

## On the Issue of Modern Technologies in Teaching the German Language

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**Abstract:** the article discusses the modern technologies used in teaching foreign languages, the types of these methods in small groups, plenums, individual work, and the effectiveness of foreign language classes organized based on these methods.

**Keywords:** modern lessons, technological process, didactic category, frontal type of work, group work, individual work type, team work, psychological barriers.

It is known that the purpose of teaching is not only to give knowledge to students, but also to create interest and motivation in students in relation to the subject of the lesson, to use their internal capabilities, and to develop their abilities.

The teaching profession is a complex and responsible profession that requires patience. The future of the country, its social and economic development largely depends on the teacher's professional training.

Only knowledgeable, experienced and qualified teachers can prepare a mature specialist who meets the requirements of the times.

Modern lessons conducted in German are considered a complex technological process, which includes technical tools, computer technology, and individuality of students.

The important thing in the lesson is the relationship between the teacher (educator) and the student (learner), their joint activities, and they should be taken into account when determining the forms of the lesson.

It is known that the lesson is considered a didactic category and is one of the organizational forms of education, and it represents a certain order and pattern of knowledge acquisition and formation of speaking skills and competencies. It is also a complex of activities of a teacher and a student organized on the basis of a special procedure and regime<sup>2</sup>.

From the point of view of new educational technologies, the design of the educational process focuses on two important factors:

1. Mutual activity of the teacher and the learner;
2. In the process of teaching, the teaching material is presented in a certain sequence based on demonstration<sup>3</sup>.

It is considered appropriate to use the following types of work when organizing the cooperation of the person providing education - the teacher with the learners - students in the course of the lesson:

1. Frontal type of work. In this case, the teacher can ask questions and tasks facing all the students in the class.

The frontal type of work has a number of features. The fact that teaching them has a general character is why the students in the class work as a whole team, it is economical, because the teacher addresses the whole class team with the same task, the diversity of the individual abilities of the students, the level of preparation for the lesson. is not taken into account. The tasks and questions are aimed at the

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<sup>2</sup> J.Jalolov. Chet tili o'qitish metodikasi.Toshkent,1980

<sup>3</sup> Alimov Sh.S.Intensiv metodlar,interfaol metodlar,noana'naviy dars o'tish usullari.Andijon,2009.



"average" student. In the process of completing the task, students do not cooperate with each other, each one works for himself.

#### 1. Type of group work.

In this type of work, students work in pairs, in groups, and in groups, and complete the tasks given by the teacher. This type of work forms students' teamwork skills, creates an opportunity and conditions for their initiative and creativity, that is, to use the internal reserves of students in relation to the subject being studied.

When working in a group, the knowledge and experience of the excellent student in the group complements the others and facilitates the learning of the learning material by completing the assigned task. Also, in this type of work, work is distributed according to the capabilities, speed and abilities of group members, which helps to ensure the activity of each member of the group in the process of completing the task and increases their sense of responsibility. In this, each group member works for himself and for the team. It does not take much time for the teacher to monitor and check the results of teaching. The disadvantage is that in the process of completing the task, there may be arguments, arguments, noise, and the learning process may get out of control.

#### 1. Individual type of work.

The type of individual work is one of the types of work that can be used during the course of the lesson and outside of the lesson. This type of work is organized based on a number of psychological factors, such as students' level of knowledge, interests, different levels of independence, lack of confidence in their own strength, and fear of making mistakes.

It is characterized by assigning tasks to students individually. In the individual type of work, the teacher determines the student's abilities and interests, and develops an individual task aimed at removing psychological barriers that prevent reading and learning, and helps the student in its implementation. encouragement is required.

Factors such as the student's lack of interest, fear of making mistakes, self-doubt, and shyness can be included in the psychological barriers. Also, the teacher spends a lot of time monitoring and evaluating the individual work done by the student because he/she only works with one student<sup>4</sup>.

In this regard, the individual work type is not economical compared to frontal and group work types.

In conclusion, in order to apply the learned knowledge in practice, it is important to form certain speech skills and qualifications, to increase linguistic and speech experience, and to form independent learning skills in the educational process.

Also, increasing students' motivation towards the studied subject, teaching them to think logically and express their thoughts in the speech process are also among the goals of education.

Organization of lessons using modern teaching technologies has an effective and positive effect on education and formation of necessary speech skills. Conducting lessons with the above-mentioned methods and various action games eliminates the fear of speaking in language learners, increases the skills and competences of language learners in the foreign language being studied. At the same time, it has a positive value in terms of developing the worldview of students and pupils.

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