

Distinctive Features of Manuals Created for Teaching and Learning German

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ABSTRACT: Teaching a foreign language, like teaching any subject, is a system that “consists of the interaction of many elements, material and ideal subsystems.” In relation to teaching a foreign language, the system includes such elements as general learning goals, learning goals for a subject such as a foreign language, methods of teaching a foreign language, as well as the content of a specific educational process. The goals of teaching a foreign language are consistent with teaching strategies and methods, understood as the use of educational material, teaching techniques and methods of interaction between participants in educational activities. In this regard, a foreign language textbook plays a special role.

KEYWORD: Principles, content, method, strategy, tactics, educational process, extracurricular work, educational process, communicative competence, practical use, speaking skills, listening skills.

Introduction

A foreign language textbook reflects certain goals, principles, content and method of teaching foreign languages, which, in turn, determines the strategy and tactics, the teaching system as a whole.¹ The textbook as an integral educational and methodological complex, according to I.L. Bim, organizes the educational process, the activities of its participants, thanks to the training manual, systematic collective and individual work in the classroom is carried out under the guidance of a teacher and independent extracurricular work².

The content of a modern textbook of German as a foreign language should reflect the modern goals and objectives of teaching a foreign language, which are that the student masters “communication at the intercultural level in all its functions (cognitive/informational, regulatory, value-oriented/emotional-evaluative, conventional/ etiquette)”³, and also take into account the age and psychological characteristics of students.

The specificity of a modern textbook on a foreign language is that its goal is to master students’ skills that allow them to successfully communicate in a foreign language. Mastering communicative competence is

¹ Yakushev M.V. Teaching analysis of a foreign language textbook in the process of methodological training of a future teacher (based on materials from German language textbooks). KD, 1998. – P. 3

² Bim I.L. Decree. op.. – P. 267.

³ Nefedov O.V. Contents of the textbook on foreign languages of the new generation // Electronic scientific publication “Scientific Notes of Tomsk State University”, Volume 6, No. 4, 2015. – P. 28

the basis of a methodology that has become the leading one in teaching a foreign language in recent years - the communicative method. The communicative direction is also called functional-semantic, because it involves “the practical use of language, which presupposes the ability to correlate the units, forms and structures of language with the functions they perform”⁴.

Communicative methodology underlies the vast majority of analyzed German language textbooks. For analysis, we took textbooks from the following series: Berliner Platz, DaF kompakt A1-B1, Deutschmobil, eurolingua, Lagune, Mittelpunkt neu, Optimal, Planetino, Tamburin, Tangram aktuell, as well as Lerngrammatik zur Studienvorbereitung. When choosing research material, we were guided by: a) year of publication - all textbooks were published after 2000; b) the authority of the publication - textbooks from well-known German publishing houses were used (Klett, Hueber, Langenscheidt); d) target audience.

From the point of view of the addressee, the analyzed textbooks can be divided into textbooks for children, textbooks for teenagers, and textbooks for adults over 16 years old. This division is based on the psychological characteristics of these age groups.

The analyzed textbooks for children from 6 to 12 years old (Planetino, Tamburin, Deutschmobil) include a large number of play-oriented exercises. This is due to the fact that children 6-12 years old, as noted by German methodologists, learn unconsciously; they achieve the greatest success in learning a language through the game-based learning process, where communication and interaction with peers also plays a big role; they are especially susceptible to learning about the world around them. In addition, at this stage, learning a foreign language occurs mostly intuitively, “implicitly” (implizite Lernen) and imitatively: innate mechanisms of unconscious language acquisition predominate. Therefore, in the analyzed textbooks, the emphasis is on the development of speaking and listening skills. Since children learn grammatical and lexical material best by visualizing it, comics, photographs, drawings, and tables are used as educational material. Much attention is paid to repeated repetition of educational material.

Textbooks for teenagers from 12 to 16 years old (Deutschmobil) differ from textbooks for children, first of all, in thematic content. The development of adolescents is very active, they are receptive to new knowledge, contacts with peers are important for them, interests other than education appear, and media plays a large role in the lives of adolescents. In addition, adolescents from 12 to 16 years old receive new knowledge implicitly, but elements of conscious learning (bewusstes Lernen) are included in the educational process in the form of an increase in the number of tasks, such as “think”, “express your opinion”, “correlate”, “compare”

For the audience of a foreign language textbook, whose age is over 16 years, the following is characteristic: the increasing role of reflection and conscious language learning, the formation or presence of clear goals and motivations in learning, which is explained by a decrease in the amount of time for language learning. It is typical for this target group that, due to the sufficient development of cognitive processes, many tasks that were solved unconsciously in childhood are now solved consciously. Therefore, for example, adults achieve the greatest success in learning grammar through thoughtful study of grammatical structures and the connections between them. The thematic variety of textbooks for adult audiences is quite large; aspects of study such as reading and writing predominate, which, due to mental characteristics, are not recommended for

⁴ Kisilevskaya I.V. Implementation of communicative orientation in teaching English as a foreign language in the textbooks “Headway”, “Hotline”, “TheCambridgeEnglishCourse”: AKD., 1995. – P. 3

audiences of preschool and primary school age and are difficult for teenagers. Such tasks require serious cognitive work. The analyzed textbooks for adult audiences (Berliner Platz, DaF kompakt A1-B1, eurolingua, Lagune, Mittelpunkt neu, Optimal, Tangram aktuell) reflect the above characteristics of the target audience.

What all analyzed textbooks have in common are the following characteristics, which the compilers usually indicate in the preface: focus on students for whom German is not their native language, which presupposes the presence of linguistic and cultural elements in most textbooks; focus on the Common European Framework of Reference for Foreign Languages, which implies the development of students' communicative competencies necessary to communicate in German; all textbooks offer an integrated approach to learning, which involves the development of speech grammatical, lexical and phonetic skills during complex speech activities (reading, listening, speaking, writing).

The textbook *Lerngrammatik zur Studienvorbereitung* published by Liebaug-Dartmann deserves special attention. The textbook is intended for students of language specialties, which involves a selection of texts that are more complex in terms of genre and content, and exercises designed to master the skills of conscious use of language. The textbook focuses on the development of grammatical skills based on performing mechanical actions, as well as reading texts; exercises for developing speaking skills are kept to a minimum; there are no listening tasks.

In these textbooks, we collected 200 microtexts of the wording of educational tasks. As part of the study, we propose to consider 59 microtexts of educational instructions.

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