

MODERN TRENDS IN TEACHING FOREIGN LANGUAGES AND INTERCULTURAL COMMUNICATION (ON THE EXAMPLE OF GERMAN)

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Abstract

The methods of teaching German today may not be exactly the same as 10-15 years ago. First of all, because in the era of the Internet and desktop systems, a lot of opportunities for teaching German appear before the teacher. Among them are interactive courses, online communication, watching films in German and many others, the use of which in the classroom depends on the teacher's personal creative approach. This article provides a theoretical approach to the methods and effective ways of teaching a foreign language.

Keywords: the cognitive sphere of the subject, the motivational sphere of the individual, linguistic consciousness, the modern approach to teaching, the pedagogical experience shows.

Introduction

Although in recent decades the range of psychological and pedagogical problems associated with teaching a foreign language has expanded significantly (new works are noted in the thesis), however, the problem of the relationship between the personality characteristics of an individual learning a language and his subjective characteristics has not been sufficiently studied. The effectiveness of mastering foreign languages depends on the characteristics of the cognitive sphere of the subject of mastering, the motivational sphere of the individual, the development of skills for self-regulation of educational activity.

In the development of scientific and methodological foundations for the study of German literature at the language faculty of a pedagogical university, the category "linguistic consciousness" is decisive, which acts as a kind of semantic integrator of individual, personal and subjective resources of a person learning a foreign language. In the aspect of the category "linguistic consciousness", it seems possible to determine the parameters of teaching technologies, focused not only on the formation of linguistic knowledge, skills and abilities, but also on the development of a person who uses a foreign language as a resource for self-actualization.

Further, based on the works of P.Ya. Halperin reveals the difference between linguistic consciousness and cognitive consciousness. Cognitive consciousness is formed in the process of practical interaction of the subject with external objects, and in the same process its truth is verified. The content of cognitive consciousness is the images of objects, connections and relationships between them. The senses and logical thinking serve as the channel of cognition. The criterion for selecting the content of cognitive consciousness is practice as a purposeful activity of the subject to coordinate the results of activity with the aim of acting in a specific situation. Unlike cognitive, linguistic consciousness has developed not as a means of reflecting reality, but as a means of modeling the external and internal world of an individual.

Let's move on to consider some modern, innovative technologies for teaching a foreign language, aimed at more effective personal development and adaptation within the framework of a modern rapidly changing society.

Active learning is based on the fact that the student is increasingly faced in real life with the need to solve problem situations. This method is aimed at self-organization and self-development of the individual. The basic principle is that the learner himself is the creator of his knowledge. Active learning is, of course, a priority at the present stage of teaching a foreign language. It is necessary to give preference to active teaching methods, which are aimed at the formation of the student's independence, flexibility, critical thinking. The object of studying foreign language is foreign language speech activity as the most important means of intercultural interaction in general. Intercultural interaction is possible only if students have formed all the components of a foreign language communicative competence (ICC): educational, language, speech, socio-cultural and compensatory.

The modern approach to teaching is to build it on a technological basis. General principles and rules of teaching technology are seen in the following: goal setting; transformation of the student's activity into his independent activity; concretization of educational and developmental goals and methods; thematic planning, including a brief description of the final results and the construction of the entire chain of individual lessons, connected by one logic; control at each stage of the student's educational and cognitive activity; stimulating his creative activity, focusing on the student not only knowing, but also able; a variety of forms and methods of teaching, non-admission of universalization of a separate means or form.

However, the rate of its spread is incredibly rapid. The use of Internet technologies in foreign language classes is an effective factor for the development of student motivation. In most cases, the guys enjoy working with the computer. Since the classes are held in an informal setting, the learners are given leeway, and some of them can "shine" with their knowledge of ICT.

The prospects for the use of Internet technologies today are quite wide. This could be:

- Correspondence with residents of the countries of the studied languages via e-mail;
- Participation in international Internet conferences, seminars and other network projects of this kind;
- Creation and placement in the network of sites and presentations (They can be created jointly with the teacher and the student. In addition, it is possible to exchange presentations between teachers from different countries).

As the pedagogical experience shows, the work on the creation of Internet resources is interesting for students for its novelty, relevance, and creativity. The organization of students' cognitive activity in small groups makes it possible for each student to show their activity. The World Wide Web provides a unique opportunity for foreign language learners to use authentic texts, communicate with native speakers, creating a natural language environment and forming the ability for intercultural interaction.

Purposeful use of Internet materials in foreign language classes allows you to effectively solve a number of didactic tasks, namely:

- improve reading skills;
- replenish the vocabulary with the vocabulary of a modern foreign language;
- improve the skills of monologue and dialogical expression, discussing materials on the network;
- to form a stable motivation for foreign language activities in the process of discussing problems of interest to everyone.

The Internet presents exceptional opportunities in the process of teaching a foreign language for mastering the means of communication in writing, providing the opportunity to implement a communicative approach to teaching written types of speech activity. For the purpose of teaching a foreign language, both free communication on the network and communication in the e-mail mode are used.

To achieve the maximum effect, it is necessary to use a wide range of innovative, including, of course, various media educational technologies in the educational process.

In the modern methodology, "multimedia" is considered as one of the many technical teaching aids (TCO), which is able to solve a range of problems, determined by the didactic properties and functions of this CO. From this point of view, multimedia is a TCO that integrates different types of information - sound, visual, and provides interactive interaction with the learner. The properties of interactivity, that is, the ability to control the process of presenting information, involves the student in an active educational process, stimulates his cognitive activity, and helps to maintain a stable motivation for learning.

This learning tool (multimedia) allows you to:

- ✓ integrate different types of information in one container object (text, sound, video) and present it by influencing different organs of human senses;
- ✓ develop skills for working with large amounts of information of various types;
- ✓ develop critical thinking;
- ✓ stimulate the cognitive process;
- ✓ interactively interact with trainees;
- ✓ adapt to the requests of the latter;
- ✓ organize group work in multimedia environments;
- ✓ to form a stable motivation for learning;
- ✓ create conditions as close to reality as possible for the development of educational and professional skills.

Multimedia, as a learning tool, differs from other learning tools, first of all, by two main didactic properties: an integrative approach to presenting information in various forms (text,

sound, video, etc.) and interactive interaction with a learner, which allows solving many modern didactic tasks, namely, to form key competencies, designated by regulatory documents as the basis for the content of modern education:

- Competence in the field of independent cognitive activity;
- Competence in the field of civil and public activities;
- Competence in the field of social and labor activities;
- Competence in the domestic sphere;
- Competence in the field of cultural and leisure activities.

Modern computer tools make it possible to create new computer programs, both teaching, training, and controlling. Such programs are created for special educational purposes and are widely used in the process of independent and homework when learning a foreign language. In case of independent study of the material, the use of a computer provides: 1) free work mode, 2) unlimited work time, 3) exclusion of subjective factors, 4) maximum support in mastering a foreign language. Computer means of control increase the efficiency of independent work, efficiency in obtaining the result, increase the objectivity of the assessment by 20-25%.

The introduction of modern methods and techniques into the educational process makes it possible to realize the goals of learning based on new approaches to education:

- Strengthen the practical orientation of education, focus on the development of personality traits, capable of effective life in a rapidly changing world;
- Ensure the continuity of general and vocational education;
- Having ensured functional knowledge of a foreign language, stimulate the student to continue language education;
- Develop the skill of students' independent work and their awareness of the need for continuous education and self-improvement;
- Strengthen the individualization and differentiation of the process of teaching foreign languages based on the student's personal experience;
- Contribute to the professional growth of teachers, the creation of a community of creative teachers.

The methodological foundations of teaching English have also changed significantly. New extremely effective methods, techniques and techniques of teaching English have appeared. In the course, we touch on the concepts of "cognitive linguistics", "corpus linguistics", "multiple intelligences", "teaching with dogma", "grammar", "teaching with chunks" and many others.

Modern education is focused on the development of the cognitive potential of the individual, increasing the ability to learn, mastering new systems of knowledge, developing the creative abilities of the individual and expanding his creative capabilities. One of the innovative and little-studied ways of organizing training is a case-technology (Case Study). The essence of this method lies in the comprehension, critical analysis and solution of specific problems or cases (cases). The purpose of the case study method is to analyze the specific situation proposed by the teacher and additional information materials (using the potential of a group of students), develop an optimal solution and present it to the audience. The use of this method is most effective when teaching students of non-linguistic universities the language of business

communication and the language of the specialty. Work on the posed problem situation takes place in groups of students, and it can be conditionally divided into the following stages:

- analysis of the material presented, formulation of the problem;
- discussion of various options for solving the problem;
- choosing the best solution based on a comparison of all the proposed options;
- presentation and defense of the solution.

Stage one - the analysis of the presented material can be carried out taking into account a specific issue or cover all aspects of the situation, which depends on the wording of the assignment. Stage two - discussion of various options for solving the problem takes place in groups (3 - 5 people). If the level of language training of students is high enough, then the discussion takes place in a foreign language. This is the best option for students to use vocabulary, grammatical and stylistic skills of constructing sentences in a foreign language as actively as possible. The teacher controls this process. Students in the course of work on a certain case are in the form of an interactive decision-making process. The presentation and defense of the decision can be presented both orally and in writing. At this stage, the analysis and discussion of joint activities takes place, the main task of which is the manifestation of the educational and learning results of working with the case.

The key point is that the problem situation should be relevant, taken from real life. Using the method of specific situations allows you to:

- take into account the educational, personal interests and needs of students, their individual psychological characteristics;
- monitor knowledge of a foreign language;
- apply all forms of classroom work with students: individual, pair, group, frontal;
- develop all types of speech activity: reading (overview, selective, detailed), speaking (monologue, dialogical speech), writing (planning, writing essays, etc.), listening and translation;
- carry out interdisciplinary communications;
- stimulate the creative activity of students.

Application of the case-study method makes high demands on the level of training of students. A difficult task for a teacher, requiring erudition, pedagogical skills and time, is the development of a case, i.e. selection of the appropriate real material, which simulates a problem situation and reflects a set of knowledge, skills and abilities that students need to master. The peculiarity of the work of a teacher practicing the case method is that he not only realizes his abilities to the maximum, but also develops them. The main content of the teacher's activities includes the performance of several functions - teaching, upbringing, organizing and research. Thus, case technology contributes to the development of the ability to analyze situations, evaluate alternatives, choose the best option and draw up a plan for its implementation. The case-study method contributes to the development of self-analysis skills, as well as analytical, practical, creative, communicative, social skills of students.

The choice of technology by each specific teacher is based on the analysis of the pedagogical situation. The definition of the technology of teaching a foreign language will necessarily be

affected, for example, by the amount of time allotted for a subject, a separate topic; the level of preparedness of students, their age characteristics; material equipment of the educational institution; the level of preparedness of the teacher himself.

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