# Features of Working With Media Texts in German Classes

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**Abstract:** The article discusses some methods of working with foreign language media and news texts that correspond to the training profile of students at non-linguistic universities, since teaching German with the help of media texts contributes to the development of students' communicative competence.

**Keywords:** professional communication, a foreign language, media, news, texts, professional competence.

## Introduction:

One of the important requirements for specialists in all fields is knowledge of a foreign language and the ability to use it in professional communication. When teaching the German language, it is especially important to become familiar with the peculiarities of how they write texts of various genres in the target language. This allows, firstly, increasing the professional competence of future specialists in all fields. Secondly, the integration of professional interests into the process of learning a foreign language is one of the factors that makes the process of learning foreign language communication motivated [4,11].

Today, you do not have to wait for the evening news or morning newspapers to find out what happened in a neighboring country or on another continent. We can watch various events even online [11,133]. This should definitely be used in lessons to show students the real use of language and to add variety to lessons.

Studying the news will help the student expand his vocabulary, learn the grammatical features of newspaper/news style and simply navigate current events. Moreover, if the teacher uses video and audio tracks, it will also allow the student to improve their listening skills.

## Main part:

Based on the need to expand the scope of general knowledge, profile and increase professional competence of students in foreign language classes in non-linguistic educational institutions, it seems appropriate to use news texts and materials of world information services [7, 1719]. Working with news texts, if possible, should be aimed at teaching all types of speech activity, developing the ability to work with different types of units: sentence, super-phrase unit, subtext, taking into account the genre and stylistic features of the text without the original text, improving the skills and abilities of reconstruction, sorting, comparison, interpretation, etc. Tasks on changing and building language units (retelling, summarizing, interpreting, using in written or oral communication, monologue, dialogue, etc.) in solving a specific educational task [9,264]. Below are methods of working with foreign language texts that develop various mental operations (analysis, synthesis, comparison, abstraction, generalization, concretization), as well as the ability to compose one's own speech statements.

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1. Expansion.

a) Put these adjectives and adverbs in the appropriate places of the text.

b) Place these comments (questions, statements, explanations) in the appropriate sentences in the text. (Notes, etc. - special questions or declarative sentences that require semantic comparison with the content of the text.)

2. Abbreviation.

a) Shorten the text by replacing some phrases with these words.

b) Write down the most important phrases in the text, then use them to write a one-paragraph summary.

3. Transferring text material to another genre.

a) Use of words, phrases, information, text ideas in writing advertisements, advertising slogans, slogans, sketches, essays, critical reviews, etc.

b) Writing a letter for a specific purpose to a specific person (scientist, politician, artist, friend, relative, etc.) using the ideas, words, phrases in the text.

4. Establish compliance. Which of the proposed graphics (diagrams, tables with data, pictures, etc.) is more suitable for the content of the text. (As a rule, at least three graphs are given.)

5. Selection / Rating.

a) From the suggested headings, choose the headings that, in your opinion, are appropriate for this text. (A list of 5 or more different headings is suggested.)

b) Put the following three short paragraphs in the correct order. Start with the paragraph that most clearly and fully reflects the content of the text. (A), (b), (c) are three separate short paragraphs with varying degrees of completeness and accuracy in reconstructing information from the text.)

6. Compare/contrast. Read another text (recommended by the teacher) on a similar topic. Find the similarities and differences in the two texts.

7. Reconstruction. Fill in the blanks in the text with suitable words.

8. Restatement / repetition.

a) Read the text carefully and make necessary notes on the content. Set the text aside and write your own version of the text using the notes you have.

b) Read the text carefully; write the necessary information on its content. Use the notes to retell the text in pairs. If your partner makes a mistake or misses something in the repetition, correct them.

9. Interpretation. These types of tasks are aimed at uncovering, explaining and discussing in a group the meaning of any problem, event or feature discussed in the text. Students can be asked to find connections between different events, identify their interactions, and make a list of questions (perhaps a specific scientist, politician, etc.) that they would like students to answer.

10. Compilation of the text. Make up your own story using words from the text. (The task is done in groups of three people. After completion, students compare their texts with the original text.)

11. Analysis.

a) Write all the words and phrases related to ... from the text (for example, a certain science, field of knowledge, activity, etc.). Looking at the resulting list of words, you can immediately understand what the text is about.

b) Do the task described in (a) with other texts. This helps to develop the ability to correctly identify the topic of the text and quickly manage it based on keywords and phrases.

c) The same idea can be expressed in different ways in the text. Find words and phrases in the text that are full or partial equivalents of the following words.

12. Project work. Gather as much information as you can about (eg influences, consequences, relationships, history, life, perspectives, etc.). Present your results to the group in the form of a presentation. Next, we show possible ways of working with a news text in German.

**Example;**

1. Übersetzen und analysieren Sie den Titel und den letzten Absatz des Textes. Listen Sie einige Themen auf, die im Text besprochen werden können.

2. Schreiben Sie neue Vokabeln aus dem Text heraus und 3.Übersetzen Sie ihn ins Usbekische/Russische.

3. Lesen Sie den Text und beantworten Sie die Fragen.

4. Erstellen Sie anhand des Textes eine Liste mit Wörtern und Wortkombinationen, die zum Bereich Wirtschaft/Ingenieurwesen/Öl- und Gasindustrie usw. gehören.

5. Erfinden Sie Ihre eigene Geschichte mit den Wörtern aus dem Text.

6. Formulieren Sie drei Fragen zum Thema des Textes, auf die Sie Antworten wissen möchten.

7. Beziehen Sie sich auf den Text.ample.

**Conclusion:**

Thus, in order to most fully and correctly use a news text as an example of how the foreign language being studied works, the teacher needs to familiarize students with the content and structural features of the text as the basis for students to construct their own speech in a foreign language.

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