

Creative Start in German Lessons

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ABSTRACT: The article discusses features of creative beginning of German lessons as foreign language.

KEYWORD: creative, German lessons, starting, beginning of the lessons.

INTRODUCTION

There are different opinions about the importance of starting lessons: some think they are overrated, others see it exactly the other way around. Some like to use them when the opportunity arises to motivate the students for a new topic and for the others the introduction to the lesson is fundamental for the further course of the lesson.

Lesson introductions serve to introduce the topic of the current lesson. They are part of the introductory phase in the classroom. There are different student-active and teacher-centered approaches. The students should be prepared for the lesson topic by a successful introduction, orientate themselves, be made curious or form an opinion about it.

MAIN PART

However, for everyone who is about to or is currently doing their legal clerkship, the following applies: A well thought-out, well-functioning introduction to teaching is the basis for a good evaluation of class attendance and teaching samples.

In order to be able to fall back on a rich repertoire of possibilities if necessary, we present examples below for starting a new lesson.

Here we are about the first step in a new lesson. Hilbert Meyer sees the three-step initial phase - development phase - securing of results as the "basic methodological rhythm" of a lesson (H. Meyer, teaching methods, in: H. Kiper / H. Meyer / W. Topsch: Introduction to school education, Berlin 2002, p. 109 – 121).

1. The opening the lessons

Before moving on to the actual topic of the lesson, this introductory phase usually begins with the opening of the lesson. This short warm-up phase is characterized by hour-opening rituals.

With older students, most teachers leave the greeting to signal that the lesson is about to begin and the noise level should drop quickly. In elementary school, e.g. B. like to start with a morning circle or a clapping rhythm, a saying, rhyme or song to get the students in the mood for the lesson.

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2. The beginning of the lesson

The beginning of the lesson represents the actual introduction to the lesson topic. According to Hilbert Meyer, a “common orientation basis for the material, meaningful or problem object to be worked on” should be created in this phase.

The introductory lesson is intended to prepare and motivate the students for the lesson.

It is not necessary (and possible) to set off fireworks every lesson (unless it is a teaching rehearsal...).

It is important that the entry you choose makes sense in relation to the goal you want to achieve through it. The thoughts and opinions expressed at the beginning of the lesson can e.g. B. reflected and critically questioned in the further course of the lesson.

Perhaps they confirm themselves or change as a result of the more in-depth examination of the new topic.

DISCUSSIONS

Possible goals that you can achieve with a suitable introduction to teaching:

- Inform students what to expect in the lesson
- Retrieve and incorporate prior knowledge of students
- Collect and reflect on students' attitudes, thoughts and views
- Arouse interest in the new lesson topic
- Motivate the students and get them in a "learning mood".
- Giving students guidance on what to expect in the coming lessons
- Encourage questions or criticism
- Give the opportunity to help shape the further course of the lesson

If there is no new lesson topic:

If no new topic is started in the upcoming lesson, it is normal and useful to refer back to what was previously worked out at the beginning of the lesson.

In this way, the students can recall what they have learned so far and can more easily apply what they know to the current lesson and the new subject matter.

1. Homework review:

Discussing homework together is probably still the most common way to start a lesson.

The homework meeting can fulfill different tasks:

- Check whether the students have done their homework
- Check whether the learning content has been understood or where there are still problems
- Link to the content of the previous hour

2. Repetition of learning content:

When repeating the content of the previous lesson, many teachers practice variants of tasks that have already been worked on or ask one or more students.

When a new lesson topic comes up

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The decision to start teaching depends not only on the subject of the lesson and the goal you want to achieve, but also on the situation in the respective class. Not every introduction to teaching suits every class.

CONCLUSION

However, before you turn to the start, the rest of the timetable with the development and securing of results phase should already be roughly worked out. This makes it much easier to find a suitable entry point.

There is a fundamental difference between approaches that are more student-active (e.g. brainstorming or role-playing) or teacher-centered (e.g. the informative introduction to the lesson).

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