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## USE OF NON-TRADITIONAL METHODS IN TEACHING A FOREIGN LANGUAGE

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### ABSTRACT

The topic of this article is about the types of foreign language teaching, its features, methods, importance and advantages for students.

### KEYWORDS

Pupil activity, motivation, active and independent action, thinking, communication.

### INTRODUCTION

I hear and forget,

I see and remember

I do and I understand.

(Chinese proverb)

"The more languages you know, the more you are a person." These words are everywhere and very often. We usually understand their meaning only when we start learning a foreign language and test our

communicative abilities in practice. It is clear that knowing a foreign language allows us not only to communicate in a foreign language environment, but also to better understand the culture, customs and mentality of representatives of other nations.

Of course, there may be many other reasons why we learn foreign languages. If you are looking for a job or want to study, work or simply travel to a foreign country where a foreign language is spoken, knowledge of foreign languages plays an important

role. Thanks to the knowledge of foreign languages, we can communicate with foreigners, write letters to our friends abroad, watch foreign TV programs, send e-mail messages around the world, read the original press or literary works of foreign authors, etc.

Thorough study of a foreign language should start from primary school. Often students complain that they don't like languages because they think they are too difficult or boring.

Nowadays, mastering at least one world language is almost a necessity for our society, and therefore more and more attention is paid to teaching foreign languages. In many cases, the need to know two foreign languages is becoming more and more obvious.

Therefore, teaching of two foreign languages is gradually being introduced in primary schools. Most often, the number 1 foreign language is English. In recent years, the German language has suffered a lot more than the English language. There are various reasons for this, mainly because parents want their child to learn English because it is the "number 1 world language". Sometimes I hear that German is boring and very difficult. Unfortunately, this also reflects the fact that many foreign language teachers still prefer "traditional" teaching principles, although the main focus and goal of foreign language learning is the development of communicative competence.

Action-oriented learning, which has been discussed in German-speaking countries for 20 years, can make a significant contribution to solving this problem. This form of teaching helps students to recognize and develop their performance indicators and learn by teaching key skills.

Any subject can be boring if it doesn't show the signs of a creative and interesting teaching style. Action-oriented learning has been the topic of much discussion lately. There are different interpretations.

Authors Jank and Meyer describe action-oriented foreign language as follows: "It is holistic and primarily student-active learning, in which action products agreed between the teacher and students guide the design of the learning process so that students' mental and manual work can lead to a balanced relationship.

First of all, the teacher should strive to use age-appropriate, lively and authentic materials or even produce them himself and offer interesting topics, the teacher should arouse interest in students, and also choose and try alternative forms of work.

The task of the teacher is to encourage students to learn a foreign language. The traditional way of teaching a foreign language is no longer enough. To make lessons more effective and convenient, new methods and forms of work should be used. A teacher's lesson is no longer enough with a blackboard and chalk. He has to use many other tools and visual materials.

\* Imaginäre Geschenke kneaden (imaginary gift making)

Purpose: relaxation exercises, warm-up (at the beginning of the lesson or after a long break), teaching vocabulary, repeating vocabulary Duration: about 5 minutes. Procedure: everyone stands in a circle. The task, in turn, creates something from the imagination, describes it in detail and finally presents it to the next participant. „Ich schenke dir diese große hellblaue Wolke.“ (I give you this big blue cloud), the second participant transforms the imaginary gift into another form and gives it to the next participant, and so on. This

method is Perfect for practicing z-richness, such as "Food", "Tools", "Animals" can be selected.

\* Autogrammjaqd (find someone who...)

Material: task sheet and pencil for each participant;

Purpose: participants in the group get to know each other better, communicate, have a small conversation with as many participants as possible;

Duration: 10-15 minutes, depending on the size of the group;

Procedure: Participants take one task sheet and freely walk around the room, asking questions to other participants in the room, trying to talk to all participants as much as possible.

### AUTOGRAMMJAGD

Sammeln Sie zu jeder Frage eine Unterschrift. Fragen Sie möglichst viele Menschen.

Finden Sie eine Person, die...  
UNTERSCHRIFT

		↓↓↓
Spielen Sie ein Musikinstrument	(biror musiqa asbobi chalasizmi)	_____
Mögen Sie Literatur	(Adabiyot yoqtirasizmi)	_____
Haben Sie eine Schwester	(Opangiz bormi)	_____
Tragen Sie Kontaktlinsen	(Kontakt linza taqasizmi)	_____
Gehen Sie gerne ins Kino	(Kinoga bajonidil borasizmi)	_____
Haben Sie Facebook-Account	(facebook akkauntingiz bormi)	_____
Sind Sie heute müde	(Bugun charchadingizmi)	_____
Kennen Sie ein deutscher Fußballspieler	(Nemis fudbolchisini taniysizmi)	_____
Schlafen Sie gerne lange	(Bajonidil uzoq vaqt uxlaysizmi)	_____

Schwimmen Sie	(suzaolasizmi)	_____
Können Sie gut malen	(rasm chiza olasizmi)	_____
Mögen Sie Sport	(Sportni yoqtirasizmi)	_____
Sehen Sie gerne Fernsehen	(Bajonidil televizor ko'rasizmi)	_____
Mögen Sie Süßigkeiten	(Shirinliklarni yoqtirasizmi)	_____
Können Sie Fahrrad fahren	(velosiped hayday olasizmi)	_____
Gehen Sie gerne spazieren	(Bajonidil sayr qilasizmi)	_____
Mögen Sie Haustiere	(uy hayvonlarini yoqtirasizmi)	_____
Können Sie das Essen kochen	(Ovqat pishiraolasizmi)	_____
Lesen Sie täglich Zeitung	(Gazeta o'qiysizmi)	_____
Haben Sie einen Bruder	(Akangiz bormi)	_____

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