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МЕТОДЫ И ФОРМЫ РАБОТЫ В ПРЕПОДАВАНИИ ПРЕДМЕТА METHODS AND FORMS OF WORK IN REGIONAL WORK STUDIES TEACHING

Аннотация: В статье речь идет о роли страноведения в обучении иностранным языкам. Выделяются цели использования страноведческого материала на уроках, способы сочетания элементов страноведческого материала с языковыми явлениями. Проводится анализ страноведческих текстов.

Abstract: The article tells about the role of regional geography in teaching English. It singles out the aims of using geographical material at 2 English lessons, the ways of combining geographical elements with language phenomenon. The analysis of geographical texts is made.

Ключевые слова: страноведение, языковой материал, культура страны, коммуникативные навыки.

Keywords: regional geography, language material, culture of the country, communicative skills.

Many questions revolve around the term "regional studies": what is meant by this term? Are there many materials available to the teachers? What is the position of regional studies in the textbooks? In which way can the regional information be conveyed most effectively? I try to answer these and other questions in my work. At the beginning of the present work, I am trying to determine what is hidden behind the word "regional studies" and what development trends it is associated with. I point out their tasks and problems, I mention the role of materials and media in regional studies lessons and determine which forms of work are most suitable. Furthermore, I will deal with the textbooks and will mainly focus on the extent to which they deal with the regional studies problem. I am trying to explain what teachers should pay attention to when choosing a textbook, provided that they are looking for a textbook oriented to regional studies.

Regional studies is an extensive concept and the teacher can convey it in a variety of ways. I assume that the range of regional studies exercises in the textbooks is only limited. Therefore, at the end of my work, I would like to offer some examples or suggestions that may help teachers to make their lessons entertaining and attract students to study.

By the word "Method" we mean a procedure by which we achieve the goal of teaching a foreign language. There are various methods in the lessons oriented to regional studies. They are distinguished according to the task, goal and activity of students. The teacher must try to respond to the interests of the students and arrange the country studies lessons in such a way that the students are curious about the German-speaking countries. Above all, such forms of work that promote the creativity of students are suitable for this.

The success of the teaching methods is always due to the organizational skills of the teacher, to his good preparation, and also to the partial competence of the group. A number of suitable teaching activities are necessary to promote communicative competence. They should be designed in such a way that the learners have the feeling that they are contributing something interesting and that they are able to communicate something to their partners. Just as motivating are the fun, the challenge and the joy of the solution.



Perhaps the most famous form of work is frontal teaching. For him, the main role is played by teachers, students remain relatively passive and participate little in the lessons. The learning process is controlled, controlled and guided by the teacher. Students usually just listen to what the teacher is telling and can take notes while doing so. As for regional studies, frontal teaching is necessary when the teacher wants to transfer a lot of information to students in a short time. It is often used in the form of reading aloud, telling or explaining. The negative thing about this method is that students learn various data by heart and without understanding, practical application is often lacking. The students cannot combine the new information with their own experience.

However, it is also very good to use such methods in regional studies lessons in which the students actively participate, take initiative and also promote their communicative competence. They motivate the students to express their personal opinion and are little controlled. These include, for example, role-playing games, discussions or debates. With such methods, learners can express their personal opinion. In order to be able to use these methods in class, students must already have a fairly good command of the foreign language beherrschen. In during the discussion, two or more people speak on a topic, with each side presenting its arguments. To provoke a discussion, the teacher needs to prepare a specific occasion (for example, living in the Czech Republic and Germany – advantages, disadvantages, level of living). It always depends on the interest and language skills of the students. In the role-playing games, concrete situations from everyday life are played out. They can help students to cope in everyday situations. Through role-playing, students learn to act in realistic situations and try to put themselves in strange situations[1]. A debate is a discussion in which the arguments for and against are presented. The goal is to convince the partner of one's own truth. Students need to look for various arguments for substantiating their claim. This method is very suitable for country studies lessons, because it combines all three approaches of country studies into one unit.

One of the successful methods in teaching oriented towards regional studies is project teaching. The topics of regional studies can be dealt with very well in project lessons. In the form of project work, students can arouse their interest in a foreign country. In the project lessons, the university is connected with everyday life. Students are usually divided into small groups working on a certain topic. But the whole group can also work on the project. The start and end dates must be set. These can be long-term projects or only short-term projects. The students deal intensively with the specific topic and can bring their own ideas into the classroom. An interesting feature of project teaching is that it does not necessarily have to take place at school. College is not the only place where students study. Students' own experiences can also be included in the lessons. Emphasis is placed on independent action, cooperation and also on discovering new things. Imagination and creativity play a major role in project teaching[6]. The teacher does not have the leading role here, but only the role of a coordinator and helper. The project work supports the students' independence, improves their ability to process information and increases their motivation to learn the German language. Students independently cope with various tasks, do not constantly work under the guidance, support and control of the teacher. Self-employment plays an important role in this method. The teacher does not do anything that the students can do themselves. As far as possible, the teacher leaves the planning, goal setting and implementation of the lessons to the students. They deal with the topic, collect materials and information and prepare other tools. This will strengthen your confidence in your own strength. At the end, the project will be presented by the students and also the whole group.

A high level of success is usually guaranteed in project work, because students can determine their learning on their own. If the students make something themselves, they will keep the new findings in their memory for a longer time. Students feel joint responsibility in the planning and execution of the project, they independently learn to use various aids. Not only are the mere findings needed, they are supplemented by practical action[7]. The students all participate in the work, each individual has his merit and can influence the work of the whole group. At the same time, they learn to work in a team and bear joint responsibility[2].



When conducting project lessons, the teacher may encounter some difficulties. After all, students are often not used to working independently, because they often do everything according to the instructions of teachers. And teachers also need to get used to not prescribing everything and leaving a free space for students. So when you start with the project work, he should concentrate more on smaller works. There are usually no grades in project lessons, which I rate quite positively. Each student assesses his work, and also the work of the whole group itself. The project teaching thus enables the students to criticize and self-criticize. Working without striving for a good grade can also be more effective and can be more fun.

The aim of regional studies learning is "not the acquisition of certain knowledge about a country, but the acquisition of a general cultural sensitivity and the ability to distance oneself from roles" [3]. With this statement, D. Penning emphasizes that the lessons focused on regional studies should not only convey information about the country. It is much more about the general knowledge that relates to the foreign culture. The goal of the regional studies course is defined in a similar way: "The learning objectives relate above all to the ability to act in the target culture and attitudes towards the target culture" [3].

The aim of the regional studies lessons is also to arouse interest in the German-speaking countries and to break down existing stereotypes. The study of other languages, countries, societies and cultures should enable the students to take a look into the foreign.

According to Manfred Erdmenger, regional studies serves four purposes[4]:

1. It is intended to impart knowledge about those areas of the target culture with which the learner comes into contact in the future.
2. It is important to have knowledge of everyday life in a foreign country, but also to have knowledge of complex phenomena in the state, society, culture and economy.
3. The transfer of knowledge also affects social knowledge and knowledge about norms of behavior in everyday situations.
4. Knowledge of local lore can help to achieve a willingness to revise prejudices towards strangers.

At the end of the practical part of my work, I once again try to summarize the most significant information about regional studies. I start from the ABCD theses[5], which were created in 1990. I would like to present some of them here in part because, in my opinion, they formulate very precisely the tasks, principles, requirements and principles of regional studies:

* The subject of regional studies is the reality of the target language countries and the cultural identity of the people who live there.

* Regional studies is dynamic and process-based, it dispenses with the completeness of the information.

* The German language is a native language in different regions, so the German lessons are oriented towards intercultural communication.

* The primary task of regional studies is the development of skills, abilities and strategies in dealing with foreign cultures. As a result, prejudices can then be reduced and a critical tolerance can be developed.

* All materials must take into account information about the entire German-speaking area.

* Geography is related to the language.

* Regional studies requires such teachers who cover all German-speaking regions in German lessons.

* Geography is seen as a process of active engagement with foreign cultures.

* Authentic materials about the German-speaking regions should be used, which represent different points of view and contradictions of a society.

* The learners should get the desire and curiosity for discovery and the opportunity for their own opinion.

* Students should be introduced to the variety of regional varieties of the German language.

* In the regional studies lessons it is also necessary to deal with historical topics that give the connection of the past, present and future.



* An important contribution is made by literary texts, with the help of which one becomes aware of someone else's and one's own reality.

* In the classroom, one should focus on the diversity of the German-speaking regions, on their similarities and also differences (historical, political, cultural, linguistic).

* The country education should be contrastive, it should build on traces of foreign culture in one's own country, pick up on previous knowledge and stereotypes.

* The country studies lessons must give space to experiences and subjective opinions. Landeskunde links foreign language teaching with other subjects.

I believe that not only teachers, but also textbook authors should start from these principles.

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