

## **SOME OPINIONS ABOUT SOCIAL FORMS IN TEACHING GERMAN**

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### **ABSTRACT**

*In the article we gave some opinions about social forms in teaching German.*

**Keywords:** *social forms, frontal teaching, group work, partner work, individual work, silent work.*

### **АННОТАЦИЯ**

*В статье приведены некоторые мнения о социальных формах обучения немецкому языку.*

**Ключевые слова:** *социальные формы, фронтальное обучение, групповая работа, партнерская работа, индивидуальная работа, молчаливая работа.*

### **INTRODUCTION**

"Social forms regulate the relationship structure of the lesson". The interaction between the participants (L-S interaction and S-S interaction) is discussed. There are the social forms frontal teaching, group work, partner work and individual work (silent work).

The selection of one of the social forms mentioned above initiates or prevents desired activities or responsibilities. "Advantages of individual social forms over others cannot currently be empirically proven" It is crucial that the selected social form brings both teachers and students into the desired cooperation constellation and enables the intended pattern of action.

In the following, based on Achtergarde, the social forms are briefly characterized and explained, which favor the independent work of the students in sport. The explanations contain the basic forms of methodical action from both the teacher's and the student's point of view.

### **MAIN PART**

#### *1. Frontal teaching (plenum)*

Brief characterization:

The teacher is in the foreground and tells you what to do.

Characteristics of good frontal teaching with regard to promoting independence:

- Tasks should not specify the solution directly, but allow other possible solutions
- Offer opportunities to contribute so that suggestions from others can be taken up
- Give explanations why something is done in class
- Use of media for visualization
- Please note the following for presentations:
  - they must have a structure and be articulated
  - they must be presented in an understandable way
- Discussion phases should be short and concise
- Provide opportunities for reflection
  - Importance for independent work:
- Learning presentation techniques through imitation

We think that with frontal work, each student will have a position of responsible dependence in front of the class, learn to experience the successes or failures of the class, and to help and assist each other in moving toward the goal. In addition, in collaborative learning activities, students complement each other, gain a deeper understanding of the learning material, and delve deeper into its essence. This form of work requires a high level of skill from the teacher, who manages a large group of students, plans his work, attracts the attention of the whole class, engages everyone in active learning activities, expresses quick opinions, does it politely, should increase making corrections when discussing educational problems, and so on.

## *2. Partner and group work*

Note: The partner and group work are grouped together as they share the same characteristics.

- Brief characterization:

Two or more students work together on a task.

- Characteristics of good group work with regard to promoting independence:

- Group composition:

A class is divided into several small groups with equal performance in order to motivate the groups among themselves and not to frustrate them from the start formation of performance-heterogeneous small groups to consciously promote individually:

- Small groups should work together over a longer period of time so that identification can take place if necessary

• Formulate tasks in such a way that all students can contribute according to their abilities

- Transparency of expectations and objectives
- Importance for independent work:
- Find and use the partner's strengths
- Promotion of togetherness

### *3. Individual work (silent work)*

- Brief characterization:

The student works alone on the assignment.

We must note, in addition to the well-known and clear forms of individual work, e.g. plank against the wall, there are forms in sport in which the individual work is not immediately obvious. This is the case with tasks that cannot be solved or cannot be solved without the help of a partner. For example, in racquet games you need an opponent who is also a partner, in "fighting fair" you need a partner or opponent, and in synchronized gymnastics you need other classmates. Setting a ball in volleyball only makes sense if there is a teammate. However, each player has to solve his own task in individual work.

Characteristics of good individual work with regard to promoting independence:

• Tasks should not specify the solution directly, but allow other possible solutions

- Tasks can be designed with different levels of difficulty.
- Use of media for visualization
- Transparency of expectations and objectives
- Provide opportunities for reflection
- Individual pace of learning
- Importance for independent work:
- Conscious and intensive analysis of the given task

There are forms of teaching that make it easier to implement competence-oriented teaching, since they focus on the independent, responsible actions of the student. These forms of teaching can be summarized as cooperative forms of learning.

With regard to the implementation of competence-oriented physical education, exemplary forms of teaching are presented and explained with which this can be realized.

#### 1. Cooperative Learning

Cooperative learning is both a form of teaching and a didactic concept.

□ Brief characterization:

Cooperative learning is characterized by being essentially based on the same basic three-level structure.

1st stage: Individual work (“Think”)

The focus is initially on individual work, i.e. all students work on their own.

Note: In physical education, this first step is usually divided into two parts.

a) "Think"

i.e. the theoretical discussion of each individual student with the task.

b) "Thu"

i.e. each individual student carries out the task in practice. For example, the student practices a sequence of movements for himself.

2nd stage: cooperation (“pair”)

All students exchange what they have worked out with a partner (partner work) or with several partners (group work).

3rd stage: Presentation (“Share”)

All students must be able to present the results that the group has produced.

□ Importance for independent work:

- ✓ Developing knowledge in a subject area and learning movements
- ✓ Possibility of a differentiated and individualized assignment of tasks
- ✓ Imparting what has been learned to fellow students
- ✓ Mutual exchange
- ✓ Presentation of what has been learned

## CONCLUSION

We think that only in harmony with each other, different forms of education have a positive effect.

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