

## TECHNOLOGY FOR THE DEVELOPMENT OF TEACHING TRADITIONS IN GERMAN LESSONS

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### ANNOTATION

The following article aims to develop and improve the technology of teaching traditions in German language lessons, in which students learn about the culture, traditions of others and the formation of a sense of identity and national values through thought is maintained.

**Key words:** pedagogical technology, didactics, optimization, competence, communication competence, oral speech competence, model, modeling.

### Introduction

It is known that when applying a pedagogical technology to an educational process, it requires, first of all, the development of its scientific and practical mechanism. The concept of pedagogical technology is established differently by scientists around the world. From this it can be deduced that the fact that the concept of pedagogical technology is multi-Cyrillic means that the concept of pedagogical technology can be approached not only from pedagogical and psychological, but also from didactic, social and other theories. J.Yuldashev believes that " pedagogical technology is a systematic method of creating, applying and identifying the entire process of reading and mastering knowledge, taking into account technical resources and human interaction, which sets itself the task of optimizing educational forms. Pedagogical technology-consists in the process of transmission and assimilation of information in a convenient form and method for its assimilation.

The development and improvement of the technology of teaching traditions in the German language lessons of secondary schools, the development of a model for achieving efficiency based on the culture, traditions of others in students and the

formation of identity and national values \ u200b \ u200bthat are of great importance for modern foreign language lessons and the language learning process. The global changes taking place in modern foreign language lessons – the introduction into science of the culture, traditions of others and the formation of identity and the personality of national values through it, the creation of new educational complexes for schoolchildren in love with the Motherland, a deep understanding of their national values, a personality-oriented approach, the introduction of modern pedagogical technologies – make Also, modeling foreign language education based on modern methods is becoming an integral component of every foreign language teacher.

The process of language learning is not only the development of linguistic competence, but also the development of sociolinguistic and pragmatic competencies. Because if, through linguistic competence, the lexical, grammatical and phonetic competencies of students develop, through sociolinguistic competence, their knowledge of the entire language process develops, that is, culture, tradition, the way of life of both countries, competencies of mutual comparison of national and historical values. In pragmatic competence, however, it is the process of putting linguistic and pragmatic competencies into practice. Well-known Methodist scientist J.Jalalov believes that " competence is to try to learn a language, to be able to learn a language." G.Asilova believes that " competence is an effective application of personal qualities and knowledge, skills and abilities in the process of functioning in a particular area." Based on these definitions, it can be said that traditions that are part of sociolinguistic competence in the process of learning a foreign language, it is necessary to develop a model for teaching traditions in the German language lessons of secondary schools in order to develop a culture, traditions of others and, through this, to realize oneself and form a personality of national values.

In the pedagogical process " a mobile model of education is created, taking into account the set goals and objectives. The development of the model is carried out mainly based on the style of a systematic approach, the creation of a system of

goals and the sequence of its achievement. The creation of an educational model is one of the main requirements of modern educational technology, " emphasizes H.Amanov.

With the introduction of teaching and learning traditions in the German language lessons of secondary schools, the need arose to improve the model of teaching traditions in the process of teaching German in order to improve the process of Language Teaching and learning and increase students ' interest in language learning, instill in them a passion for language learning based on the intensity of As you know, the introduction of a certain technology into the learning process does not happen by itself. When introducing each technology, certain conditions are required.

Before talking about the model of teaching and learning traditions in the German language lessons of secondary schools, we found it permissible to dwell on the concept of a model. The Model is derived from the Latin word *modulus*, which means measure, norm. He is an image or example of an object. The Model is created artificially. It is a sample created in the form of various schemes, physical structures, denoted forms and formulas, and, similar to the object under study, has its own structure, properties, interconnections between structural elements.

Methodological criteria for teaching traditions and teaching materials representing traditions in German language lessons of secondary schools, modeling the content of educational activities expressing sociolinguistic competence, systematic planning of work carried out on the achievement of effectiveness in the process of language teaching by teaching traditions in German language lessons of future German language teachers.

The study of the process of language teaching as a holistic system is one of the urgent scientific problems, in the elimination of which, the creation of a model of the process, that is, modeling, occupies an important place. In our opinion, modeling serves to reflect a holistic cyclical process in research activities. The researcher is required to carefully study the essence of the cycle. The proposed final

model is enriched with feedback and feedback that appeared in the observation process. From this it can be said that modeling allows us to visualize knowledge about the chosen process in the form of a final recommended model at different stages of the cycle.

Before creating a model for teaching traditions in German language lessons of secondary schools, it is advisable to determine the purpose of the model, delimit the areas of its application. This process is the beginning of modeling. The expected results from the creation of a model for teaching traditions in German language lessons of secondary schools come from the purpose of the model. When modeling, it is necessary to model both the content of education and educational activities. In

each pedagogical research work, the practical significance of the model is determined using the correct consideration of the stages, principles of its formation. The principles of the model, such as exhibitionism, intelligibility, objectivity, along with its capabilities and types, serve to determine the tasks of pedagogical research .

Pedagogical modeling means the formation of a model that is planned to be brought into the educational process. Accordingly, any pedagogical modeling is carried out in several stages. Initially, the theoretical and methodological foundations of the study are selected, and then proceed to the modeling issue. The connections between the parameters and components of the model are determined. The suitability of the model is studied when solving the tasks identified in the study. The proposed model is experimental-tested. The results achieved are analyzed. The permissible shortcomings are identified and the conditions for their elimination are determined.

The model for the use of interactive methods recommended to achieve effectiveness in teaching traditions in German language lessons of Secondary Schools consists in a clear orientation of the educational goal, the choice of the content of educational activities, the organization of the process of teaching traditions and the results, which include interconnected, covering the components

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that necessitate each other. Each part in its composition has an important value.

They cannot achieve the set goal in isolation from each other.

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