Poetry in Teaching German Grammar

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Annotation: This article discusses the use of poetry in teaching the grammar of the German language, gives methods for using them in German lessons at school. Specific exemplary poems on various topics are given.

Key words: stimulate, extracurricular time, master, reality, formulation, grammatical mechanisms, imitation, theorizing, root vowel, instruction, reproduction, motivation, automated, brightness, figurativeness, fantasy.

The word grammar has many meanings. On the one hand, the word grammar is used in the meaning of "grammatical structure", that is, the structure of a word and a sentence inherent in a given language, which a native speaker knows intuitively and which he comprehends and realizes in the process of schooling.

On the other hand, grammar is the theory of a given language, a section of linguistics, a generalization of our knowledge about the structure of a language.

Without mastery of grammar in the first sense of the word, there can be no verbal communication. A preschooler masters the grammatical structure in the process of reflecting reality. The formation and formulation of thought occurs on the basis of imitation of abundantly perceived speech samples.

Then the child masters grammar as a theory of language at school. This leads to the generalization and correction of learned intuitively, to the improvement of grammatical knowledge, skills and abilities.

So, to teach the grammar of a foreign language means to form grammatical mechanisms specific to a given language, and in such a way that the trainees simultaneously develop certain grammatical knowledge and skills [3].

How can this be done to avoid over-theorizing?

This is where poetry can be of great help. Having met any new grammatical form, the student perceives it. And if the student has a need for a given grammatical form, then he tries to remember it, that is, the first action that he performs with a new grammatical phenomenon is perception. For a better perception of the grammatical form by the student, it is rational to use poems. For example, when studying the Dativ case, you can use the following poem [2]:

Wer arbeitet wo?

Der Zoodirektor im Zoo,

Der Bauarbeiter auf der Baustelle,

Der Pfarrer in der Kirche, in der Kapelle,

Der Lehrer in der Schule,

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Der Muller in der Mühle,

Der Ingenieur im Betrieb,

Die Arbeiterin in der Fabrik,

Die junge Frau im Büro,

Die anderen noch irgenewo

The question often arises: how to make the student need to remember and then use this grammatical form in speech? Hence the rule: the student will know and use the grammatical form in speech if he knows for what purpose he does this. And the poem helps to realize this rule. With the help of a poem, the student clearly sees where, when and for what he can use this grammatical phenomenon (in our case, the answer to the question of the dative case "Wo?").

Having realized the grammatical form, the student will try to reproduce the speech pattern. Thus, the next important action that the student needs to perform is imitation. Here you can ask students to memorize the poem for better memorization of the grammatical form. It is logical to call such a task imitative.

The next step is substitution. The student independently substitutes different words (semantic verbs) into the same grammatical model. For example, we can invite students to continue the following poem, where the verb is practiced in the 3rd person plural [4].

In der Klasse rechnen wir,

In der Klasse zahlen wir,

In der Klasse, in der Klasse,

In der Klasse malen wir.

(In der Klasse schreiben wir, lesen, spielen, basteln…)

Substitution allows the student to realize the generality, universality of the grammatical model.

The substitution is followed by the next action of the student - transformation, that is, changing the acquired grammatical form in accordance with the speech task and the norms of the given language. The change may concern word order, root vowels, suffixes, endings, and so on. For transformation, we can offer the following poem [2]

Wir wollen immer lustig sein!

Wir wollen immer lachen !

Wir wollen immer fleissig sein!

Wir wollen immer vieles machen !

You can invite students to insert any other personal pronoun in this poem instead of the pronoun "wir" and change the form of the modal verb "wollen" accordingly

Ich will immer lustig sein!

Du willst immer lachen!

Er will immer fleissig sein!

Sie wollen vieles machen!

If students are unfamiliar with these changes, they should be given the necessary instructions.

The next action - reproduction - involves an independent product on the problem using this grammatical form. You can ask students to come up with a simple poem in the target language using a grammar model.

So, the use of poetry in teaching grammar provides a strong and automated possession of grammatical forms, as well as the active use of these forms in speech.

Pronoun

Ich liebe Dich. Du liebst mich nicht.

Ich bin die Nacht. Du bist das Licht.

Ich bin der Schmerz. Du bist das Gluck.

Drum schau nie zu mir zurück.

Ich weiß und fahles bitterlich -

Du liebst mich nicht. Ich liebe Dich.

Mein ist nicht Dein,

Dein ist nicht Sein,

Sein ist nicht ihr.

Merk es dir !

Unser ist nicht Euer,

Euer ist nicht ihr,

Ihr ist nicht Ihr.

Merk es Dir !

Negation

Eins-zwei-drei Jung ist alt,

November ist nothing Mai! warm ist kalt,

Vier-Fünf-sechs Groß ist klein.

Die Fee ist keine Hex! Kahn das sein?

Die Hex ist keine Fee. Nein!

Der Kaffee ist kein Tee. Jung ist nicht alt,

Die Katze ist kein Hund. Gross ist nothing klein

Die Nase ist kein Mund. Das cann sein!

Noun

Omitting the article before -Warum ist dein Gesicht so weiß?

Words with names -Ich trinke Milch und esse Eis.

Food: -Warum sind deine Wangen rot?

-Ich esse Fleixh und schwarzes Brot.

Deletion of the article Junge, hol Wein! Madchen! Jungen,

when applying. Knecht, schenk ein! Schnell zu Tixh!

Herr, drink aus! Wurst und Käse!

Lauf weg Maus! Alles frixh!

Education pl. Es regent, Mantel, Jacken

nouns. Es regent, Stiefel, Mutzen!

Und alles] Sollen uns vor

ist nass: Kalte schutzen!

Platze, Straßen, Bäume,

Dächer, Hauser, Gras.

Adjective

Rotes Licht-da heißt es warten! ***

Gelbes Licht-da heist es starten! Langes Fädchen-

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Grünes Light-nur geh geschwind! Faules Madchen.

Bitte, merk es dir, mein Kind! Kurzes Fädchen-

*** Fleißiges Mädchen.

Grüne Blatter, rote Blatter,

Gelbe Blatter überall.

Rascheln, sagen: "es wird kalt.

Weiser Schnee bedeckt uns bald"

Liebe Sonne!

Komm und schein

Für die Großen

Für die Kleinen

Numeral

30 Tage hat September,

April, Juni und November.

Februar hat 28

Nur im Schaltjahr 29

Alle anderen ohne Fragen

Haben 31 Tage.

10, 20, 30

Mädchen, du bist fleißig!

40, 50, 60

Mädchen, du bist prächtig!

70, 80, 90

Mädchen, du bist einzig!

100, 1000, 1000 000

Mädchen, du verdienst die Kron

Ordinals

Der erste (der zweite) Dezember

На крыше живёт

Der erste Dezember

Ириски жуёт

Der erste Dezember

Большой озорник

Der erste Dezember

Случать не привык.

Es war eine Mutter,

Sie hatte 8 Kinder.

Das erste hieß Hans,

Das zweite hieß Dieter.

Das dritte war Veronika

Sie spielte gut Harmonika.

Das vierte hieß Liane,

Sie aß sehr gern Bananen

Das fünfte hieß Erika,

Sie lebte in Amerika.

Das sechste hieß Grete,

Sie spielte Trompete.

Das siebte Kind war Kunigunde,

Sie hatte gerne Katzen, Hunde.

Die achte Tochter war Konstanze,
Sie konnte singen und schon tanzen [6].

The use of poetry in the classroom is one of the important reserves for increasing the motivation of students, including them in active work. Poems allow students to get acquainted with German poetry, culture and customs of the country of the language being studied, which always arouses great interest among students.

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Brightness, imagery, fantasy in poems for children arouse their interest in a foreign language. Learning poems is an active method of replenishing the vocabulary of children. They are recommended to be used for phonetic exercises, tongue gymnastics [3].

Memorizing poetry should not be an end in itself. It is necessary to achieve a complete understanding and comprehension of both the content and the linguistic embodiment of this content in poetry. It is necessary to ensure that the speech material from the verses then goes directly into the speech of children, is used in their interpersonal communication. Therefore, poems should be a harmonious part of the overall plot of the lesson, correlated with the topics and situations of communication in the lesson and after school hours.

Thus, poems stimulate students to monologue and dialogic statements, serve as the basis for the development of speech-thinking activity of schoolchildren, and contribute to the development of both preparatory and non-preparatory speech.

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