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СУЧАСНА МЕТОДИКА ВИКЛАДАННЯ НІМЕЦЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Анотація. Вивчення іноземної мови в навчальних закладах є невід'ємною частиною навчального процесу та нині виходить на передній план. Від методів, застосованих викладачем на практиці, залежить успішність всього навчального процесу. Перед викладачем стоїть чимало завдань щодо вдалого засвоєння студентами викладеного матеріалу. Одними з таких завдань є: формування у студентів комунікативної компетенції або вміння говорити відповідно до мовної ситуації. Завдання викладача полягає у тому, щоб активізувати пізнавальну діяльність студентів у процесі навчання іноземних мов. У зв'язку з великою кількістю методичної літератури, яка пропонується в наш час, новими технологіями та доступністю інформації через систему Інтернет, викладання іноземної мови може бути не тільки легшим, а також успішним. Серед сучасних методів викладання слід виділити: навчання у співпраці, використання нових інформаційних технологій та Інтернет – ресурсів, програм-оболонок, а також різних ігрових завдань, які допомагають реалізувати особистісно-орієнтований підхід у навчанні, забезпечують індивідуалізацію та диференціацію навчання з урахуванням здібностей студентів, їх рівня володіння іноземною мовою, нахилів та інших важливих факторів.

Та у зв'язку з різноманіттям варіантів навчання та навчальних засобів зростають вимоги до професійної підготовки викладача іноземних мов, якому в нових умовах потрібне знайомство з різними методичними системами. Хотілося б відзначити, що величезне та навіть неоцінене значення, для підвищення професійного рівня викладачів, має стажування у країні мови, що вивчається, та обмін досвідом із закордонними колегами. А також знайомства з інноваційними методиками навчання та набуття навичок використання сучасних інформаційних та комп'ютерних технологій у галузі викладання іноземних мов.

Ключові слова: іноземна мова, методика викладання, процес навчання, німецька мова, вивчення іноземної мови.

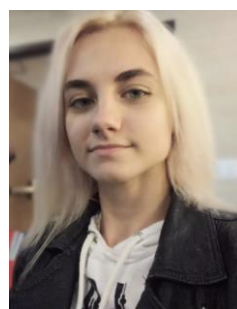
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**FORMATION OF COMMUNICATIVE COMPETENCE
IN THE PROCESS TEACHING STUDENTS THE GERMAN LANGUAGE**

Abstract. This article discusses the competence in the process of teaching foreign language students. To date, knowledge of a foreign language is a competitive advantage, as it is considered as one of the most important criteria for employment. In this regard, one of the key problems of modern methods of teaching a foreign language is the formation of students' communicative competence. Despite the significant number of works of theoretical and practical nature, many aspects of the formation of communicative competence of students in the process of teaching them foreign languages remain in the field of view of researchers.

Key words: foreign language, competence, communication, learning a foreign language, teaching methods, the German language.

Relevance of the study. Today, society and the state define a fairly wide range of

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requirements for the subject and general cultural training of students, including the ability to analyze and synthesize information presented in various languages and in various sources, the ability to competently navigate in the global socio-cultural space and identify oneself with it, and also find the right communication strategies, both with compatriots and with representatives of other cultures. This explains the need for the formation of the communicative competence of schoolchildren in the process of learning a foreign language, as well as the formation of their ability and readiness for intercultural communication. First of all, it is necessary to consider the concept of competence.

Recent publications review. A significant amount of dissertation research of recent years is devoted to the problems of formation of communicative competence of students at different levels of education. Today there are many approaches to the consideration of this concept. Consider the various definitions of this concept, which are key in our study. N. Chomsky was the first in the context of the theory of language to use the concept of "competence" in his work "Aspects of the theory of syntax" in 1965. Linguistic competence, according to the scientist, is nothing more than "the speaker's – hearer's knowledge of his own language", and this knowledge is put in opposition to the actual use of the language in everyday life. Systemic changes in the field of education in the context of the formation and development of a competence-based approach to learning contributed to constant changes in the concept of "competence", which was interpreted by various scientists and authors in different ways. Following A. Khutorsky, by competence, we mean a set of interrelated personality traits, namely knowledge, skills, and methods of activity used in relation to a certain range of objects and processes, and necessary for high-quality activity in relation to these processes. We will adhere to this definition in our work. Summarizing the above, we came to the conclusion that competence is not only a set of certain knowledge, skills and abilities of a person, but also a set of individual abilities of a person, a certain final result of the formation of the required qualities – given requirements for the preparation of a graduate, a kind of set of personal qualities, to strive for.

The article's objective is to investigate the features of formation the communicative competence in the process of teaching students the German language.

Discussion. The subject of our final qualifying work is the process of forming the communicative competence of schoolchildren in teaching them foreign languages, therefore, it is necessary to analyze the content of the concept of "communication". Communication is the transfer of any information. The communication process is presented as one of the foundations of human life and society. Speaking about communication, it can be argued that it is an exchange of holistic sign formations that reflect ideas, thoughts, knowledge, emotions of the communicating parties. Consequently, the concept of "communicative" (from Lat. "Communicabilis") implies a relationship to the movement of information with the help of signs, signals, messages from the transmitting device to the receiver, and also denotes something related to communication and characterizing communication skills.

Let us consider in more detail the scientific expression "the formation of communicative competence". The category "formation" is considered one of the key in pedagogy. From the point of view of theory and teaching methodology, "formation" is the process of creating something, giving a certain completeness, completeness to something. For a deeper understanding of the problem of the formation of communicative competence in students, its current state and relevance in the theory and practice of education, it is necessary to analyze the works of scientists devoted to the study of this issue.

The implementation of the pedagogical model proposed by the author presupposes the obligatory presence and observance of pedagogical conditions, including the creation of positive motivation for communicative activity, the use of interactive modeling, the use of interactive teaching methods in the process of working with students, the orientation of listeners to tolerant business communication; development and implementation of communication and speech training in the educational process. Obviously, one of the most important conditions for the implementation of this pedagogical model is the teacher's use of interactive teaching methods in the process of working with students.

The main components of the pedagogical model of the formation of the communicative competence of future officers are situational-behavioral, cognitive, motivational and emotional blocks. The implementation of the components of this model in the educational process, according to the author, is possible subject to a number of organizational and pedagogical conditions, such as the creation of a special communicative and developing educational

environment in an educational organization, the use of interactive methods in the educational process and constructive interaction of all subjects of the pedagogical process.

Having analyzed the state of the problem of the formation of communicative competence in the theory and practice of modern education, we came to the conclusion that the leading approaches in the process of forming communicative competence in students of any level are competence-based and communicative, and an essential condition for the implementation of these approaches is the use of interactive teaching methods in the organization by teachers. educational process. We will devote a more detailed consideration of this issue to the next paragraph of our final qualifying work. The formation of communicative competence implies the obligatory formation of students' readiness to transfer and assimilate information by generating speech throughout life at different levels of education and by organizing self-education. Based on the results of dissertation research in recent years and agreeing with the points of view of scientists, we believe that interactive methods of teaching a foreign language play a particularly important role in the process of forming the communicative competence of students. Interactive teaching methods (from the English interaction – interaction, influence on each other) in the most general sense in modern pedagogy are understood as teaching methods based on active social interaction of students with each other.

In the modern methodology of teaching the German language, interactive learning is usually understood as a special form of organizing cognitive activity, a method of cognition in the form of joint activities of students. All participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, immerse themselves in a real atmosphere of business cooperation to resolve a problem. One of the goals of interactive teaching methods is to create comfortable learning conditions, such as in which the student feels his success, intellectual competence, which makes the learning process itself productive. The use of interactive teaching methods suggests that the educational process should be organized in such a way that all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think, while "it is necessary to build the educational process on the principles of interaction and cooperation of students and teachers". Interactive activities in German classes focus on five basic elements: positive interdependence, personal responsibility, facilitative interaction, teamwork and group work. Interactivity means the ability to interact or be in a conversation mode, dialogue with something (for example, a computer) or someone (person).

The activation of the student appears to us as his understanding by the main character in the educational process, actively interacting with other participants in this process. In this context, it is relevant to create situations in which the teacher is not a central figure, and the student realizes that the study of the German language is associated with his personality and interests, rather than with the methods and teaching aids given by the teacher, and therefore learns to work on the language independently at the level of his capabilities.

In our opinion, in the context of the use of interactive methods of teaching the German language in the process of forming the communicative competence of students, group and pair forms of work, based on a personality-oriented approach and allowing to create an atmosphere where the student feels comfortable and free, to stimulate the interests of the student, are highly relevant. develop in him the need to learn, making it a reality to achieve success. In addition, the indisputable advantage of using group and pair forms of work with students is the fact that "every day a teacher can use new communication situations, maintaining a high level of interest and motivation of students to learn a foreign language and forming an awareness of the need to use it in practical speech activity".

All this necessitates the differentiation and individualization of the educational process and the use of various forms of student work: individual, pair, group, collective, which fully stimulates the activity of students, their independence and creativity. These forms of work give learners a sense of support as they exchange views in small groups and respond to others. If students go in the right direction and feel successful in solving the assigned task, they have not only responsibility for mutual cooperation, but also motivation, which "is the starting mechanism of all human activity: be it work, communication or cognition". It should be noted that students who initially do not make contact with either the teacher or with each other, after conducting a lesson using group and pair forms of work, become interested in participating in the educational process, which characterizes a high level of motivation for learning German. In combination with other forms of teaching, these forms of educational activity are effective in

teaching German: the communicative skills of students are improved, their vocabulary is expanded, the time of communication and the proportion of independent work increase. It should be emphasized that interactive forms of conducting classes awaken cognitive interest in students, encourage the active participation of everyone in the educational process, appeal to the feelings of each student, contribute to the effective assimilation of educational material, have a multifaceted effect on students, promote feedback, form students' opinions and relationships that promote behavior change. Thus, teaching using interactive methods presupposes a new logic of the educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through application.

We include the following interactive teaching methods in our work: play, discussion, creative, design. Game teaching methods, involving the use of communicative games in the process of forming the communicative competence of students, are part of the educational process, since they are united by a single content, plot, and participants. The game method is used in accordance with the main content of training, it helps the teacher to intensify the educational process, and the students - to master the necessary knowledge and skills and use them in a situation close to real life.

Discussion teaching methods (debate, case method, heuristic conversation, situation analysis, round table, lecture-dialogue, dispute, talk show) contribute to the development of partnership and the ability to work in pairs and groups, contribute to the development of critical thinking, tolerance and respect interlocutors to each other and to alternative points of view.

The possible topics for debates in the German language are the following:

Brauchen wir das deutsche Zentralabitur?

Brauchen wir eine staatliche pädagogische Schulung für Eltern ("Eltern-Führerschein")?

Brauchen wir geregelte Arbeitszeiten für Politiker?

Soll das Rauchen in der Öffentlichkeit verboten werden?

Soll die staatliche Rente abgeschafft werden?

Brauchen wir eine Klarnamenpflicht im Internet?

Sollten die Steuererklärungen aller Bürger öffentlich einsehbar sein?

Sollen Lehrer nach Leistung bezahlt werden?

Soll wegen der Menschenrechte der Handel mit China eingeschränkt werden?

Soll Prostitution verboten werden?

Soll die private Verwendung von Feuerwerk an Silvester verboten werden?

Soll das therapeutische Klonen zur Gewinnung menschlicher Stammzellen legalisiert werden?

Brauchen wir Studiengebühren?

Soll Marihuana legalisiert werden?

Brauchen wir die bemannte Raumfahrt?

Soll E-Sport olympisch werden?

Sollen auf Luxusgütern Bilder von Armut gezeigt werden?

Sollen die Rundfunkgebühren abgeschafft werden?

Soll das Raumfahrtprogramm der ISS eingestellt werden?

Brauchen wir ein verpflichtendes Soziales Jahr?

As for social topics they can be

Teilweisgeburt Abtreibung sollte illegal sein.

Alle Eltern sollen Elternkurse erforderlich sein, um teilnehmen, bevor ein Kind zu haben.

Alle Menschen sollten Vegetarier sein.

Mixed Martial Arts sollte verboten werden.

Die Todesstrafe sollte abgeschafft werden.

Sport-Stars sollten positive Vorbilder sein.

Die Menschen sollten nicht für das Recycling bestraft werden.

Leistungssteigernde Medikamente sollten im Sport zugelassen werden.

Creative teaching methods (brainstorming, speaking on a socially significant topic) are aimed at creating creative products that are distinguished by novelty, originality, are subjective and objectively valuable. Their advantage lies in the constant mobilization of the mental forces of students and their growing interest in learning, in the presence of constant interaction between the teacher and the students and students among themselves.

Thus, interactive teaching methods contribute to solving several problems at the same time in the formation of the communicative competence of students in the process of teaching

German: they promote the establishment of emotional contacts between students, teach them to work in a team, develop the ability to formulate their own point of view and defend their opinions and positions, listen to the interlocutor's opinion, to be tolerant, to use formulas of speech etiquette to solve communication problems. Due to the active use of interactive teaching methods in the process of forming the communicative competence of students in German classes, it is possible to achieve effective results in the development of the communicative competence of students, which are necessary for life in modern society.

Summarizing the above, we came to the conclusion that in the process of teaching schoolchildren a foreign language, the formation of not just a set of knowledge, abilities and skills, but communicative competence, plays a key role. And the most effective task of forming the communicative competence of students is achieved through the use of interactive teaching methods in the organization of the process of forming communicative competence when teaching students foreign languages, which differ in a wide palette of options, are interesting to students and contribute to the formation of their most important communication skills and abilities.

At the present stage of development of education and methods of teaching German, the majority of school teachers consider the communicative approach to be the most effective, which, in our opinion, is didactically justified, since artificially created exercises do not form a language user, and a person who learns a language in this way is more likely to remain silent than will say the wrong phrase. And the communicative orientation of a foreign language lesson is designed to teach a person to communicate correctly in this language. German lesson, aimed at the formation of the communicative competence of students, built on the basis and taking into account the communicative approach, develops all language skills – reading and listening, speaking and writing, while grammar is mastered in the process of communicating in the language: first, the student remembers vocabulary, basic expressions, speech clichés, formulas, phraseological units and proverbs, and only then realizes what they are in the grammatical sense. In this case, the purpose of the lesson is to teach the student to speak a foreign language competently and fluently. From the above, it should be concluded that any lesson, therefore, should be communicative in nature.

The most popular in pedagogical as well as sociological research are methods that, in a general sense, can be called survey methods. Their advantage lies in the fact that the researcher can interview a large number of people and obtain data that are easily analyzed and comparable. In addition, survey methods make it possible to obtain information about people's opinions, intentions, motives of behavior, that is, about everything that cannot yet be established using instrumental measurement methods. Depending on the methodology and conduct of the survey, there is a conversation, an interview and a questionnaire.

Conversation is a type of survey that is based on a thoughtful and carefully prepared conversation between a researcher and a competent person (respondent) or a group of people. The purpose of the conversation is to obtain information on the issue under study. Interviewing is an oral survey conducted according to a specific plan, in which the recording of the respondent's answers is carried out either by the researcher (his assistant) or mechanically (using recording devices on various media). In contrast to the conversation, in which the respondents and the researcher act as active interlocutors, the questions, built in a certain sequence, are asked only by the researcher, and the respondent answers them. The interviewer can observe the behavior of the interviewee, which greatly facilitates the interpretation of the data obtained. Questioning is a method of obtaining information through written answers to a system of pre-prepared and standardized questions with a precisely specified method of answers. A questionnaire with already suggested answer options looks very much like another document – a test. But the fundamental difference is as follows. During testing, first of all, a person's knowledge is found out. The questionnaire, on the other hand, helps to assess the character and obtain socio-psychological information about the respondent.

Testing is a purposeful, uniform examination for all subjects, carried out under strictly controlled conditions, which makes it possible to objectively measure the characteristics under study. Testing differs from other research methods in the accuracy of tasks, simplicity, availability, and the possibility of automation. This group of tasks aims to provide schoolchildren with the necessary tools for communicating on the topic under study, as well as working out this material. We understand that the formation of the communicative competence of students cannot be successful without the formation of their phonetic, lexical, and grammatical skills. To do this, at the stage of forming the knowledge necessary for the

formation of their communicative competence in students, we propose the use of phonetic exercises with their subsequent working out in pairs and allowing students to independently deduce the topic of a lesson or a series of lessons. Let's give an example of such a task for working with students.

Wir beginnen unser neues Thema mit der Mundgymnastik. Wir arbeiten an einem Zungenbrecher. Hören Sie mir zu und beachten Sie den Laut [r]:

Rund ist das Geld, rollt durch die Welt,

Rund ist die Welt, die uns gefällt.

Jetzt versuchen Sie bitte, alles selbst auszusprechen, und danach üben Sie den Zungenbrecher in Paaren! Wer kann unser Thema formulieren?

When students already have a sufficient lexical minimum on the topic being studied, it is possible to gradually introduce into the educational process buildings of an analytical and communicative nature, such as reasoned commenting on proverbs in pairs and groups, preparing messages on certain topics and discussing them with an interlocutor, and so on. Here are some examples of such tasks.

1. Arbeiten Sie zu zweit! Wählen Sie ein Sprichwort aus der Liste und erklären Sie bitte, warum Sie damit einverstanden oder nicht einverstanden sind. Sammeln Sie zusammen Argumente, die Ihre Meinung begründen und unterstützen!

1) Geld regiert die Welt

2) Wer den Pfennig nicht ehrt, ist des Talers nicht wert.

3) Über Geld spricht man nicht, man hat es.

4) Geld verdirbt den Charakter.

5) Geld allein macht nicht glücklich.

6) Bei Geld hört die Freundschaft auf.

Erkundigen Sie sich bitte nach der Meinung Ihrer Mitschüler über diese Sprichwörter!

2. Bereiten Sie zu dritt einen kurzen Bericht zu einem der Themen:

1) "Wer Geld hat, hat auch Sorgen"

2) Was muss man machen, um sich in der Warenwelt nicht zu verlaufen?

3) "Alles, was man mit Geld abmachen kann, ist billig" (E. Remarque)

Stellen Sie an Ihre Mitschülern Fragen zum Thema ihres Berichts! Lassen Sie Ihre Mitschüler diese Fragen in Paaren besprechen und dann beantworten!

Conclusions. Modern society puts forward high requirements for the training of school graduates, including the ability to navigate the world socio-cultural space, as well as find the right communication strategies, both with representatives of their native culture and with representatives of other states and, accordingly, cultures. This necessitates the formation of the communicative competence of schoolchildren in the process of teaching them German, as well as the formation of their ability and readiness to communicate in an intercultural context. Communication in a foreign language is not only the process of transmitting and receiving information, but also the regulation of relations between partners, the establishment of various types of interaction, the ability to assess, analyze the communication situation, subjectively assess one's communicative potential and make the necessary decision, which contributes to a significant increase in efficiency communications. For the effective formation of the communicative competence of students in lessons, purposeful work should be carried out. Thus, the importance of studying the problem of the formation of the communicative competence of schoolchildren in foreign language lessons is undeniable. The relevance of the problem of forming the communicative competence of students in foreign language lessons is evidenced by a fairly large number of dissertation research in recent years. Many scientists note in their research that interactive teaching methods play an important role in the formation of students' communicative competence. A feature of interactive methods in teaching German is a high level of mutually directed activity of subjects of interaction. Interactive classroom activities focus on key elements: positive interdependence, personal responsibility, active interaction, teamwork skills, and group work.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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Марина ШЕВЧЕНКО, Катерина КУШНІР ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ У ПРОЦЕСІ НАВЧАННЯ СТУДЕНТІВ НІМЕЦЬКОЇ МОВИ

Протягом останніх десятиліть все більш помітним став вплив процесу глобалізації на ефективність процесів комунікації між представниками різних культур, що виявляється в об'єднанні та єдності різних аспектів життєдіяльності людей – їх світосприйняття та світогляду, політики та економіки, соціального життя та виробництва, науки та освіти, культури і мистецтва, релігії та мови, спорту. На сьогоднішній день володіння іноземною мовою є значущою конкурентною перевагою, оскільки воно розглядається в якості одного з найважливіших критеріїв при працевлаштуванні. У цьому зв'язку однією з ключових проблем сучасної методики навчання іноземній мові є формування в учнів комунікативної компетенції, що забезпечує можливість участі особистості в міжкультурній комунікації. Незважаючи на значну кількість робіт теоретичного та практичного характеру, присвячених цьому питанню, багато аспектів формування комунікативної компетенції учнів у процесі їх навчання іноземним мовам залишаються відкритими для дослідження. Слід також відзначити недостатню розробленість методичного забезпечення процесу формування комунікативної компетенції учнів.

Про актуальність проблеми формування комунікативної компетенції учнів свідчить достатня кількість дисертаційних досліджень останніх років, які присвячені даним питанням на різних рівнях освіти – дитячий сад, школа, вуз та післявузовське навчання. Наукова новизна результатів дослідження полягає в наступному: 1) визначена теоретико– методологічна основа рішень проблеми формування комунікативної компетенції учнів у процесі навчання іноземних мов; 2) у процесі дослідно-експериментальної роботи показано, що процес формування комунікативної компетенції учнів, що навчаються на уроках іноземної мови, плине більш успішно, якщо в навчальному процесі використовуються інтерактивні методи навчання іноземних мов і спеціально розроблений методичний інструментарій, що включає завдання комунікативного характеру.

Ключові слова: іноземна мова, компетенція, комунікація, вивчення іноземної мови, методи вивчення, німецька мова.