

Секция «Методика преподавания иностранных языков и лингводидактика: Актуальные проблемы методики преподавания иностранных языков»

**Principles of Teaching German at Language Courses of the University of Vienna
(Sprachenzentrum, Universität Wien)**

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The present is now habitually called “the era of globalization” and its characteristic feature is supposed to be, among other things, swift, exciting changes and development in almost every sphere of human life and activity [n3]. In a modern world the information is perceived as a key factor of social development, mankind stands at the threshold of globalization changes affecting the sphere of higher education. Currently, language students have the opportunity to study a foreign language in the foreign universities in order to improve foreign language competence taking advantage of the benefits of international academic mobility implemented by many European universities in the framework of the Bologna agreement, or choosing a language course independently, varying the intensity, duration, period, and time to learn a foreign language.

One of these opportunities is offered by the Language Center at the University of Vienna (*Sprachenzentrum, Universität Wien*) having almost a century of history of teaching German as a foreign language.

Author’s experience of studying at the Language Center at the University of Vienna in the summer of 2019 describes in more detail some forms and methods of teaching German as a foreign language in the educational establishment.

“Actual” country study (*erlebte Landeskunde*) is applied as the methodological basis of teaching German as a foreign language in the contemporary educational formats at different language levels in Austria [n2]. The conduct of classes organized in accordance with this principle is focused on implementation of various types of activities (preparation of reports, abstracts, small research projects, recording interview) with full language immersion (in the street, campus, in a student dormitory) and through direct communication with native speakers [n4]. In many ways these are unusual forms of work partially applied in the universities of language course participants.

One of the most memorable lessons was discussing of the unit *Kunstwelten* based on the textbook *Aspekte Neu B2, Teil 2* in the art gallery *Albertina* in Vienna. Students were divided into groups and were to choose a hall dedicated to a particular art movement. After the discussion and the possible interpretation of the paintings there was supposed to be prepared a group project on the topic *Monet oder wie das Licht auf die Leinwand kam*. This task is remembered precisely because of the emotional engagement, the opportunity to describe feelings towards the authentic masterpiece. This form is oriented to a group work with the engagement of all the participants in the educational process. The students saw the opportunity not only to improve their language and communicative skills but to acquire a vital experience of cross-cultural communication and connect with a peer in a foreign country [n1].

It is obvious that the method of “actual” country study is productive in the formation of students’ communicative competence in universities of any country. In this case, “contact” language training is taken into account as it may contain a block of tasks (exercises) similar to those used in the Language Center of the University of Vienna.

Источники и литература

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