



# **The Role of Teachers in German Language Teaching for Motivating and Guiding Language Learners**

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**Annotation:** *In the article were analyzed the role of teachers in German language teaching for motivating and guiding language learners.*

**Keywords:** *teacher, language learner, German language, motivation, guiding.*

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## **Introduction**

Motivation means the totality of motives, influences that influence a decision, action or similar, stimulating a course of action. We can easily apply this definition in everyday school life, where every teacher should encourage his students to act by influencing and controlling them with the help of various techniques or media. In doing so, he must also recognize the difference between what his students want and what they can do. It should also be emphasized that he does not confuse the terms “motive” and “motivation”. The first is developed in the course of social life and can be classified as a force that develops our personality, drives it and can be actualized in certain situations.

## **Main part**

The motivation, if we want to compare it to the motive, is to understand the situation in which that motive is at a certain moment. This situation can be called something else. It is therefore a matter of the relation between the motive and this situation.

With regard to the professional activities of the teacher, he should ask himself how he can arrange his lessons in a more interesting and activating way. The following levels proposed by Dörnyei can give him some hints in this regard:

- content level - the awakening of motivation through the use of important, interesting and practice-related topics,
- didactic level - motivate through a varied design of the lesson (take into account phases of the lesson, different social forms, use of media),
- behavioral level – arouse motivation by showing motivating behavior.

Vestergaard is of the opinion that the learner must be able to understand the value and importance of the subject matter to be processed at all times. This arouses his attention, he is motivated to learn, while his brain prepares to absorb new material and the content is stored more meaningfully.

Many motivational techniques have been invented, but we will now delve into one of them and identify the characteristics of interactive teaching. The main goal of the interaction is that the learners communicate with each other and actively contribute to the learning process, which at the

same time means that they are engaged thanks to the positive climate in the classroom. This develops in them a certain self-esteem and self-confidence and makes them willing to take risks. Interactive lessons mean that as many or all of the skills as possible are practiced together. For example, the texts are first heard or read, then they can be discussed either in pairs or in groups. Finally, it can be suggested that this discussion takes place in the plenary session, after which oral and/or written exercises are carried out on what has been worked on earlier. Interactive teaching also means using different, mostly visual media available to the teacher, such as computers or overhead projectors. These media have different functions in foreign language teaching: on the one hand they convey the core information, on the other hand they are not necessarily a binding aid in the didactic use of the material. They stimulate the pupils to actively participate in the lesson, promote learning and are good mediators of information, while relieving the lesson and facilitating its preparation and implementation.

Returning to the interaction between the learners, we can e.g. B. by designing the lesson according to the rules of partner or group work. However, the teacher has to fulfill other tasks than in classic frontal teaching. How they look like and how the organization of the group work looks like, we will try to discuss in points in order to get a corresponding overview:

1. The benches and chairs can be grouped in a rectangular, square, circle or U-shape.
2. The groups can be formed by the teacher, but the division can also be left to the students or be done at random.
3. Group selection can be based on the following criteria: by month of birth/zodiac sign, by favorite colour, by eye color or on the basis of cards that belong together, e.g. E.g.: Personalities (Amadeus | Mozart, Adam | Mickiewicz, Friedrich | Schiller), standardized expressions (Bon | Voyage, Merry | Christmas, Guten | Morgen), rows (Rose | Carnation | Tulip, apartment | house | block of flats), two -Line dialogues (Where are you from? | From Poland, What time is it? | It is 12.30.).
4. The teacher should think about what exercises to do before, during and after the group work.
5. The teacher should create a positive learning atmosphere and set meaningful tasks for the student's that promote the practice of communication skills and cooperation.

## **Conclusion**

We must not forget that group work is only one of the forms of classroom organization, while others exist, but we leave their description to further investigation, because it is beyond the scope of this article.

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