



INNOVATIVE APPROACHES TO LEARNING THE GERMAN LANGUAGE

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Annotation:

Innovative approaches used in the German language and its teaching process in the article, their implementation, quality changes in the values and needs of modern society in the modern conditions of education reform require corresponding changes in school education. One of the important criteria of the professional preparation of a pedagogue to work in modern conditions is his level of preparation for mastering innovative pedagogical educational technologies, the opinions and opinions of scientists are stated.

Keywords: language, consciousness, science, speech, conditions, taluk, innovation, society, quality, school, approach.

In the modern conditions of educational reform, qualitative changes in the values and needs of modern society require corresponding changes in school education. One of the important criteria of professional preparation of a pedagogue to work in modern conditions is his level of preparation for mastering innovative pedagogical educational technologies. In Russia, a course was chosen for the wide stratification of education, this idea is reflected in the standards of secondary and general education. Various types of schools and classes are widely used, which study in depth specific subjects of the school course. In the theoretical study of the pedagogical process, the creative professional skills of the teacher, the role of forecasting teaching based on new information technologies will increase. The formation of the market of educational services in the country requires the preparation of a competitive person from the school bench. New research in pedagogy and pedagogical psychology is aimed at organizing the educational process in a student-oriented manner. In the conditions of such fundamental social changes, innovative pedagogical technologies are a part of the general professional training of the teacher and require improvement of his creative skills. Implementation of the requirements of modern life has put a completely new general pedagogical task before the teacher - purposeful preparation of young citizens not only for work and knowledge, but also for full access to conflicting socio-economic relations in the country. its market type transition context. The training of such competitive graduates is possible only in conditions of widespread use of innovative teaching technologies. This problem is one of the most





pressing issues in pedagogy. The relevance of this problem is related to the main task of modern educational theory - the development of the student's personality, which includes the search for new innovative approaches to education. Currently, pedagogues-researchers have created a huge potential for pedagogical innovations: unique schools, new types of schools (lyceums, gymnasiums), as well as educational tools and technologies allow raising the quality of education to a new level. Theoretical foundations and methods of innovative technologies and features of their use in the educational process. Innovations or innovations are characteristic of any professional human activity and therefore naturally become the object of study, analysis and implementation. Innovations do not appear by themselves, they are the result of scientific research and advanced pedagogical experience of individual teachers and entire teams. This process cannot happen by itself, it must be managed. It is the responsibility of the teacher to implement the leading pedagogical functions with various teaching technologies: didactic, computer, problem-based, modular, etc. With the introduction of modern technologies into the educational process, the teacher and educator are increasingly mastering the tasks of advisor, consultant, educator. This requires their special psychological-pedagogical training, because the teacher's professional activity involves not only special, scientific knowledge, but also modern knowledge in the field of pedagogy and psychology, teaching and educational technology. On this basis, readiness to perceive, evaluate and implement pedagogical innovations is formed. The concept of "innovation" means novelty, newness, change; innovation involves the introduction of something new as a tool and process. In relation to the pedagogical process, innovation is understood as the introduction of innovations in the goals, content, methods and forms of education and training, as well as the organization of joint activities of the teacher and the student.

In understanding the nature of innovative processes in education, there are two main problems of pedagogy - the problem of studying, generalizing and disseminating advanced pedagogical experience and the problem of implementing the achievements of psychology and pedagogy into practice. Therefore, the subject of innovation, the content and mechanisms of innovative processes should lie in the plane of combining two interconnected processes, which have been considered separately until now, i.e. The result of innovation processes should be the use of theoretical and practical innovations, as well as innovations formed at the intersection of theory and practice. All this emphasizes the importance of management activities in the creation, development and use of pedagogical innovations. So, the point is that the teacher can be the author, developer, researcher, user and promoter of new pedagogical technologies, theories, concepts. Management of this process ensures the purposeful





selection, evaluation and application of new ideas and methods suggested by the experience of colleagues or science. In the modern conditions of the development of society, culture and education, the need for an innovative direction of pedagogical activity is determined by a number of circumstances. First of all, the ongoing social and economic changes created the need to fundamentally update the educational system, the methodology and technology of organizing the educational process in various types of educational institutions.

The innovative direction of teachers' activity, which includes the creation, development and use of pedagogical innovations, serves as a means of updating the educational policy. Secondly, strengthening the humanization of the content of education, constantly changing the scope and content of academic subjects, introducing new academic subjects requires the constant search for new organizational forms and teaching technologies. In such a situation, the role and influence of pedagogical knowledge in the educational environment will increase significantly. Thirdly, a change in the nature of teachers' attitude to the reality of mastering and applying pedagogical innovations. In the conditions of strict regulation of the content of the educational process, the teacher was limited not only in the independent selection of new programs and textbooks, but also in the use of new methods and methods of pedagogical activity. If previously innovative activity was mainly reduced to the use of innovations recommended from above, now it is becoming more selective and searching in nature. Fourthly, the introduction of general education institutions into market relations, the establishment of new types, including non-state educational institutions, creates a real situation of their competitiveness.

In a modern school, rich pedagogical experience has been accumulated, which should be used in certain pedagogical activities, but is often not required, because most teachers and leaders do not need to study and apply it, its selection and analysis do not have skills and abilities. In actual practice, teachers often do not think about the necessity and feasibility of analyzing their pedagogical experience and the experience of their colleagues. Criteria of pedagogical innovation. The formation of an innovative direction involves the use of certain criteria for evaluating the effectiveness of innovation. Taking into account the existing research experience in pedagogy, the following criteria of pedagogical innovations can be determined: novelty, optimality, high efficiency, the possibility of creative application of innovation in mass experience. The main criterion of innovation is novelty, which is equally suitable for the assessment of scientific pedagogical research and advanced pedagogical experience. Therefore, it is very important for a teacher who wants to participate in





the innovation process to determine what the essence of the proposed innovation is, what is the level of innovation. For one it may be really new and for another it is not. In this regard, it is necessary to approach the involvement of teachers in innovative activities taking into account voluntary, personal, individual psychological characteristics. There are several levels of novelty: absolute, local absolute, conditional, subjective, differing in the degree and scope of fame (M.S. Burgin). The introduction of optimality into the system of criteria for the effectiveness of pedagogical innovations means spending the efforts and resources of teachers and students to achieve the result. Interactive programs and games help create real communication situations, remove psychological barriers and increase interest in the subject. Various multimedia presentations created using the Power Point program help structure the material, solve the problem of audio-visual support of the lesson, save the teacher's time for preparing the lesson and designing the blackboard. It should also be noted that such a presentation introduces students to different ways of presenting material that may be useful to them in the future. We use Internet resources to find the most "new" socio-cultural information and materials - drawings, photos, maps, etc. - necessary for creating presentations. In our opinion, the potential of the World Wide Web is an excellent opportunity not only to find the necessary materials, but also to increase the effectiveness of the teacher's self-education, as it allows you to improve your knowledge of the German language, exchange ideas and experiences in the process of virtual communication. I consider it my duty to charm and interest students with my lessons. Practice shows that students' interest in a foreign language decreases with the years of study. At the initial stage, the basis of motivation is the novelty of the topic. Additional forms of motivation should be sought at intermediate and higher levels. This is done by using additional materials from "Juma", "Schrumdirum" magazines, "Deutsch" newspaper, audio cassettes, video films, Internet materials, local history materials from various publications, colorful and interesting presentations. The problem of maintaining interest can be solved with the help of active forms of work, non-standard lessons. Such lessons include: a correspondence tour around Moscow, in the village of Khlevnoye, a correspondence tour on the topic "Folk art of the Lipetsk region", quizzes, role-playing games, etc. A foreign language is a fruitful field of activity for a teacher. Creative tasks are useful and relevant here. Creativity ceases to be the majority of people. Every child has his own abilities, but he needs help to find himself, to open his abilities. Even weak students, for example, 7th grade, are always happy to do creative tasks, because there is an opportunity to show individual abilities. For such works I give two grades; one for the design and the other for the German language material. Based on experience,





I distinguish two types of creative work: mandatory and voluntary. When studying the topic "My Motherland" in the 7th grade, I invite the children to draw their favorite places in our village and talk about them in German. Students write essays about Moscow and defend them. While studying high school subjects such as literature, music, painting, film, and more, students make great presentations using music. For example, "My favorite composer - Haydn", "Mozart", "Beethoven", very rich material on "Music". This list can be continued for a long time. The collection is growing rapidly. High school students also like to be creative using ICT. They make crosswords for the learned vocabulary, these are clothes and human appearance, sports and books, pets, school topics, etc. These crosswords help me to organize individual assignments and follow a differentiated approach to teaching German. Students voluntarily create crafts and drawings on the theme of "Seasons".

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