

Use of the methodological tasks for preparing students of linguistic and pedagogical areas to project lessons of the German language

L Smirnova

*Department of the German and French languages
Vologda State University
Vologda, Russia*

E. Peskova

*Institute of Economics and Information technologies
Kazan State Power Engineering University
Kazan, Russia*

Abstract—The ability to make a lesson in a foreign language is one of the most important conditions for the effectiveness of the teacher. It can be developed in the framework of University training of students of linguistic and pedagogical directions in the study of the course "Methods of teaching foreign languages" through the use of methodological tasks. In this article we describe the value of methodical tasks for the formation of project skills of students, identified the most common types, examples of educational and methodical tasks of each type.

Keywords—*pedagogical project, methodical skills, methodical task*

I. INTRODUCTION

The term "projecting" came to education from the sphere of material production and gradually found its new content. In the process of pedagogical projecting the teacher performs an analysis of the existing conditions of activity, determines its goals and objectives, selects methods, forms and means of training in their optimal combination, plans a system to stimulate the activity of students and their possible difficulties. It is obvious that project skills form the basis of pedagogical activity. Mastering them is carried out in the process of practical activity, but many of them can be formed by students in the period of professional training in the process of studying the methods of teaching foreign languages.

Preparing students for the projecting of lessons is the most important task of the course "Methods of teaching foreign languages." As the survey of students showed, when projecting classes in a foreign language, they experience a number of difficulties. Students can have fairly good language training, know the theoretical provisions of psychology, pedagogy, psycholinguistics, methods of teaching the subject, but it is difficult for them to use this knowledge in the practice of teaching a foreign language. The main difficulties in preparing for the lesson are associated with the definition and formulation of goals, the choice of appropriate methods and forms of training, building the logic of the lesson. In addition, students have difficulties with the choice of tasks that provide the emergence of motivation in students, activating their mental activity. When projecting classes it is not always possible to take into account the different level of training of students, their age and individual capabilities. Some reasons for such difficulties are associated with the peculiarities of transfer of theoretical knowledge gained by students in the practice of learning.

This transfer is not immediate, but contains a number of transitional steps. Psychological, pedagogical and methodological knowledge obtained by students in the study of certain disciplines are built in accordance with the logic of each subject. This knowledge is generalized and has a rather abstract character. Practical activity requires the transformation of theoretical knowledge. The obtained information should be combined around a certain practical problem and translated into the language of practical actions [1]. Often, when using reproductive methods of teaching students this does not happen, knowledge remains aloof from the practical problem. Thus, it is necessary to find effective methods and means of teaching students to help overcome the gap between pedagogical theory and practice of teaching foreign languages.

II. METHODS

One of the means can be a methodical task: a task in the process of solving which a model of the teacher's activity aimed at achieving the learning goal is created.

What is the value of methodological problems for the formation of project skills of students?

First, the methodical tasks reflect real situations, the analysis of which allows students to transform and synthesize the knowledge gained in the study of certain theoretical disciplines in advance, even before practice, and use them to solve practical problems.

Second, the methodological tasks used in the process of training, are the learning objectives. Unlike real problems, they are intended for purposeful formation of the corresponding abilities. Students learn to make optimal decisions, to be independent in choosing the ways of their work and activities of students, to interpret the methodological provisions creatively, which creates the basis for the development of methodical thinking. In addition, methodical tasks allow students to take into account the age and individual characteristics of students when planning a lesson.

Third, when solving methodical tasks, students perform a system of actions that allow consciously, reasonably and creatively to think about the logic of the lesson, set goals, select content, choose appropriate methods and methods of organizing the activities of students in the classroom [2].

Activity of the teacher represents the solution process of the countless number of pedagogical tasks varied in

character, structure and complexity. In teaching students cannot provide all possible types of tasks, so it is necessary to identify those that are aimed at the formation of project skills and can be used in various situations.

III. RESULTS

In our opinion, the development of students' ability to make classes is associated with the formation of two groups of methodological skills:

- 1) the ability to understand the goals, objectives and Orient in terms of methodological activities;
- 2) skills to make a plan for the future classes.

To master these groups of skills, it is necessary to identify the most common types of methodical tasks and organize the activities of students to solve them. All methodical tasks according to two stages of implementation of project activity can be divided into groups – analytical and constructive tasks.

The first group of tasks is aimed at the formation of students' skills to navigate in the conditions of methodical activity. Students learn to identify the language material to be studied by students, to update their own psychological, pedagogical and methodological knowledge, to determine the main directions of work, to predict the possible difficulties of students, to analyze the content of textbooks and manuals from different points of view.

Let us consider the typology and examples of educational and methodical tasks corresponding to the analytical group.

1. Objectives for orientation to the subject content of the course focuses on the mastery of project skills such as 1) the selection of linguistic material, which will absorb students; 2) actualization of their own linguistic knowledge; 3) defining the role of this content in the system of linguistic education; 4) establishment of logic of the study the main issues of the content and their interrelationships.

TASK. Formulate the rule of conjugation of strong verbs. In what form it is presented in various textbooks of the German language?

2. Tasks to determine the age characteristics of students in the development of the subject content, orientation in specific learning conditions are aimed at mastering the skills of students: 1) determine the required level of assimilation of the content and the prospects of its study; 2) identify the main features of the concept or system of operations to be assimilated; 3) determine the theme of the lesson; 4) identify those training activities that are necessary for the assimilation of the material; 5) predict the difficulties and possible errors of students.

TASK 1. The teacher asked the students to translate the sentence from Russian into German: "Anna offered us to go to the cinema". After completing the task, he found in the notebooks of some students the following entry: "Anna bot uns an, ins Kino zu gehen". What can be the reasons for the mistake? What are the methods of prevention of data errors can be used by the teacher?

TASK 2. Analyze the lesson plan, determine its theme. What are the stages of classes aimed at the development of oral speech of students? What is the complication of speech

tasks performed by students? What are the stages of classes are aimed at controlling the assimilation of language material?

The lesson:

1. Oral warming-up.

L.: Heute gehen wir alle zusammen einkaufen. Ja, ja. Wir gehen einkaufen. Jeder kauft sich das, was er will. Also, macht eure Bücher auf, Seite 68. Was seht ihr da?

Students should list everything that is exhibited in the shop - windows. The work can be done in the form of a game.

2. The teacher offers each student to "make purchases". Time is given to prepare for the answer. On the Board is written the question: Was möchtest du kaufen? Warum?

Students give the full answers on the question.

3. The teacher allows students to ask each other what they like more from food and drinks.

Speech patterns are used for conversation in pairs. All that students have learned about each other, they tell the teacher.

The teacher responds with remarks that turn the exercise into a casual conversation, for example:

Teacher: Students:

Nina ISS lieber weisses Brot als schwarzes.
Und ich – schwarzes.

Wowa trinkt lieber Tee als Milch.
Ich auch. Aber Milch ist gut für Kinder.

4. Assessment of knowledge and skills of students.

L.: Und jetzt stellt euch vor: Eure Muttis schicken euch in den Laden. Was sagen sie? Was antwortet ihr?

Students answer questions. Then these "conversations" are played out by students in pairs. Similarly, they play another 2-3 dialogue on a given situation.

5. Assessment of the level of formation of skills of Dialogic speech of students.

TASK. Verification of self-written work should be educational in nature. To do this, the teacher can use various methods of correcting mistakes of students:

- to emphasize the sentence, which translation from Russian into German made a mistake;
- cross out the wrong ending of the verb;
- incorrect ending of the verb cross out and write the correct version (or give an indication of which questions need to be repeated);
- in the fields indicate the type of error.

Arrange these techniques according to the degree of independence in correcting their own mistakes students. What will guide you in choosing the method of error correction?

3. Tasks for orientation in the methodical Arsenal of means and methods of training are aimed at mastering the

skills of students: 1) to update their knowledge about possible ways of organizing educational work, types of tasks and means of training corresponding to the assimilated content; 2) to analyze the content of the textbook in terms of the objectives of educational tasks and the logic of their location; 3) to determine the criteria for the assimilation of the concept or method of action.

TASK 1. Determine the purpose of these tasks. Formulate the theme of the class in which they were proposed.

1) Erzählt, was ihr in den Ferien machen werdet.

1. Ich werde Fussball spielen.

2. Ich werde Bücher lesen und meiner Mutter helfen.

3. Ich werde ins Kino gehen.

2) Und jetzt hört bitte zu. Ich werde euch einen Brief vorlesen. In diesem Brief erzählt Peter, was er in den Ferien machen wird. Sagt dann: werdet ihr auch so wie Peter machen? Was werdet ihr machen? Also Peter schreibt:

Liebe Monika!

Bald kommen die Ferien. Sie dauern eine Woche. Das ist sehr gut. Ich werde viel schlafen. Ich werde viele Bücher lesen, denn ich lese gern. Jeden Abend werde ich ins Kino gehen oder fernsehen. Das ist sehr interessant. Und was wirst du machen? Alles Gute!

Dein Peter.

TASK 2. Evaluate the following statements of students.

1. Erzähle über den Winter.

Das ist Winter. Das Wetter ist kalt. Überall liegt Schnee. Die Himmel ist grau. Die Sonne scheint nicht. Eins Mädchen läuft Schi. Zwei Junge machen Schneeballschlacht. Das macht ihnen Spass.

2. Erzähle über das deutsche Schulsystem.

Vor 70 Jahren gründete Emil Molt, Besitzer der Waldorf-Astoria-Zigarettenfabrik, eine Schule. Sie war für die Kinder der Fabrikarbeiter. Die Leitung übernahm Rudolf Steiner. Molt und Steiner wollten die sozialen Chancen der Kinder verbessern. Steiners Gedanken sind die Grundlage der Waldorfschule. Heute gibt es über 400 Schulen in der ganzen Welt, die nach diesem model arbeiten usw.

3. Erzähle, wie du das Wochenende verbracht hast.

Ich habe das Wochenende gut verbracht. Ich habe ein Fest im Dorf Lacken besucht. Am Samstag gab es einen Flohmarkt und einen Spielwettbewerb. Eröffnet wurde das Fest am Freitag um 20.15. Viele Restaurants boten spezielle Festmenüs an. Auch am Sonntag wurde gefeiert. Es gab gute Musik und viel gutes Essen usw.

In solving the problems of the second group formed the ability to 1) set goals and plan the activities of students; 2) determine the main activities at each stage of the lesson; 3) choose the means and methods to achieve the goals. In the process of solving constructive methodological problems, students not only analyze the situation, but also create certain "projects" of future methodological activities, choose methods and methods of organizing the activities of students in accordance with psychological, pedagogical and

methodological laws. This group of tasks can be represented by the following types.

1. The tasks of teaching goal-setting, the definition of learning objectives and the sequence of their solutions are aimed at mastering by students such project skills as the ability to determine the purpose and objectives of the lesson.

TASK 1. For what purpose did the teacher offer the students the following entry?

Bist du verreist?

Ja, ich bin verreist.

Ich verreise sehr gern in den Ferien.

In diesen Ferien sind wir mit den Eltern nach Spanien gereist.

Ich hoffe, nächstes Jahr werden wir wieder dorthin reisen.

Describe an option to work towards this goal.

TASK 2. Analyze the plan, formulate the theme of the lesson and determine which of its stages are aimed at improving lexical and grammatical skills. What is the complication of speech activity of students? When performing any tasks students carry out active mental activity, and in which case they reproduce the known pattern?

The lesson:

1. Oral warming-up.

L. Wisst ihr, ich bin heute morgen spät aufgestanden: meine Uhr geht falsch. Ich habe schlecht gefrühstückt. Fragt, was ich gegessen und getrunken habe.

1: Was haben Sie gegessen?

L.: Nur Schwarzbrot.

2: Frisches Schwarzbrot?

L.: Ja, frisches.

3: Mit Butter?

L.: Ja, mit Butter.

4: Was haben Sie getrunken?

L.: Eine Tasse Tee.

5: Heissen Tee?

L.: About nein, nur warmen: man kann Doc heissen Tee nicht so schnell trinken.

2. The story of students about their Breakfast (it was homework). The group clarifies the information received through questions. The teacher evaluates the stories of students.

3. Teacher talk with the group: who likes to eat for Breakfast.

Teacher Students

Ich esse gern Eier zum Frühstück. Und du? Ich esse lieber frisches Brot mit Butter und Käse.

Olja isst gern heisse Würstchen. Und du, Nina?

Ich auch. Ich esse sehr gern heisse Würstchen.

4. Introduction and initial consolidation of the new lexical material.

1) Each word is entered separately by means of display of graphic or subject visibility:

Das ist ein Teller.

Das ist ein Löffel.

Das ist ein Teller mit Suppe

2) Students repeat the words in chorus after the teacher, then read out the sentences in which the new words are used, and write them down.

3) Oral exercise: "Stimmt das?"

Teacher Students

Wir essen Suppe mit einem Teelöffel.

Nein, wir essen ...

Stimmt das?

5. Homework: read the text "Wie deckt man den Tisch", be able to talk about how to set the table.

6. Evaluation of students in the classroom.

2. The task of teaching planning methods, the motivation and organization of the introduction of the new lexical and grammatical material, etc. aimed at developing students' abilities to plan for problem situations and special assignments, ensuring the emergence of motivation, i.e. skills to plan the formulation of learning objectives, search and selection of learners the essential features of concepts, common methods of action.

TASK. Organize the work on the tongue Twister, the text and the letter a model, taking into account the motives of students to learn a foreign language.

1. Als Anna abends alles ass, ass Anna Ananas.

2.

Köln, den 25.10.

Liebe Nina!

Wie geht es Dir? Vielen Dank für Deinen Brief! Du fragst, was ich gern mache. Ich lese viel und schreibe gern Briefe. Ich finde das sehr interessant. Und Du? Bitte schreibe bald wieder.

Es grüsst Dich

Deine Sabine.

3. Die Zuckertüte zum Schulanfang

Der erste Schultag ist für Kinder und Eltern ein wichtiges Ereignis. Für die sechsjährigen beginnt der "Ernst des Lebens". Die Kleinen sehen diesem Tag mit grossen Erwartungen entgegen, manche vielleicht auch ein wenig ängstlich.

In Deutschland gibt es seit dem vorigen Jahrhundert einen schönen Brauch: Die Schulanfänger, man sagt auch ABC-Schützen, bekommen zur Einschulung ein Geschenk. Das ist eine bis achtzig Zentimeter hohe Tüte aus starker Pape mit lustigen Bilder. In dieser Schultüte, auch Zuckertüte

genannt, sind Süssigkeiten, Spielsachen oder andere kleine Geschenke.

Mancherorts finden die ABC-Schützen die Tüte auf ihrem Platz, wenn sie zum ersten Mal das Klassenzimmer betreten. Anderswo hängen sie auf einem Zuckertütenbaum vor der Schule, und jedes Kind darf sich nach dem Unterricht sein Geschenk vom Baum pflücken. Meistens aber warten die Eltern und Verwandten mit der Zuckertüte vor der Schule. Dort entsteht meist auch das erste Schulfoto.

Den Schulanfängern wird so der "Ernst des Lebens" ein bisschen versüsst, und sie haben eine besondere Erinnerung an den Tag der Einschulung. Und für viele Familien ist dieser Tag ein willkommener Anlass für eine kleine Familienfeier.

3. The tasks of training planning the control of the level of assimilation of the material are aimed at the formation of skills: 1) to plan the diagnosis of the level of assimilation of the material; 2) to choose the appropriate content and situation of means and forms of control.

TASK. Choose from the proposed methods of control those that can be used at the senior stage of learning a foreign language:

- Testing.

- Read the text and specify the appropriate items in the picture.

- Make a plan in the form of abstracts, using the proposals of the text.

- Read the text and draw ...

- Answer the question.

- Place the pictures in the order corresponding to the text content.

- Retell the text.

- Translate in writing ...

- Ask questions to the text.

- Read and tell why the text is so called.

- Dress the doll according to the description given in the text.

It should be noted that the boundary between analytical and constructive methodological tasks is conditional. The content of one methodical task can be directed to the formation of both groups of project skills.

TASK. Analyze the different options for the introduction of verb forms, 3rd person singular present, presented in textbooks of the German language. Plan a segment of the lesson to introduce this material.

The offered variants of methodical tasks can be used in the framework of various forms of students' learning methods of teaching a foreign language: for a frontal discussion or illustration of methodological provisions – at lectures, for the organization of individual and group work – at seminars and laboratory classes.

IV. DISCUSSION

To sum up, I want to emphasize that the described typology is not final and the only correct one. It is necessary to determine the role and place of predictive skills in project activities. In addition, require specifying the types of teaching tasks by content (for example, task analysis of existing fragments of lessons on the establishment of correspondence between learning objectives and their achievement, the choice of optimal method of the organization of activity of students). However, our experience in the application of methodological problems in the practice of teaching students shows that in the course of their solutions can be successfully demanded language, psychological, pedagogical and methodological knowledge of students. Use in the content of methodical tasks of situations of choice, projecting, determination of connections and establishment of regularities promotes activation of mental activity of students and awareness of their own methodical activity.

REFERENCES

- [1] Competence approach in pedagogical education, under the editorship of Professor V. A. Kozyrev and others (publishing house of the Herzen state pedagogical University. A. I. Herzen, St. Petersburg, 2005).
- [2] Collection of methodological problems on the projecting of foreign language lessons, comp. L. N. Smirnov (publishing house of the Herzen state pedagogical University. A. I. Herzen, St. Petersburg, 2006).
- [3] A. A. Bochaver, K. D. Khlomov, Cyberbullying: bullying in the space of modern technologies, *Psychology*, 11 (3), 177-191 (2014).
- [4] D. Elicksen, *Business Cyberbullies and How to Fight Back* (Self-Counsel Press, Vancouver, 2015).
- [5] E. Yu. Alistratova, Proactive aggression on the Internet: ranks, consequences and possible ways of prevention, *Psychologist*, 1, 39-54 (2014).
- [6] B. McAneney, *Online Safety* (PowerKids Press, New York, 2015).
- [7] R. Stuckey, *Digital Dangers* (Crabtree Publishing Company, New York, 2015).
- [8] M. V. Zheltyakova, Digital literacy as a socio – educational paradigm, *Education and science in the modern world. Innovation*, 2 (15), 18-24 (2018).
- [9] D. V. Denisov, From digital literacy to digital competence, *Pedagogical and sociological aspects of education*, 38-41 (ID "Environment", Cheboksary, 2018).
- [10] N. N. Gavrilenko, Digital competence – a key component of translator's professionalism, *pnpu Bulletin. Problems of linguistics and pedagogy*, 3, 138-150 (2018).