
Using Social Forms in German Language Lessons its Benefits

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Abstract: In the article were analyzed types of social forms in German language lessons. Ways of group formation are given.

Keywords: social forms, frontal, groups, formation, language lessons, German.

INTRODUCTION

There is a growing desire to use social forms in foreign language classes. The main reasons for this can be identified as follows:

1. Global changes in the world and computer networks over the past decade have dramatically changed attitudes towards foreign language learning among young people. Today, people need to know not only one foreign language, but several languages. In this regard, the social form of ‘frontal lesson’ used in foreign language learning was no longer sufficient;
2. Social changes in the regions of 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 desire of people, especially young people, to use different social forms in learning a foreign language.

MAIN PART

It is known that social forms include:

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

METHODS OF GROUP FORMATION

These methods will be used in the course of the workshop (in the discussion phases about the possible transfer of the tried-out tasks for the DaF lessons.

1. Neighborhood Groups

Advantages:

- well suited for tight time, fixed seating, large groups or tight spaces

Disadvantage:

- Teacher decides who works with whom
 - Learners always work with the same colleagues when the group usually has a fixed
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seating arrangement.

2. Random Groups

Advantages:

- well suited for smaller groups of learners, enough space (freedom of movement and seating arrangements), sufficient time
- More varied: Learners always work with different colleagues
- promotes the social skills of the learners: by always working with someone else, they learn to deal with different personalities and ways of working

Disadvantage:

- Learners may be dissatisfied with the group formed in this way.

Techniques for forming small groups

1. PUZZLE: The instructor should first cut pictures (e.g. postcards) into three or four parts (depending on whether the groups are to consist of 3 or 4 learners). All parts are placed in a bag or basket. Each learner takes a piece and has to look for the other pieces of the puzzle. This is how the 3 or 4 learners come together.
2. BIRTHDAY: Teacher form a line after their birthday. The first three are then one group, the next three another, and so on.
3. CRITERIA GROUP: Learners who meet a specific criterion come together in a group (glasses, wearing a certain color...)
4. GROUPS OF SYMBOLS (flowers, animals, colors, letters...): Each learner takes a card with a certain symbol (e.g. red card) and looks for the learners who have the same symbols.
5. KEYWORD GROUPS: similar to the Puzzle Groups, but only suitable for partner work. The two parts of a proverb are noted on two cards. Learners should look for the right beginning or the right end of their proverb.

AusdenAugen,	ausdemSinn.	Wer A sagt,	mussauch B sagen.
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3. Electoral Groups

Advantages:

- Learners decide with whom they want to work and also determine the topic.
- Teacher is limited to the advice: "Form groups of four people."

Disadvantage:

- Always the same learners together (friends or habitual)

The following methods can be used to prevent disagreements or interactions during group work.

1. Speaking through key words.

If the group members in the group speak without listening to each other at the same time, or if they cannot come to an agreement, each group member should state in short sentences what they want to say.

2. Figurative expression.

Each group member receives three cards with the following symbol. [1.168]



I agree I have an objection I do not agree

Each group member raises these cards when a specific suggestion or opinion is expressed.

It is useful to know and follow the general rules to avoid a disruptive process in group work.

CONCLUSION

During group work, the teacher monitors the work of the groups and gives advice. The teacher should carefully monitor the group presentations and express their attitudes. After all group presentations, it is advisable to ask group members first when evaluating group work. The group work is then assessed by the teacher in general.

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