with specific needs to be a more successful way of working with a computer. This allows the entire class to focus their attention and repeat the subject that has been shown.

The utilization of presentations boosted students' interest in my topic, which resulted in greater desire for teaching. This is a fundamental requirement for learning achievement, because a student's creative activity is unimaginable without an interest in refilling lost information, without imagination and emotions.

This result motivated me to build my own presentations with a specific set of objectives and exercises related to a given lesson in a specific class, while taking students' skills into consideration. Personality-oriented training is therefore carried out.

As practice indicates, a teacher with basic computer literacy may design creative instructional resources that attract, motivate, and target students for success. It is said that the most effective tool is the PowerPoint computer application. The educational potential of this new technological means of teaching has shown to be a valuable asset in our University's application of visual accompaniment for the teaching of Deutsch language speaking.

As the game technologies make the learning process more engaging, contribute to the successful absorption of the studied information, and help to develop collaborative skills.

Advantages of game activity in the educational process:

- The game activates students' cognitive activity;
- The game creates a friendly and cheerful atmosphere in the classroom;
- The game activates students' creative abilities, developing imagination, memory, and thinking;
- The game relieves fatigue, overcomes language and psychological barriers;

- The game increases students' interest in learning a Deutsch language;

In general, games are neither solely lexical nor grammatical in nature. Lexical games can evolve into grammatical, spelling, and other challenges. The fact that the game piques student's attention and activity and allows them to express themselves in an exciting activity for them adds to faster and more lasting recall of Deutsch words and sentences. This is also assisted by the fact that understanding of the topic is required for active involvement in the game and, in certain cases, victory. The game allows you to not only develop, but also learn new things, because the drive to win causes you to think, recall what you've previously done, and remember everything new.

Types of didactic games include:

- **Phonetic:** these games are based on the dramatization of rhymes; because it might be difficult for students to pronounce foreign sounds, we generally play them in game settings, such as: we have a sore throat, let's show it to the doctor; we are cold, let's warm our pens.
- **Lexical:** tic-tac-toe, snowball, puzzles, crosswords, lottery, sea war, field of miracles;
- **Grammar:** puzzles-squares, puzzles-pyramids, tic-tac-toe, ping-pong (the instructor tosses the ball and calls the word; the student must create a sentence);

After reviewing the scientific and methodological literature on the subject and putting the theoretical approaches of this work into practice, we can conclude that by implementing new pedagogical technologies in the classroom, the process of teaching German can be viewed from a new perspective and the psychological mechanisms of personality formation can be mastered, resulting in better results.

The fundamental concepts of collaborative learning allow the teacher to focus on each student. This is one method of implementing a personality-oriented approach in a classroom-based system.

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