



AN INTEGRATIVE APPROACH TO TEACHING GERMAN IN TECHNICAL UNIVERSITIES

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Abstract: The integrative approach to teaching German is a modern educational strategy aimed at developing a holistic communicative competence. It involves the simultaneous development of all types of speech activity (listening, reading, speaking, writing) in combination with the study of vocabulary, grammar, phonetics and regional aspects. This approach is based on thematic and interdisciplinary integration, the use of authentic materials, active learning methods and modern digital technologies. Its implementation contributes not only to language acquisition, but also to the development of intercultural, professional and social competence of students.

Keywords: integrative approach, communicative competence, authentic materials, thematic integration, interdisciplinary connections, intercultural learning.

Introduction:

The integrative approach to teaching German involves combining various aspects of the language — vocabulary, grammar, phonetics, regional studies and other components — with the main types of speech activity: listening, reading, speaking and writing. This approach is aimed at developing students' holistic communicative competence, as well as language and intercultural skills in real and practice-oriented contexts. One of the most important conditions for the successful implementation of the integrative approach is the holistic planning of the educational process. It includes thematic integration, in which teaching is built around key topics (for example, "Family", "Travel", "Education"), covering all types of speech activity. Along with this, interdisciplinary connections are of great importance — the inclusion of elements of other disciplines in lessons, such as geography, history or literature, which helps to broaden students' horizons and develop complex thinking.

Literature review:

B.M. Kedrov made a significant contribution to the development of the issue of integration of sciences. He considered the formation of the problem of interaction of sciences since the Renaissance. B.M. Kedrov considered the relationship of sciences through "organic transitions" that are found between sciences. B.M. Kedrov saw such transitions both within one specific science, and between unrelated sciences. . "Integration of sciences," writes Academician B.M. Kedrov, "is a specific expression of the synthesis of sciences as an interdisciplinary connection" [3, p. 253]. However, undoubtedly, the development and implementation of the integrative approach in teaching in educational practice was facilitated by the scientific research

of M.S. Pak. According to M. Pak, "the integrative approach is a methodological approach based on the holistic unification of previously disunited homogeneous and heterogeneous components [4, p.112]. The term "integration" comes from the Latin word integer - whole and is understood as the process of creating a single whole. Therefore, "integration in a more comprehensive sense is understood not only as a process, but also as a result of creating an inseparable whole". M. Pak created a conceptual apparatus of the integrative approach to teaching, identified the functions that the integrative approach performs in teaching. Such functions include methodological and educational, educational, as well as developmental and constructive [5, p.306]. The integration of sciences is determined by such parameters as the nature of the interrelated disciplines, their number, type of language, degree of development, features of the organization, and the role of each of the disciplines, the ultimate goals and objectives of the integration interaction. M. Pak outlined the main aspects of the problem of integration in teaching: methodological, general pedagogical, psychological, didactic, methodical, personal - activity. M. Pak singled out the integrative approach as an independent didactic principle. In this case, the principles of social orientation and universality were taken as a basis, as well as organizational and managerial functions, functions of reflecting the integrity of the learning process, the interconnectedness of its functions, which are manifested in the joint activities of the teacher and student [6, p.5].

Discussions and results

Integrated learning of students of non-linguistic specialties allows them to perceive information not in separate, unrelated parts, but in a complex, which contributes to its better assimilation. Students also have the opportunity to feel their involvement in the linguistic and cultural community of people. The organization of integrated learning of a foreign language can become one of the effective means of improving the quality of learning and the educational process [7]. Effective use of the integrative approach is impossible without the use of authentic materials. These can be articles, videos, podcasts, letters and dialogues that immerse students in real language situations and allow them to hear and perceive live speech. The integration of cultural components, such as traditions, customs and the realities of life in German-speaking countries, makes the language learning process more interesting and motivating. Particular attention is paid to the diversity of learning tasks. It is recommended to combine different types of activities within one lesson - for example, listening to a text followed by a discussion and writing an essay. The use of project activities and case methods allows students to use the language in practical and meaningful situations, developing the skills of cooperation and critical thinking. The integrative approach assumes a pronounced communicative focus: the student, not the teacher, is at the center of the process. The main goal is to develop the ability to freely and confidently express thoughts in a foreign language. For this purpose, pair and group work, role-playing games, debates and other forms of interactive communication are widely used.

Modern technologies play an important role in integrative learning. Information and communication technologies (ICT), such as online platforms Duolingo, LingQ and others, provide opportunities for independent learning and progress monitoring. Video conferences, online courses, virtual excursions to German-speaking countries make the learning process more flexible and modern.

Let's analyze the integrated lesson on the topic "Oil and Gas Industry - Importance, Problems and Prospects" is designed for students at level B1-B2. Its goal is to develop communicative, linguistic and professional competencies in a technical and business context. The main focus is on understanding authentic texts and videos, expanding specialized vocabulary, as well as oral and written expression of one's own opinion on energy and sustainable development issues. By combining various types of speech activity (reading, listening, speaking, writing), using authentic materials and interactive methods (discussions, group work, reflection),

a practice-oriented, holistic learning system is created. The lesson combines language knowledge with geographical, economic and environmental aspects, contributing to the development of interdisciplinary and intercultural competencies.

Unterrichtseinheit (80 Min)

Thema: *Die Öl- und Gasindustrie – Bedeutung, Probleme und Perspektiven*

Sprachniveau:

B1–B2

Dauer:

80

Minuten

Fokus: Lesen – Hören – Sprechen – Schreiben – Fachwortschatz – Landeskunde

1. Einstieg & Vorwissen aktivieren (7 Min)

Bildimpuls: Zeige Bilder (Bohrinsel, Raffinerie, Pipeline, Tankstelle)

Diskussion (Leitfragen):

Was wissen Sie über die Öl- und Gasindustrie?

Welche Länder sind führend?

Welche Vor- und Nachteile fallen Ihnen ein?

Ziel: Interesse wecken + aktivieren von Vorwissen + mündliche Kommunikation

2. Lesen + Wortschatzarbeit (20 Min)

Text: „*Öl und Gas in Deutschland – ein Wirtschaftsfaktor unter Druck*“ (ca. 250–300 Wörter)

Inhalt: Bedeutung für Wirtschaft, Umweltfragen, Energiewende

Aufgabe 1: Markiere wichtige Fachbegriffe (z. B. fossile Brennstoffe, CO₂-Ausstoß, Energieträger, Abhängigkeit, Versorgungssicherheit)

Aufgabe 2: Richtig/falsch-Statements zum Text

Grammatik-Integration: Passiv Präsens/Perfekt aus dem Text erkennen

3. Hören (15 Min)

Audio/Video: DW oder YouTube-Video „*Wie funktioniert eine Raffinerie?*“ (ca. 3–5 Minuten, mit Untertiteln)

Aufgabe: Kurzes Arbeitsblatt – Multiple-Choice oder Lückentext

Zusatz: Welche Begriffe aus dem Lesetext kommen auch im Video vor?

4. Sprechen: Diskussion (20 Min)

Gruppenarbeit

oder

Partnerarbeit

Thema: „*Brauchen wir noch Öl und Gas in 20 Jahren?*“

Vorbereitung: Jede Gruppe sammelt Argumente (Pro / Kontra)

Strukturhilfen:

Meiner Meinung nach ...

Ich bin der Meinung, dass ...

Einerseits ... andererseits ...

Ziel: Freies Sprechen + Anwendung des Fachwortschatzes + argumentative Kompetenzen

5. Schreiben (15 Min)

Aufgabe: Schreibe eine kurze Meinung (ca. 100 Wörter):

„*Sollte Deutschland schneller aus fossilen Brennstoffen aussteigen?*“

Nutze Redemittel: Ich denke, dass ... / Es ist wichtig, dass ... / Der Ausstieg ist notwendig, weil ...

Optional: Partner liest den Text und gibt kurzes Feedback.

Abschluss (Zusammenfassung, Hausaufgabe, Reflexion)

Kurz (3 Min):

Was haben Sie heute gelernt?

Was war neu oder überraschend?

Materialvorschläge (kostenlos online verfügbar)

Textquelle: DW, bpb.de, Zeit für Deutsch, eigene vereinfachte Texte

Video: DW Deutsch lernen (YouTube) z. B. „Wie funktioniert eine Erdölraffinerie?“

<https://www.youtube.com/watch?v=sLSnu5LWYII>.

Tools: Quizlet (Fachbegriffe), LearningApps, digitale Tafel / PowerPoint.

At the end of the lesson, the students reflect on what they have learned about the oil and gas industry, both in terms of content and language. They express their opinions on the future of fossil fuels and discuss what role Germany should play in energy policy. The students give each other feedback on oral and written assignments and evaluate their progress. This reflection promotes awareness in learning and motivates the students to continue to study socially significant topics in German. As homework or a project, you can offer to prepare a short report or presentation on the topic of alternative energy sources.

Conclusion:

Finally, an important element of the integrative approach is regular reflection and feedback. In the learning process, great importance is attached not only to the teacher's assessment, but also to the development of self-assessment and peer assessment skills, which helps students develop responsibility for their own learning and an understanding of their own strengths and weaknesses. Thus, the integrative approach ensures comprehensive, motivating and flexible German language teaching that meets modern educational requirements and the needs of students.

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