WORKING WITH SONGS IN GERMAN LESSONS

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Annotation: In the article typology of tasks for poems and songs in German language lessons are discussed.

Key words: task, reading, writing, listening, poems, songs, German language.

Introduction

Before we start working with songs in German lessons, we need to ask ourselves a few questions:

1. Have the students met with this "working method" before?
2. When? How did you react?
3. What songs do the students prefer? Which ones do you hate? Why?
4. Which German songs do the students like the most? Which did you learn?
5. What is the purpose of singing? One reason is that singing is fun. What other reasons are there?
6. What special benefits does singing bring to pronunciation? What do you have to pay attention to?

I would like to present the task in the systematic planning of a communicative teaching concept that can be used when using songs:

Tasks that can be done before listening

Objective: Introduction to the topic, motivation of the students, activation of prior knowledge by building up listening expectations, activation of prior knowledge through:

• Associograms (signal word, signal set),
• visual impulses (illustration, picture, photo, picture salad, video, sketch, etc.)
• acoustic impulses (noises, music, voices)
• Discussion of the topic (previous experiences, world knowledge of the students) in the mother tongue or foreign language,
• Specification of key words (structural sketch, word railing, "red thread" through the text),
• work with sentence cards,
• Assignment exercises (picture-text, picture-picture, text-text)
• Establish the correct sequence (of images, texts, etc.)

• Auditioning / auditioning a linguistically (and in terms of content) simplifiedversion of the listening text
• Discussion of a reading text with a similar topic, reading a summary of the content
• phonetic pre-relief "

A time of around 20 minutes is planned for the introductory phase. This phase is very important as it serves to motivate the students. In this phase the teacher must try to arouse the interest and curiosity of the students. The main objective of this phase is to familiarize the students with the new vocabulary. In this phase the students are active, supported and encouraged. At the beginning of this phase, the teacher hangs about 7 different photos on the board. Then he puts about 20 word cards on the table and asks different students one after the other to combine pictures and words and write them on the blackboard

The teacher does not expect any answers and does not judge the students' answers as' right 'or' wrong '. The students are active, work in groups and try to make the right combination. The students should pantomime pictures and words. All word cards are finished and each verb has been combined with a picture. Then the teacher asks questions about the newly learned vocabulary. With the students' responses, the teacher can see whether the new vocabulary has been understood by all student speeches . After all the words have been learned, we can work with the associogram.

" The words in our head are the knots that are tied together by many threads. There is not just one network, but various sub-networks that are also connected to one another. So the words are elements of different elements of subnets at the same time. The more structured and diverse a word is networked, the more securely it is stored in the memory and the better it can be retrieved. To do this, the knowledge that has already been saved must be activated. This is often done in class using associograms. The function of associating is therefore not primarily memorizing, but rather making people aware of possible connections " (Bohn, 2013: 82). The aim is to use the associogram to prepare for the listening text, to motivate the students to introduce the topic, to update existing knowledge on the topic. The teacher can also control the word collection.

In this phase, the linguistic and content-related prior knowledge of the students is activated. The following exercises are ideal for this purpose:
• brainstorming
• Associogram, word hedgehog
• Working with picture cards or set cards, picture puzzles
• Image salad / word salad
• visual or acoustic impulses

• chain reactions and group work,
• Assignment and supplementary exercises
• Formation exercises
• Reshaping exercises

Presentation phase
After the introduction of the vocabulary, we start the lesson with a song. The students hear the first line three times and the teacher stops the tape. The worksheets that have been subdivided beforehand are distributed to the students individually. The student brings the sheets together one after the other like a puzzle. In the gap test, the unordered words are put into the correct order with the help of a few hints. You dictate.

All lines must be written by the student. This is about the development of the basic skills of writing and listening comprehension.

When all the stanzas have been written by the students, the teacher wants the students to write their own stanzas on the board. And the student also writes the original correct stanzas prepared beforehand by the teacher.

Now the students compare their own sentences with the sentences written on the blackboard by a student. You will find that the sentences are approximately the same. The teacher corrects the wrong words.

Students have the opportunity to find their mistakes and correct them. The focus is on writing and correcting. "Tasks that can be done while listening:

Goal: Intensive listening
• Write down individual information (name, location, numbers, bingo, etc.), grid exercises,
• Sing along to the text
• Read the text in the gap and close the gaps
• Improve pronunciation
• Reading the key words / the word terrain
• Answering global W-questions (Who? Where? When? How many people?).
 Do not react verbally and act:
• Visual dictation, body movements, tracking the route: city map, map, etc.
• Establish the correct order. "

Text editing phase
After the presentation phase, the text editing phase begins. "The main goal of this phase is understanding. At the end of the day, the students should deal productively with the text. At the beginning of the text editing phase, the teacher first of all knows

the text form. He can also ask questions to the students, e.g. he could ask what the form of this text is.

Up to this point it should not be mentioned beforehand that the material at hand is a poem. Then the teacher should form small groups and have each group work for itself. You learn special features of literary texts. This phase also serves to expand vocabulary, express yourself and develop skills.

"Tasks that can be done after listening" Goal: Control, work on the text

• Assignment exercises (text - text, picture - picture, picture - text)
• right-wrong (short listening texts),
• Yes- No (short listening texts)
• Questions about the text: grid with 6 W-questions,
• Establish the correct order (words, headings, pictures)
• Fill in the grid.
• Which statements are true? . "

Transfer phase

This phase is the final phase of teaching. This phase takes about 30 minutes. The main goal is that the students learn to use the newly acquired knowledge independently in other situations. They should acquire the general ability to transfer newly acquired knowledge to reality in the classroom. You are also active. You need to apply and practice what you have learned. The teacher first hands out the worksheets that he has prepared for this lesson.

Tasks that can be done in this phase Objective:

• Use newly acquired knowledge independently in another situation.
• Read and fill in the gap.
• Review and practice grammar.

Then homework on the topic is given.

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