Analysis and Strategy Research on the Issue of German Teaching

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Abstract. The paper elaborates the necessity of reform in German teaching, through the current German teaching and issue analysis. The purpose is to stimulate students' interest in by exploring the new pedagogy model of German from teaching and learning. The paper also discusses how to cultivate students' ability to learn languages independently and to enhance their communicative competence for society. Furthermore, its ultimate goal is to improve the teaching and pedagogy standard.

Introduction

With the rapid development of economy and the acceleration of the globalization process, the cooperation between China and Germany in various fields is increasing. Many colleges and universities have opened German courses for students. However, the German is the non professional courses for these colleges and universities. There are a series of problems that affect the quality of German teaching. These problems are related to the unreasonable curriculum design, improper selection of teaching materials, monotonous teaching method and lack of learning motivation among the students. This paper puts forward some suggestions for solving these problems and improving the German teaching quality.

The Present Situation Problems of German Teaching

Fewer Hours of Teaching, More Teaching Content

The provisions "German Syllabus" imposed the purpose of German teaching is to cultivate outstanding reading ability for students. At the same time, it enables them to communicate in German and has the ability to listening, speaking, reading, writing and translating. For this purpose, German language teaching should help students to master good learning methods in order to meet the needs of social development and economic construction. This involves laying a solid foundation of language and improving cultural literacy. The syllabus requires four hours per week. It needs to use a total of three to four semesters which about 180 to 240 hours. It should be a difficult task to improve the skills of teachers and students for completing the syllabus requirements of the teaching plan and objectives in such a limited time. How to teach students more things in a limited time becomes the urgent task for teachers. Therefore, in the teaching method of a teacher must conscientiously.

The Old-fashioned Teaching Mode and Lack of Innovation

Most teachers still adopt the traditional teaching method in German teaching. It takes grammar as the key link, and mainly focuses on the teaching method of language knowledge. Therefore, the teacher will take a lot of time to explain the words, grammar, but less language practice. Therefore, students can only read but do not understand and speak out. This is because students have less or even no participation in classroom. This has not achieved the new outline requirements and objectives, but cannot adapt to the needs of the society. For a long time, German teaching in China has been attaching a great importance to the basic knowledge of German, but did not underestimate the ability of the application.
Furthermore, the German grammar is rigorous and cumbersome, and the learning process will be more boring. It is difficult to arouse students' interest. Especially in the traditional German class, German is completely unfamiliar as the second language of the students. Therefore, this problem is more common in the actual teaching. Most of the students have some interest in the beginning, and are willing to listen and learn about the language. But they gradually lost enthusiasm with Increasing tasks and more difficult learning contents.

In view of the above problems, the teaching mode needs to carry on the deep reform. The article analyzes the issues from the following aspects.

Reasonable Curriculum and Appropriate Selection of Teaching Materials

Above all, setting the curriculum reasonably is the first step to improve the quality of teaching. At present, there are some issues to the German teaching of some schools, which mainly exist unreasonable curriculum setting. For example, many students who have just entered the university are still at the adaptation stage to college life. So it is out of time to arrange a new language at this stage. According to this, the article recommended to start the course from 64 to 96 hours per semester. This means that the course will involve 4 to 6 hours per week and 16 weeks per semester. Once the student is in the second phase of the second semester, a large part of them will pass the College English Test Four (CET-4). There are also some other students who have obtained the certificate of CET6. At the same time, their professional foundation will be more stable. Therefore, at this stage we can arrange for students to learn German as a second language. It will not affect the students' professional learning, but also conducive to student learning German. These classes are sufficient to ensure a complete teaching link, including German pronunciation and basic German grammar. At the same time, teachers can use a small amount of time to teach students the basic German word formation and reading skills. Such learning can help students to expand their vocabulary, and to solve the problems that students may encounter in reading. In this way, through the four semester of study, students can basically meet the requirements of the outline.

In addition, the selection of teaching materials is another important part of teaching. It is one of the important factors of teaching quality. So teachers must choose the appropriate teaching materials to improve the quality of teaching. At present, there are a lot of German textbooks published by the domestic publishing house in China. The recommended textbook is "Klick Auf Deutsch" by Foreign Language Teaching and Research Press of China. This textbook is compiled according to the new syllabus. It highlights the practical ability of students, especially for the cultivation of communicative competence. It also meets the requirements of the new era for College German teaching. After two years of study, students can complete the first and second copies of the textbook. The first volume and the second volume are more focused on listening and speaking. At the same time, it can also cultivate students' oral communication activities. In this way, students' oral communication ability has been trained, but also have the ability to learn independently.

Content of Teaching Reform

Change the Teaching Idea

This paper puts forward a clear requirement in the course structure, material selection, teaching process, learning and teaching evaluation. This is in order to change the status quo of similar indoctrination, too much emphasis on learning by rote and mechanical training. At the same time, it is in order to promote the active participation of students. At the same time, it is in order to cultivate students' ability to collect and process information, to acquire new knowledge, to analyze and solve problems, as well as the ability to exchange and cooperation. In the process of teaching, teachers should focus on mobilizing the enthusiasm of students to participate in the initiative, highlighting the "student oriented". This requires students to continue to accelerate the development of their own subjectivity in the process of learning knowledge and skills. Teachers should pay more attention to the cultivation of students' innovative quality. Among them, the teacher should have a rational
understanding of the objectives, but also to have the spirit of innovation, creative thinking, creative ability. According to this idea, the following transformation will be completed to achieve a new breakthrough in the teaching model: Firstly, change the role of teachers: from the authority to partner; Secondly, change the role of students: from passive listening to active participation; Third, the transformation of the teaching process: from teaching to guiding.

**Improve the Teaching Content**

In traditional textbooks, intensive and extensive reading, vocabulary, grammar, vocabulary and other bilingual plate were designed. So it is easy for the teacher to carry on the classroom instruction of the monotonous and the formula model, according to the new words explanation - grammar drill - vocabulary exercise - text explanation. As a result of the teaching content, the teacher basically has omitted the practice materials in the classroom. This paper attempts to integrate the teaching content into four modules: phonetics, vocabulary, grammar and discourse. And the main contents of this chapter are the German culture, social and the life. The purpose of this arrangement is to make the teaching content is relatively concentrated and more convenient for students to prepare. They may even be able to solve the problem through group activities. Especially for the similarities in vocabulary and grammar, they all can be glimpsed in the classroom. This will save a lot of time to practice. Therefore, teachers and students can pay attention to other difficult contents within limited time.

**Build a Diversified Evaluation System**

In the traditional teaching, the students' evaluation is mainly about the students' test scores. However, the evaluation of the new teaching mode should be turned to the evaluation of students' learning process. It should combine the evaluation of learning process with the evaluation of learning outcomes. This can encourage students to pay more attention to the process of cooperative learning and promote the spirit of cooperative learning. The evaluation of learning process is mainly carried out in the group. The evaluation to team members based on the completion, participation and contribution of the task in the process. At the same time, it is also a reference to other members of the group's views. This should follow the principle of democracy. The teacher evaluates the group according to the class presentation of the representatives of each group. The evaluation process should pay attention to fairness and justice. In addition, teachers should improve the proportion of the grade in the final total score, which makes the students pay more attention to the learning process.

**To Achieve the Goal of Education Reform**

**Innovation of Teaching Idea**

Many teachers always use all the time that can be used to explain the grammar and vocabulary. However, a lot of new knowledge in a very short period of time will make it difficult for students to understand. This will lead to less effective. Therefore, in the actual teaching, the teacher should firstly change the teaching idea. This can change the unsatisfactory situation in the traditional teaching. It should form a new teaching situation with the students as the main body and the teacher as the leader. At the same time, it can also change the student's subordinate position in the traditional teaching. Students should be the master of teaching activities to complete the task, to find the problem, and give full play to the subjective initiative. This can form a good internal and extra-curricular learning environment, which provides students a good learning effect.

**Innovation in Teaching Process**

The traditional teaching view thinks that the teaching process is the process of active teaching passive learning. It is difficult to meet the requirements of the syllabus, which cannot train the applied talents of modern society. The implementation of the results can help students to acquire knowledge and to develop the ability through the initiative explore. The implementation of the teaching process is completed under the guidance of teachers. Specifically, when starting to learn a
new content, the teacher can let the students preview the contents of the study by the group. At the same time, students can compare the contents of the study with English. In particular, students can translate the relevant examples into English, and tell the similarities and differences between them. In class, the teacher should give the students some time to communicate with the group. And each group can send a representative. The representative announces their consensus in the class and to discuss the collective. Finally, the teacher can summarize and comment on the results of each group. This method has greatly stimulated the enthusiasm of students learning, in which they formed a cooperative and win-win atmosphere. It makes the boring grammar teaching becomes vivid and interesting, but also makes the German grammar easier to learn. Moreover, it speeds up the teaching progress and improves the teaching effect. As can be seen from the teaching practice and compared with the traditional teaching, the new teaching mode which greatly improves the efficiency of classroom learning and teaching efficiency. The new teaching model can better realize the optimization of the educational process. In this way, we can not only avoid the teachers psychological depression caused by students, but also stimulate students' emotions and to mobilize the students' emotions. This not only makes them in an excited state of learning and knowledge, but also makes it easier to understand what they are learning. Therefore, the new teaching methods can be more conducive to expand the scope of knowledge and improve the teaching effect.

**Innovation of Teaching Methods**

In the past, teaching methods never consider the needs of students. But the new teaching mode is able to adopt different methods according to different requirements of student. For most students, it is easy to be satisfied to get a simple understanding of some of the German grammar knowledge. And they are only content to be able to the difficulty of the article and the daily communication. Therefore, teaching methods should be taken to large classes and basic exercises for them. This will not increase the academic burden on students and will make students feel more relaxed. For students who want to take the postgraduate examination or want to study abroad, the use of small class teaching is more appropriate. And extracurricular counseling, listening, speaking, reading, writing, translation and other aspects of the practice can help them get good grades in the exam. In addition, the article suggests that teachers use a variety of teaching methods in the teaching process. This involves cultural import, language comparison and task driven. This opens up the new teaching mode to combine many kinds of methods. This allows students to learn the language in culture. This also allows for the realization of the positive transfer of language learning in the reference, and also feels the joy of cooperation in the completion of the task.

**Fully Mobilize the Enthusiasm of the Students Learning**

Students are the main body of teaching. They are closely related to the quality of teaching and the level of enthusiasm. In view of the special nature of German language teaching, teachers should pay more attention to the role of students.

First of all, teachers should guide students to correct their learning attitude, so that they have the correct learning motivation. This is because some students do not understand the importance of German learning. They believe that learning German is valueless. So they are unwilling to learn. They learn German completely in order to get credit and pass the exam. In this regard, teachers should strengthen the students' understanding of German learning. The teacher can tell the students that the social needs of the compound talent. Therefore, only mastering a foreign language is not enough. Now the employment situation of college graduates in China is not optimistic, Thus, the second foreign language learning is also an advantage in employment. This allows students to have more than one employment weight and broaden the employment channels. Teachers can make students realize that learning German is of practical significance through specific examples of German Society and enterprise talent demand. In addition, with the accelerated process of globalization, China and Germany in the economic, technological and cultural cooperation is increasing and deepening. Social demand for German talent will continue to increase, and the opportunity to become more and more German talent. Once the students realize the realistic
meaning and long-term meaning of German study, they will set up a clear learning goal. This will enable them to correct their learning attitude and conscientiously study. Therefore, the learning enthusiasm will naturally be high once the intrinsic factors of the students mobilized up.

Secondly, the teacher's classroom teaching should be diversified and interesting, so as to stimulate students' enthusiasm for learning. Teachers should keep up with the development of the times, follow the trend and use modern teaching methods. Traditional teaching methods cannot image intuitive presentation of teaching content. It is difficult to attract students' attention, so the students' learning enthusiasm will be affected. In the process of teaching, the use of some modern teaching equipment can improve the students' learning interest. This has a very good effect on optimizing the teaching effect. Teachers can also use German video teaching films, music and movies to mobilize the enthusiasm of the students to enhance the fun of the classroom. Some German game references are also a good way to increase the interest of the class. In addition, teachers can also recommend the student to some good German language learning website, which can make students get pleasure in self-study after class.

In addition, teachers should encourage student. As everyone knows, German is a difficult language to learn. It has less time and more content, so it can be difficult to learn. Many students have a psychological fear from the beginning to learn German. Therefore, teachers must eliminate students' psychological fear. Teachers should encourage them. For the progress of the students, teachers should promptly give praise.

Summary

Today's Chinese society needs complex talent. So mastering a foreign language is not enough for Chinese students. Especially for college students, they must work harder to learn German in order to enhance their employment advantage. Colleges and universities should attach great importance to German teaching. This requires from the curriculum, teaching materials and teaching and mobilize the enthusiasm of students so as to improve the quality of teaching in German. It can effectively promote the German teaching quality and students' German cultural quality and ability to improve the overall, through the new mode of German teaching, the combination and effect of teaching methods. It can create a good environment for learners to acquire German language and to form a good environment for learning German. It can also strengthen the motivation of students to learn German, enhance the communicative competence of the German language, and develop the ability for the community. In general, it can improve the quality of teaching from different aspects.

References