



FROM SOCIAL FORMS IN TEACHING GERMAN USE

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ABSTRACT

The article analyzes the social forms used in German language teaching. Their types, advantages and disadvantages are shown.

KEYWORDS :- Social form, frontal, plenum, group work, pair work, individual work.

INTRODUCTION

Today, there is a growing interest in the use of social forms not only in foreign language classes, but also in the teaching of other subjects. Social forms are an important element for every foreign language lesson. On the one hand, they are a motivating factor, showing language learners that learning material can be learned not only in the frontal lesson, but also by working in pairs, groups.

Therefore, every teacher needs to plan in advance how to organize the lesson, what social form to use. It is advisable to use several social forms for each lesson. Just as a frontal lesson alone does not give good results, being limited to working in groups or in pairs may not give the desired result.

The main reasons for this are:

- The global changes in communication through information technology in recent years have dramatically changed the attitude of language learners towards learning foreign languages. Today, people need to know not only one foreign

language, but several languages. Language learning in tandem is expanding. This method is a collaborative language learning method of two language learners who collaborate with a person who wants to learn German, if the native language is English, but wants to learn English but whose mother tongue is German. When choosing a partner, it is important to have a clear plan for how well you know or learn the language. A number of similar factors have led to the inadequacy of the social form of "frontal lesson" used in foreign language learning;

- Globalization, social changes in the world (the emergence of the European Union, etc.) and the establishment of multifaceted cultural, tourism and economic ties between them have led to the use of various social forms in learning a foreign language, especially among young people.

Before defining any social form, it is necessary to have a deep understanding of what the social form itself is. The information provided in the article is important not only for the social forms used in German language teaching, but also for the organization of the teaching process, which can



help all teachers equally. In addition to social forms, today's teachers need to pay close attention to the process of globalization, the difference between today's students and students 20 or 30 years ago. It should not be overlooked that today students can use not only a blackboard, but also tools such as telephone, internet, laptop, electronic whiteboard. These tools are also causing a change in the foreign language course. As a result, learning techniques, homework, or independent work are changing. If language learners have an internet connection, various social forms emerge among them. This process, in turn, makes social forms such as working in pairs, working in small groups, or working in groups more important, and at the same time has a significant impact on the language environment.

MATERIALS AND METHODS

M.Kakhkhorova and M.Khodjaev [2] give the following forms of social lessons:

1. Frontal course;

2. Group work;
3. Work in pairs;
4. Work individually.

They can be expressed as follows:

1. Work alone - the student works calmly, alone and independently.
2. In pairs - working students work in pairs, for example, working with a partner.
3. Work in groups - students work in groups
4. Frontal lesson / Plenum - the teacher speaks; students hear.

RESULTS AND DISCUSSION

Some books highlight the concepts of frontal course and plenum. In the frontal lesson, only the teacher speaks. In the plenum, all students act as both listeners and speakers.

But each form of social lesson also has its advantages and disadvantages. They can be expressed as follows:

Social form type	Advantages	Disadvantages
Alone performance	- Noise in the classroom will not happen - learners their methods and performance tempos self-determination possible	- strong learners than the weak will be ready faster in large groups all of the teacher to work with the reader may not have time
In pairs Performance	-introvert students very useful for; - when a problem occurs will be a partner for exchange of views;	- there will be rapid noise; - in German mother instead of talking speak the language can be started;



		- sometimes two different due to the method of study mutual disagreement can also be.
Group work	- Suitable for creative work falls (e.g. poster) create); - Tasks are independent can be distributed; - to work in a team teaches; - often pleasant reaches	- Weak students are "hidden" in the group goes; - quickly becomes noisy; - other forms of education takes longer than; - if group members if they are not sympathetic, group work is not the same. - in German mother instead of talking speak the language can be started;
Frontal lesson	- all the same explained; - for planning comfortable, especially large for groups	individual desire depending (fast, slow) cannot be approached; - Too much for a teacher hard

Table №1. Advantages and disadvantages of social forms

In the 1980s, foreign language classes were organized on the basis of frontal (mass) lessons. In the frontal lesson, the teacher leads the students to the goal, the teacher evaluates the lesson on the basis of certain criteria, if the students express their attitude to the lesson, it is considered an obstacle (because the teacher would have planned every minute of the lesson),

students constantly focus on the teacher. their focus can lead to boredom, students not being independent in the lesson process, and the teacher being dominant in the lesson can be defined as features of the frontal lesson.

In the words of the British scholar Makaro, "Frontal lesson is a process in which the teacher spends more time in front of the class than in the classroom as a 'superior method' of the students or, to put it bluntly, as the teacher is with the students".



We all know that frontal lessons have been used in foreign language classes before. The frontal lesson in DUDEN is described as follows:

Fron | tal | un | ter | richt, der (Päd.): Form des Schulunterrichts, bei der der Lehrer bzw. die Lehrerin vor der Klasse steht u. sie als Einheit führt. [1] (A form of school lesson in which the teacher stands at the head of the class and conducts the lesson alone).

In the frontal lesson, the teacher plays a dominant role. He controls everything and is the only decision-maker in the class. The lesson is conducted in the form of a lecture and all the information is conveyed to the students by the teacher. Accordingly, all students in the class will have to master the same information and achieve learning at the same time. They are all required to understand it all at once.

It does not take into account whether students are good learners or low learners. It is considered that this can be solved by repeating the given information after the lesson.

In the frontal lesson, several forms of teaching are used in which the teacher is dominant. For example:

- report;
- broadcasting;
- narration or information;
- Demonstration;
- Demonstration through exhibitions;
- teacher interview.

In all of the above forms of teaching, the superiority of the teacher is evident and the student does not say a word. The main purpose of the frontal lesson is for the student to accept the given learning material. This is a particularly negative situation for foreign language classes, causing students to slow down the language

learning process. Therefore, it can be said that the use of a frontal lesson has its advantages and disadvantages. These disadvantages and advantages apply not only to students but also to teachers. In the frontal lesson, students do not have the opportunity to demonstrate their skills. The effectiveness of the lesson may be reduced because the teacher is the only one working during the lesson.

The organization of group work in the study of a foreign language by the communicative method is also of particular importance. First of all, let's try to understand the meaning of the word "group" in the lessons. Three to six pupils / students work together in a set time and space, have the same task, individual roles, relationships, common interests and values, and moral norms, and this process in a goal-oriented class is called "group work".

The five pedagogical bases for the use of group work in foreign language lessons are:

1. Group work further enhances the ability to speak;
2. Group work provides an opportunity to demonstrate the individual abilities of some pupils / students;
3. Group work raises the quality of thinking in a foreign language to a high level;
4. Group work creates a language environment (atmosphere);
5. Group work develops students' desire to learn a foreign language.

CONCLUSION

It is known from our personal experiences that when people are in a certain relationship with each other, of course, there are some obstacles or disturbances, including such a situation that can occur in the classroom. Pupils / students are



closer to each other in group work than in frontal lessons. It is natural that students' feelings such as fear, insecurity or confidence, jealousy or envy, indifference are higher than in frontal lessons. Interrupting the process of group work is generally normal.

To be able to choose a social form that suits the course process, the topic

has an impact on lesson outcomes.

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