

здорового способу життя, залученням курсантів та студентів до занять у спортивних секціях та залах. Доведено важливість Проведення інструктажів з курсантами щодо важливості здорового способу життя, здорового сну, збалансованої їжі, відмови від шкідливих звичок, протистояння панічним атакам у стресових ситуаціях в умовах коронавірусу, виховання стресостійкості, рівноваженості, сили волі.

Виокремлено, що під час карантину стає надзвичайно важливим питання проведення занять з фізичної підготовки для курсантів ЗВО МВС України. Це питання тісно пов'язано з підтримкою та розвитком спортивної діяльності у ЗВО МВС України. Таким чином, активне впровадження інформаційних технологій та розвиток медіаграмотності стають необхідними умовами проведення занять з фізичної підготовки курсантів ЗВО МВС України.

**Ключові слова:** карантинні обмеження, специфіка діяльності поліції в умовах пандемії, організаційні заходи, фізичне виховання, тренінг.

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## NEW COMMUNICATIVE METHODS OF TEACHING GERMAN AS A FOREIGN LANGUAGE

**Abstract.** In this article, modern methods of teaching a foreign language are considered. Learning a foreign language in educational institutions is an integral part of the educational process and is now coming to the fore. From the methods used by the teacher in practice, corresponds to the success of the entire learning process. Among the modern teaching methods are: collaborative learning, the use of new information technologies and Internet resources, as well as various game tasks that help to implement a personality-oriented approach to learning, provide individualization of learning based on students' abilities, their level of foreign language proficiency and other important factors.

**Key words:** foreign language, teaching methods, learning process, German language, learning a foreign language.

**Relevance of the study.** At present, when studying foreign languages at a university, the practical mastery of a foreign language comes to the fore, i.e. the formation of students' communicative competence or the ability to speak in accordance with the speech situation. The task of the teacher is to activate the cognitive activity of students in the process of teaching foreign languages. Modern teaching methods: learning in cooperation, the use of new information technologies and Internet resources, shell programs, as well as various game tasks help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of students, their level of proficiency in a foreign language, inclinations, etc. Due to the variety of training options and teaching tools, the requirements for the professional training of a teacher of foreign languages are increasing, who, in the new conditions, needs to become familiar with various methodological systems. An invaluable role here is played by internships in the country of the target language and the exchange of experience with foreign colleagues.

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International refresher courses can help. Such courses for teachers of German as a foreign language are successfully conducted by the Institute of International Communication in Dusseldorf (Germany), which was founded on the basis of the University. Heinrich Heine in 1989 with the aim of increasing the level of international exchange and education. The Institute for International Communication is located on the premises of the Heinrich Heine University and works closely with it, assisting in the organization of international events. Various language courses are offered every year, international exchange programs are organized, as well as educational programs during the summer holidays, including for teachers.

**Recent publications review.** The importance of using of new methods in foreign languages teaching were underlined by different scientists. Theoretical and practical aspects of foreign languages teaching are developed by Lements H., Pfau A., Schmid A., Kazartseva O., Passova E., Tsarkova V., Kalenchuk M. and others.

**The article's objective.** In this article, I would like to dwell on some didactic ideas used in the classes in German as a foreign language by colleagues from European universities (Germany, Hungary, Poland, Slovakia, Slovenia, France, Italy, Spain, etc.), who underwent a two-week internship at the Institute International Communication in July 2011.

**Discussion.** I. Group forms of organizing the educational process in the classroom in German. Group form of training is a form of organizing educational and cognitive activities in the classroom, involving the functioning of various small groups working on both general and specific tasks. Estonian scientist H. Limets distinguishes the following principles of group work [1, p. 20]:

- 1) Students are divided into several small groups of 3 to 6 people.
- 2) Each group gets its own task. Tasks can be the same for all groups or differentiated.
- 3) Within each group, roles are distributed among its members.
- 4) The process of completing an assignment in a group is carried out on the basis of an exchange of views and assessments.

5) The decisions worked out in the group are discussed at the plenum. The positive aspects of group work are that each student learns to express and defend his own opinion, listen to the opinion of others, compare, compare his point of view with the point of view of others. The skills of control over the actions of others and self-control are developed, critical thinking is formed. Group discussion, discussion enliven the search activity of students. German teacher and methodologist Frank Pieper, who in the summer of 2011 participated in a seminar on the topic of group work held by the Institute for International Communication in Dusseldorf, shares his experience on the distribution of roles in the group and the rules for organizing group work. He proposed to distribute the following roles among students:

- 1) Chef - makes sure that the group clearly adheres to the goal set for it and does not deviate from it.
- 2) Timekeeper - is responsible for ensuring that the task is completed at the set time.
- 3) Observer - monitors the atmosphere in the group: do all participants have the opportunity to speak? Will there be a discussion?
- 4) Secretary - records the results of the discussion and conclusions.

The organization of group work changes the role of the teacher. If in a traditional lesson he transfers knowledge in a finished form, then here he must be the organizer and director of the lesson, an accomplice in collective activities. His actions should be reduced to the following:

- an explanation of the purpose of the forthcoming work;
- dividing students into groups;
- distribution of tasks for groups;
- control over the execution of the task;
- alternate participation in the work of groups, but without imposing their point of view as the only possible one, but encouraging an active search;
- after the report of the groups on the completed task, the announcement of the results of the work, drawing attention to typical mistakes;
- assessment of the work of students.

The group method of teaching is increasingly used in modern higher education pedagogical technology. Example of group work: Topic "Travel by train, plane, sea". All participants work out the type or route of travel. Each group is looking for material for itself (for example, a program is drawn up for a group of tourists at the place of stay, tickets are ordered at a hotel, the route of movement is determined, etc.). Then there is a meeting of

"experts" (representatives of different teams meet, but on the same issue) and the "experts" exchange information. Then the "experts" return to their teams and pass on what they have learned from other "experts". Everyone listens, takes notes. All teams report in turn. At the final stage, the teacher frontally asks anyone about the topic, or the questions are asked by team members instead of the teacher. Answers can be supplemented within the team itself.

II. Music in the classroom of German as a foreign language. Purposes of using music in foreign language classes:

1. Development of speech skills of listening and speaking in a foreign language.
2. Introduction to the topic under discussion.
3. Deepening the covered topic.
4. Repetition, activation or expansion of vocabulary.
5. Obtaining regional information.

Tasks:

1. Creation of a reason for discussion.
2. Emotional impact followed by a description (in a foreign language) of the expression of feelings.
3. Performing creative tasks (changing the text, transformation, adding stanzas, etc.) [2, p. 30].

As an example of working with a piece of music in a German lesson, let us take an excerpt from the song "Deutsche" by the German group "Basta" from Cologne (from the disc "Wir sind wie wir sind" 2007):

Deutsche werden Helden über Nacht,  
Deutsche lassen auch mal Frauen an die Macht,  
Deutsche sind zwar blond, aber nicht doof,  
Deutsche lieben Zäune und jagen sich vom Hof.  
Deutsche wären gern Amerikaner,  
Deutsche sind nicht so, sie sind viel humaner,  
Deutsche Wohnzimmerschränke sind schwedisch,  
Deutsche wollen's französisch und essen italienisch.  
Deutsche reden auch in Spanien deutsch,  
Deutsche sind nicht deutsch, das ist typisch deutsch.  
Wir sind, wie wir sind, weil wir Deutsche sind,  
Deutsche waren wir schon als Kind.  
Unser Land ist klein, doch es passen viele rein,  
Nicht alle müssen Deutsche sein.  
Wir sind Deutsche.

Examples of assignments after listening to a song offered by Achim Kelenbach, teacher of German as a foreign language and methodologist at the Institute for International Communication:

1. Hören Sie sich das Lied zweimal an, füllen Sie die Lücken aus! Group "Basta": "Deutsche"

Deutsche werden Helden über \_\_\_\_\_,  
Deutsche lassen auch mal \_\_\_\_\_ an die Macht,  
Deutsche sind zwar \_\_\_\_\_, aber nicht \_\_\_\_\_,  
Deutsche \_\_\_\_\_ Zäune und jagen sich vom Hof.  
Deutsche wären gern \_\_\_\_\_,  
Deutsche sind \_\_\_\_\_, sie sind viel humaner,  
Deutsche Wohnzimmerschränke sind \_\_\_\_\_,  
Deutsche wollen's \_\_\_\_\_ und essen \_\_\_\_\_,  
Deutsche \_\_\_\_\_ auch in \_\_\_\_\_ deutsch,  
Deutsche sind \_\_\_\_\_, das ist \_\_\_\_\_ deutsch.  
Wir \_\_\_\_\_, wie wir \_\_\_\_\_, weil wir \_\_\_\_\_ sind,  
Deutsche waren wir schon als \_\_\_\_\_.  
Unser Land ist \_\_\_\_\_, doch es passen \_\_\_\_\_ rein,  
Nicht alle \_\_\_\_\_ Deutsche sein.  
Wir sind Deutsche

The bands Wise Guys and Basta from Cologne, the singers Anett Louisan and Funny van Dannen, and many others have interesting songs to use in German classes. The lyrics can be found on the Internet and on artist websites.

III. Games in the classroom in a foreign language. New methodological developments indicate the relevance of using various game tasks at different stages of learning a foreign language, which allows you to increase and maintain the interest and motivation of students, stimulate educational and communication activities. Currently, a large amount of methodological literature is offered, containing samples of games and exercises for classes in the German language. Here are some examples of a playful form of learning:

Sternenlauf [3, p. 45].

Level: A1, A2

Grammar: personal pronouns, pronominal adverbs.

Materials: copies of sheets with tasks, playing field, cube, chips.

Game rules: students are divided into groups of 4 people. Each group receives game materials. Each player is assigned a number from 1 to 4, and he receives a sheet with tasks corresponding to his number. Each sheet contains 10 questions and 10 answers. Purpose of the game: The winner is the one who reaches the finish line first. On the way to the finish line, on each move, an answer to another player's question must be received. Course of the game: Players place their chips at the start. They take turns rolling the dice and making moves. As soon as a player enters the field with any number, he receives a question from the player with this number.

The answer must contain one or two pronouns. The player who asked the question checks the correctness of the answer using the keys he has. If the answer is correct, the player's chip remains on the playing field, if not, the gyro is returned back to the number of fields that it dropped out. Wrong answers are corrected by the player who asked the question. If a player enters the field with his own number, he does not need to complete tasks, but he can ask a question to any player. Usually the question is asked to the player who is closest to the finish line in order to prevent him from winning in case of an incorrect answer. If the answer is incorrect, the player goes back 6 fields. If a player hits a star, he must move in the direction of the arrow.

IV. Communication exercises. It is known that any exercise must be consistent with the learning goal in nature. Consequently, communication exercises must correspond to the real properties of the communication process, its linguistic and psychological characteristics. In order for an exercise to be called communicative, it must:

1) be situational, i.e. consist of a number of similar speech situations containing an automated grammatical sign or structure;

2) be vital in each of its elements: the elements of the exercises should be typical variants of speech situations for this type of communication;

3) ensure an active attitude of the student to the material;

4) eliminate the need for grammatical reflection. The speaker's attention should be directed to what to say and why to say; that, how to say, is acquired involuntarily, thanks to appropriately organized exercises;

5) exclude the possibility of switching consciousness to the native language;

6) ensure the accuracy of their implementation, since the success of the action is the basis of a solid skill, and constant mistakes in speech are not a positive reinforcement, as a result of which a dynamic stereotype is not formed [5, p. 45].

In order for the exercises to have all the listed properties (to be communicative), they obviously must be based on the same principles on which the communication process is based. What are these principles?

Let's compare the two dialogues.

1. – Und ich habe gestern ein Sofa gekauft. – Ist es gross?

– Jawohl. Das wollte ich schon lange. – Grün?

– Nein, schwarz. Und überhaupt nicht teuer. 40 Euro.

– Ja, es ist wirklich billig.

2. – Hast du gestern ein Sofa gekauft? – Ja, ich habe es gekauft.

– Was für ein Sofa hast du gekauft? – Ich habe ein großes Sofa gekauft.

– Hast du ein grünes Sofa gekauft? – Nein, ich habe ein schwarzes Sofa gekauft.

– Ist es ein teures oder billiges Sofa? – Es ist ein billiges Sofa.

– Wie viel ist Ihr Sofa wert? – Mein Sofa kostet 40 Euro.

In terms of content, both dialogues are the same, but in terms of expression, they are different. Each phrase of the second dialogue is individually possible in speech, but collectively, they are certainly unlikely.

The first question of the dialogue "Hast du gestern ein Sofa gekauft?" can only be asked in a very specific situation. From the point of view of the student, it would be quite logical to answer: "Ich war gestern nicht im Laden". This, however, is absolutely unacceptable from the point of view of the need to build an exercise to automate a certain, given structure or sign, since the exercise in this case falls apart. Another thing is the message: "Ich habe gestern ein Sofa gekauft". Due to the presence of a logical context in this phrase, a prerequisite for a speech situation is created. It is safe to say that in any conditions the interlocutor will ask: "Welche Größe?", "Welche Farbe?", "Wo?" etc. [5, p. 16].

It should be noted that the range of logical context is very wide. The same statement, for many reasons, can cause different reactions (replicas). But since we are talking about the automation of a certain grammatical form, the exercise should be organized so that the replica of each student is unambiguous. In other words, the logical context should be revealed in one direction necessary for the automation of the grammatical form.

This can be done under one condition - to change the exercise settings. Until now, the following settings are often used: "Put a sentence in Perfekt" or "Put negatives nicht, kein". These attitudes induce only certain grammatical transformations, devoid of any interest, since they do not contain communicative tasks. It is never the speaker's job to put a sentence in Perfekt or to use nicht or kein. His task is to express a certain thought, judgment, caused, for example, by the desire to inquire whether the action took place in the past (then he will use Perfekt), or the desire to deny the interlocutor's thought (then he will use nicht or kein in his remarks).

So the act of communication is stimulated by certain feelings. Our speech is distinguished by a wealth of stimuli: objection, request, clarification of thought and confirmation of it; expression of guess and doubt, confidence and surprise, assurance of something, agreement, etc. Consequently, the attitudes when performing the exercises must correspond to the variety of stimuli that induce speech. Instead of the usual "Put in Perfekt", you can say "I'll talk about what I usually do, and you ask me if I have done this before".

For example:

- Jeden Abend lese ich ein wenig.
- Haben Sie gestern Abend auch gelesen?
- Natürlich.

Instead of "Form an Imperativ Form", you can say "Ask me not to do what I am about to do".

- Ich will heute fortfahren.
- Fahren Sie nicht fort!

Instead of "Put the endings of adjectives" use "Inquire about the quality of the subject that I will mention". For example:

- Ich habe ein Kleid gekauft.
- Ein seidenes Kleid?
- Nein, ein wollenes.

Thus, the first principle of constructing communicative exercises is the principle of imitating the speaker's communicative task. However, the presence of a communicative task in an exercise does not yet make it an exercise for automating a certain grammatical form. For this purpose, the exercise should be organized so that the assimilation of the grammatical form takes place simultaneously with the expression of a particular communicative task [3, p. 49]. A speech pattern to be learned is presented on the board. A student, performing a certain communicative task, follows this pattern, uses a number of similar phrases with an automated form, and he develops a dynamic stereotype.

The use of the grammatical form occurs subconsciously, as if in the background of consciousness, while consciousness itself is aimed directly at expressing thoughts in accordance with the speaker's task [3, p. 56]. There comes a time when the need to follow the pattern disappears, the student pronounces the subsequent phrases by analogy with the formed structural model, on the basis of a dynamic stereotype and an acquired sense of form. Consecutive repetition of the same grammatical form in different (but of the same type) phrases and in different speech situations ensures the automation of this grammatical form, i.e. ensures the creation of a solid grammatical skill. For example:

1. – Ich habe gestern ein Buch gelesen. – Ein interessantes Buch?  
– Nein, ein sehr langweiliges.
2. – Ich habe ein Zimmer bekommen. – Ein großes Zimmer?

– Ja, ein großes und helles Zimmer.

Consequently, the second principle of constructing communicative exercises is the principle of analogy in the assimilation of grammatical forms. It has been noticed, however, that the automated form by itself is not yet sufficient for the ability to express one's opinion in a foreign language. It often happens that a student in isolation from communication can form one form or another, say, Perfekt, but if he has to ask something about the past, he is not able to do it. This happens because in this case Perfekt is perceived by him only as a certain (one of many) form of the verb, but not as a form for expressing the past tense in speech. Such cases are also the result of dividing exercises into linguistic (exercising in the formation of signs in isolation from the function of the sign) and speech (developing the ability to use these signs in speech). In the process of communication, however, the form is inextricably linked with its meaning and use in speech, with its function. Consequently, the third principle of constructing communicative exercises is the principle of linking the form with its function in speech. The proposed principles allow you to build a huge variety of exercises to automate any grammatical sign or structure [4, p. 68].

V. The use of information technology in teaching German. In modern education, the ability to master the methods of searching for information using information technologies is gaining more and more importance. It is necessary to teach students the ability to independently obtain additional material, critically interpret the information received, and be able to draw conclusions.

Working with information in a foreign language, especially when you consider the opportunities offered by the global Internet, is becoming very important. Modern technological capabilities aimed at the mass computer user allow a foreign language teacher to create own e-learning materials and assignments for specific groups of students, without the help of programmers. One of these software tools are shell programs that are designed to create training courses, exercises, tests based on specified formats for presenting educational material using texts, graphics, audio and video materials for the subsequent work of students in offline mode or in a local / global network. An example of an educational shell is the Moodle shell. This platform allows you to post various tasks in Word format, as well as video and audio files, accompanying them with various tasks, create forums and chats to discuss various materials. The teacher gets the opportunity to fully control the actions of users (students), it is possible to view the results of completed tasks, control the time during which these tasks were performed, etc. Listening assignments can be prepared using the Audacity audio processing software.

The program allows not only to process the existing sound file, but also to combine several files, overlay sounds, record your own files and combine them with the existing ones. HotPotatoes allows you to create the following types of exercises: filling in the gaps; establishment of correspondences; crossword; questions with input and choice of answer; restoration of the sequence of letters in a word / words in a sentence; tasks with an open answer; selection of a title to the text; reconstruction of the text, etc. A teacher of a foreign language must be proficient in software that allows you to create such electronic educational materials.

**Conclusion.** In conclusion, I would like to once again note the enormous importance of internships in the country of the target language for improving the professional level of teachers, getting acquainted with innovative teaching methods and acquiring skills in using modern information and computer technologies in the field of teaching foreign languages.

*Conflict of Interest and other Ethics Statements*

The authors declare no conflict of interest.

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**Марина ШЕВЧЕНКО, Юлія КЛАВДІЄВА**  
**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.

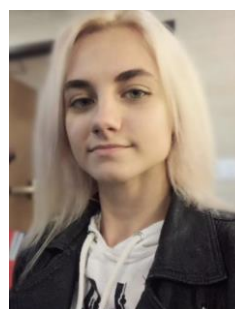
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**FORMATION OF COMMUNICATIVE COMPETENCE  
IN THE PROCESS TEACHING STUDENTS THE GERMAN LANGUAGE**

**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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