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REVIEW OF MODERN EDUCATIONAL MATERIALS IN THE CONTEXT OF DEVELOPING LINGUISTIC AND CULTURAL COMPETENCE AT THE INITIAL STAGE OF LEARNING THE GERMAN LANGUAGE

Abstract

The review of contemporary educational materials in the context of developing linguistic and cultural competence at the initial stages of learning the German language emphasizes not only the importance of effective pedagogical resources but also their role in students' ability to comprehend linguistic and cultural environments.

The review's conclusions highlight key aspects that should be considered when selecting and utilizing educational materials, taking into account their impact on developing students' skills in linguistic and cultural analysis and intercultural perception. These conclusions can serve as a foundation for further research in the field of language education and contribute to the development of more effective methodologies and approaches to teaching at the initial stages of learning the German language in higher education institutions.

Keywords: *linguistic and regional studies, intercultural competence, review of educational materials, intercultural perception, authentic materials*

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Alman dilinin öyrənilməsinin ilkin mərhələsində linqvistik və mədəni səriştənin inkişafı kontekstində müasir tədris materiallarının nəzərdən keçirilməsi

Xülasə

Alman dilinin lingvostanovşunaslıq bacarığının formalaşmasının məzmununda müasir təlim materiallarının tədqiqatı, təlim resurslarının effektivliyinin əhəmiyyətini və onların tələbələrin dil və mədəni mühitini anlama bacarığının inkişafında oynadığı rolunu vurğulayır.

Tədqiqatın nəticələri, təlim materiallarının seçilməsi və istifadə edilməsində nəzərə alınmalı olan və tələbələrin lingvostanovşunaslıq təhlil və müstəqil mədəni anlayış bacarığı inkişafında onların təsirini nəzərə almalı olan əsas aspektləri ortaya qoyur. Bu çıxışlar dil təhsili sahəsində daha sonra aparıla biləcək tədqiqatların əsası kimi xidmət edə bilər və alman dilinin ali təhsil müəssisələrində təhsilin əvvəlki mərhələlərində daha effektiv metodika və yanaşmaların inkişafına kömək edə bilər.

Açar sözlər: *dilçilik və regionşünaslıq, linqvistik və mədəni səriştə, təlim materiallarının, mədəniyyətlərarası qavrayış, autentik materiallar*

Introduction

In the context of learning the German language at the initial stage of education, a crucial aspect is the analysis of modern textbooks to identify their potential for successfully developing linguistic and cultural competence in students. The diversity of teaching resources and their effective integration become particularly significant in the context of creating a cultural and country studies concept of education.

The formation of a cultural and country studies concept highlights the important role of modern textbooks and their effective use. A key criterion for evaluating such textbooks is the provision of diverse textual material, covering printed, audio, and video texts, as well as authentic materials with extensive cultural and country studies information. Textbooks should also effectively address gaps in the cultural space and connections, providing students with a comprehensive understanding of the culture of the studied country. An important element is the inclusion of rules of speech etiquette, contributing to the development of social skills in accordance with the cultural characteristics of the studied country.

In addition, textbooks should contain a set of exercises covering various aspects of communication and social roles, fostering the development of intercultural communicative competence. The presence of professionally oriented exercises aimed at semanticizing cultural and country studies lexical units is also essential for effective learning. The creative method of collaging used in textbooks further contributes to the semanticization of lexical units, motivates students, and provides support in the development of speaking skills.

When selecting materials for cultural and country studies in the German language, we paid attention to several factors, including relevance, reliability, practical applicability, methodological approaches, and the use of authentic materials. As a result of this analysis, we identified textbooks that not only meet high standards but also provide students with a deeper and more comprehensive understanding of the culture, traditions, and peculiarities of German-speaking countries, contributing to their linguistic and cultural development (Suprun, Gandurina, 1995: 15).

Below are the textbooks on the German language that were considered in the dissertation:

1. "Entdeckungsreise D-A-CH" from Langenscheidt publishing house: This textbook focuses on developing communicative skills and cultural literacy. Including various texts, activities, and exercises, it helps students immerse themselves in German culture, traditions, and history (2).

2. "Netzwerk A2" from Klett publishing house: This textbook concentrates on the culture and customs of German-speaking countries. Offering diverse texts, exercises, and additional materials, it helps students understand and study German culture (3).

3. "Deutsch im Blick": This online textbook offers various texts, videos, and assignments, allowing students to learn the German language while immersing themselves in the cultural environment of German-speaking countries (4).

Each of these textbooks contains different types of informational texts, including printed, audio, video, and authentic materials. The selection of these materials in textbooks for the initial stage of learning the German language is aimed at providing students with a maximally immersed and contextualized experience. Printed texts of a cultural and country-studies nature, such as cultural articles about German traditions, holidays, and historical events, allow students not only to expand their vocabulary but also to better understand the context of German culture.

Audio texts, such as audio recordings of dialogues and interviews with native speakers, play a key role in enriching the educational process, providing students with a unique opportunity to interact with real communication situations. These materials not only add an auditory component to the learning process but also allow students to develop oral perception skills in various contexts.

Audio recordings provide students with the opportunity to hear various pronunciations, intonations, and speech rhythms, contributing to their better mastery of the phonetic features of the German language. In addition, learning with real voices and diverse accents helps students form a more complete and profound understanding of the diversity of German-speaking cultures. They also reflect contemporary social and cultural realities, making learning more relevant and contextual. Ultimately, these materials help students not only improve their oral perception skills but also better understand and appreciate the wide range of situations in which they can apply their language knowledge in real life.

Video texts, including video clips, documentary films, and interview clips, play a key role in enriching the visual aspect of learning the German language. These multimedia materials not only provide students with the opportunity to hear and improve their listening skills but also visually

immerse them in various aspects of German culture. Video clips contribute to the formation of a visual context, allowing students to literally see historical events, cultural traditions, and customs. Documentary films, in turn, provide a deep analysis of various aspects of German history and society, allowing students to understand the evolution of cultural phenomena. This form of learning enriches students' linguistic skills, allowing them to hear different dialects, intonations, and language features, which are important for their future communication in real situations.

Authentic materials, such as announcements, posters, and advertising materials, add a practical aspect to cultural learning. Studying these materials not only imparts a practical aspect to lessons but also reflects the current cultural features and socio-cultural norms of German-speaking countries. This approach enriches the learning process by providing students with direct interaction with real language and cultural contexts.

The linguacultural approach incorporated into textbooks goes beyond the simple study of language rules; it is also aimed at developing intercultural competence in students. This approach contributes to a deep understanding of cultural aspects of language, enhances students' ability to analyze and assess cultural differences and similarities. Thus, students gain not only language skills but also key competencies for successful interaction in a multilingual and multicultural society, fostering their deeper integration into the German-speaking community.

The textbook "Entdeckungsreise D-A-CH" not only sustains students' interest in the German language but also establishes a significant connection between language and culture. This textbook not only imparts knowledge about linguistic aspects but also emphasizes cultural traditions, holidays, and historical events. Its unique feature lies in its contribution not only to the development of language skills but also to the formation of cultural literacy and awareness. This, in turn, positively impacts learning as students gain a deeper understanding and appreciation for cultural aspects of German-speaking countries. Special attention to the linguocultural approach in teaching German to students at the initial stage is highlighted in the following sections:

- In the section "Deutsch und andere Sprachen" (German and Other Languages), the textbook focuses not only on linguistic aspects but also on history, influence on other languages, intercultural communication, and language policy. This creates a comprehensive approach that helps students better understand the context and role of the German language in a multilingual and multicultural world. The section provides an analysis of the historical development of the German language, comparative study with other languages, and the study of the influence of other languages on German, allowing students to immerse themselves more deeply in the linguistic environment.

In the section "Feste und Ferien" (Celebrations and Holidays), the textbook examines not only vocabulary and expressions related to holidays and festivals but also their cultural meanings, traditions, and customs. This linguocultural approach allows students not only to grasp linguistic aspects but also to fully immerse themselves in the cultural environment. Students learn not only how to use language during holidays but also how cultural values and symbols are reflected in language and customs.

The textbook "Netzwerk A2" offers engaging methods for learning the German language, taking into account linguocultural aspects for the development of students' oral communication. Covering difficulty levels from A1 to B1, this course, developed by Klett publishing, has gained recognition from many educational institutions providing German language courses. The program covers various topics related to German culture and society, offering exercises that contribute to understanding these aspects. Exercises aimed at developing linguacultural competence stimulate students to analyze cultural aspects and their impact on language communication and interaction, thereby expanding their knowledge of German culture and enhancing their ability to adapt successfully in a cross-cultural environment.

Example of a linguistic-cultural task at the initial stage of learning German includes presenting a typical culinary specialty from the student's home country or city. This exercise combines reading, comprehension, and writing skills, while also fostering intercultural competence. Students read a

description of a culinary specialty in German and then present their own dish, promoting the development of language, intercultural, and communicative skills, as well as independence.

Another exercise suggests students explore and present information about a German university. This task develops linguistic-cultural competence through the analysis of cultural aspects of university life in German-speaking countries. During the task, students compare educational systems, activate interlanguage skills, and develop public speaking skills when presenting the university to an audience. This exercise not only contributes to language learning but also shapes adaptation skills and understanding of intercultural differences. The textbook "Deutsch im Blick" is a comprehensive course for learning German language and culture of German-speaking countries (4).

The textbook's structure includes an introduction presenting general information about the course, its goals, structure, and emphasizing the basic principles of the linguistic-cultural approach. Chapters are divided into language topics such as greetings, introductions, family, work, leisure, and others. Each chapter features diverse texts, including oral and written materials, for oral practice.

Within each chapter, cultural materials are also included, such as articles on traditions, customs, cuisine, and art of German-speaking countries, helping students immerse themselves in the cultural environment related to the language being studied. The textbook provides video materials, such as short films and interviews, allowing students to listen and understand real examples of spoken language and native speech. Each chapter includes exercises and tasks to develop oral skills, such as oral dialogues, role-playing, and discussions.

Positive aspects of the textbook include the integration of cultural materials, aiding students in better understanding the cultural context, and the variety of texts and video materials contributing to effective language and cultural learning. Communication-focused tasks help students confidently use the language and apply linguistic-cultural knowledge in practice.

Conclusion

Analysis of German textbooks for intercultural education emphasizes their limited use in pedagogical universities, where teaching is carried out according to curricula that German textbook authors may not always know or consider. In addition, these textbooks may not entirely correspond to the level of students' initial knowledge, and the amount of exercises for material reinforcement is limited.

There is a consensus among textbook authors regarding the use of authentic texts and exercises aimed at fostering intercultural communication, as well as reinforcing cultural and country-specific material.

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