

LEARNING TRADITIONS THROUGH THE USE OF "STATIONS"

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ABSTRACT

The following article is about the study of customs through the method of working at the "Stations". It is known that the study of traditions on the basis of modern technologies allows you to learn the language of the country and its traditions in a foreign language, to organize and conduct an interesting lesson process and to remember them for a long time, at the same time, it also forms in students a respectful attitude towards traditions that are part of national values.

Keywords: Ethnography, mentality, woman's day, new year, Easter, Harvest festival, method "Stations"

INTRODUCTION

It is known that learning traditions on the basis of modern technologies not only creates the opportunity to learn the language of the country where the language is being studied and its own traditions in a foreign language, organize and hold the lesson in an interesting way, but also creates the opportunity to keep them in memory for a long time, but also the respect of language learners towards the traditions that are part of the national values also forms a view with. In this sense, we would like to make a proposal to use the method of working at "Stations", which today is recognized to improve the effectiveness of the lesson, also in traditions. Since the 50s of the last century, in the physical education or sports classes of the schools of many developed countries, especially in European countries, under the name of "Exercise in circles", trainings that develop skills and competencies in various types of sports have been held at the stations for a certain period of time. In such classes, the teacher acts as a moderator, consultant and assistant. The idea of using this method of learning, which has a playful, negotiated and creative nature, in other subjects also entered foreign language classes, and since the 80s of the last century, the method of learning at stations has been successfully used.[1.67] Attempts to use this method in foreign language classes in our country began to be promoted in educational seminars organized by the Goethe Institute in Tashkent to German language teachers about the important role in increasing the efficiency of language learners for independent work in foreign language learning.

In this method, like the project method, the students/students themselves plan the lesson, carry it out and summarize the results.[2.59]

MATERIALS AND METHODS

Different tasks are assigned to each station, so language learners independently plan and summarize their results in the same period of time.

In the station learning method, the teacher first prepares instructions for various tasks based on a certain topic. Each task can also consist of several steps. Before the start of the lesson, the teacher should arrange the classroom in such a way that the teacher can easily supervise the groups. [2.65]

Before starting to work at the stations, the teacher divides the language learners into groups based on a certain method and explains the tasks prepared by the teacher and the rules of working at the stations one by one. Methodist scientists M. Khodjaev and M. Kakhorova told that work at the stations is carried out in the following order, "for example, work at each station moves clockwise, work at each station lasts a certain minute, tasks at the stations should be completed according to order, only by completing written tasks, they should be posted on the walls of the room, on a special portable board (Pinnwand) or window He tells them to hang them on their shelves, to put the assignments back in order before moving on to the next station, and to read the other groups' written results when they finish working on the stations. Language learners can decide for themselves which type of social forms to use in groups. For example, individually, in pairs or in groups. But as we can see in the videos made in the educational institutions of foreign countries, Germany and France, in many cases, we can see that language learners use social forms of group work at the stations. "When learning at the stations, the teacher should take into account the level of knowledge of the pupils/students, their experience in this subject, their interests or their youth. Learning exercises at stations are prepared by the teacher with a creative approach as an alternative to artistic or simple text exercises given in textbooks.

Indeed, if the teacher does not take into account the interests, ages and knowledge levels of the language learners, it may not be effective.

Facilitates the ability to switch stations clockwise after a set time, such as having the instructor number each station or put a specific sign or symbol on it.[3.105]

RESEARCH AND DISCUSSIONS

Numbering, specific marking prevents confusion and ease of summarizing performance results at stations. The method of learning at stations can be continued not only within one training session, but also within several training sessions. The teacher can also designate a particular station as a "relaxation station" and plan themed games that are interesting for the student/students. At the station called "Resting Station", it is observed that language learners complete the given tasks relatively faster and easier than at other stations. As mentioned above, before completing the tasks at the stations, the teacher should explain the tasks at each station in detail to the language learners. Otherwise, various misunderstandings may arise during work at the stations.

In traditional foreign language classes, the teacher is in the central position as a distributor of lesson content, supervisor and corrector of mistakes, on the contrary, in the method of learning at stations, the teacher is in the absolute next place in terms of organization and tasks. The teacher acts only as a moderator, facilitator and observer of the learning process. The teacher's tasks of correcting mistakes, helping, and explaining have completely changed, and it is noticeable that these tasks are manifested only when language learners ask for help.

As we discussed above the importance of working at the "stations" in language learning, we observed in our research that learning German customs or Uzbek customs through the method of using the German language at the stations had a good effect.

It is known that the experiments carried out in the current modern world methodology show that the method of working in stations is used to further strengthen the learned topic and keep it in the minds of language learners for a long time.

When we analyzed the German language textbooks of general secondary schools, we found that they contained a number of texts on the topic of tradition, as well as exercises and tasks related to them.

For example, Chapter 9 of the 2nd grade German book "Deutsch mit Spaß" is called "Die Feiertage" (Holidays) and it includes birthdays (Mein Geburtstag), birthday invitation customs (Einladung zum Geburtstag), women's day (Der Frauentag), Christmas (Weihnachten) holidays, the first concepts suitable for young students "Wann hat deine Freundin /Freund Geburtstag?"(When is your friend's birthday?), "Ich habe heute Geburtstag. Ich mache eine Party. Kommst du?", (Today is my birthday. I am going to visit tonight. Are you coming?)

CONCLUSION

In conclusion, all methods are essential as well as handy to use when a teacher can utilize them during the lesson effectively and "stations" method as well.

The teacher can apply the method of working in "Stations" to the texts related to the traditions given above. In this case, the teacher should prepare questions and tasks for the existing stations with a creative approach. For example, in accordance with the topic, they should prepare exercises for arranging new words in order, understanding the meaning of traditional proverbs and sayings, preparing tasks for stage performances and their favorite holidays.

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