4.3 THE POTENTIAL OF MEDIA RESOURCES AND DIDACTIC TEACHING OF AUTHENTIC MATERIALS FOR THE DISCIPLINE "SECOND FOREIGN LANGUAGE (GERMAN)"

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Abstract. The focus of this study is on educational media resources that can be effective and appropriate in classes of the discipline "Second foreign language (German)" and their potential for didactic authentic materials. The work defines what an educational media resource is. Educational media resources for the German language and the potential of their use for the discipline "Second foreign language (German)" were studied. Criteria for the selection of media resources for the discipline "Second foreign language (German)" have been defined. Separate issues of the methodology of using educational media resources in the context of teaching and learning the German language are considered. Ways of integrating certain educational media resources into the process of teaching and learning the German language are described. We focus on media literacy and consider digital applications that can bring authentic texts closer to students. We are interested in Web 2.0 platforms that can be used to create interactive exercises, since the idea is to didactically correctly, creatively, interestingly process authentic materials of a country-study nature, and get positive results in students' assimilation of educational material. Taking into account the practical experience of using educational media resources of the world-famous educational platforms Goethe-Institut, Deutsche Welle and Klett-Verlag, a concise didactic analysis of their product is presented and recommendations are provided for the use of their content within the educational discipline "Second Foreign Language (German)".

1. Introduction

Teaching the academic discipline "Second foreign language (German)" in the conditions of active digitization of the society and all spheres of its life did not become something radically new for the educational process at the Department of Foreign Languages and Translation of the Faculty of International Relations of the National Aviation University. However, there is a need for its critical understanding as an integral part of the entire educational process in Ukraine. This is especially noticeable today, when learning (first because of COVID-19, now because of the war) takes place remotely and the importance and potential of Internet technologies and innovative forms of learning have been realized. Thus, teaching and learning the German language is impossible to imagine without the use of numerous Internet resources that can support the teacher in German language classes and effectively help for students' independent work.

No less relevant issues regarding the education of a person with an innovative type of thinking, meeting the educational informational and communicational needs of participants in the educational process, the formation and implementation of an informational educational environment in the higher education system, the use of ICT in the educational process, the creation the informational system for supporting the

educational process to ensure training and internal control and an open network of educational resources are included in the National Strategy for the Development of Education in Ukraine for 2012-2021 [11, p. 23].

The Internet has ultimately become an integral part of the educational process. However, alongside the rapid development of the latest technologies, with the appearance of an incredible number of high-quality educational media resources for learning the German language, various platforms and applications, there is a lack of understanding which media resources for learning the German language will be the most appropriate when planning and conducting educational classes of the discipline "Second foreign language (German)".

The purpose of our research is educational media resources that can be effective and appropriate in classes of the discipline "Second foreign language (German)". We offer primarily those resources that, in our opinion, are aimed at a specific result and are productive for the development of communicational skills and increasing motivation to learn the German language.

To achieve the set goal, a number of tasks must be solved:
- determine which media resources can be considered educational ones;
- investigate educational media resources for the German language and the potential of their use for the discipline "Second foreign language (German)";
- determine the criteria for the selection of media resources for the discipline "Second foreign language (German)".

2. Web 2.0 Technology as a Means of Using Educational Media Resources for Learning the German Language

Modern domestic studies testify the systematic use of educational media resources in the process of professional training of future specialists [3, 5, 6, 8]. At the same time, the latest scientific publications are testifying the growing interest of teachers in the possibility of using educational media resources for learning the German language and their active involvement in the educational process.

A significant number of studies suggest specific ways of using mobile applications and Web 2.0 tools for the development of certain language competencies in the process of teaching and learning the German language [5, 6, 7, 12]. Scientists note that the use of mobile applications and interactive tools contributes not only to the formation of foreign language communicative competence, but also to the improvement of students' media competence, the formation of research skills, and increased motivation to learn a foreign language [8, p. 392].

Therefore, the issue of using mobile applications and interactive Web 2.0 tools in the process of teaching and learning foreign languages has not been fully studied and requires detailing of many methodological and didactic aspects.

The majority of Web 2.0 technologies do not require special education and can be used without much effort. We are used to using the various resources of the Internet space for learning foreign languages. Therefore, what is an educational media resource and which German educational media resources will be potentially useful for the subject "Second Foreign Language (German)".

We adhere to the opinion that an educational resource can be considered as a resource that is intended for educational purposes and, in the process of its use, a purposeful process of personal mastery of a certain subject area takes place [13, p.23].

Thus, educational media resources for the German language can be considered those aimed at teaching and/or learning the German language both in general and by levels or certain lexical-grammatical aspects, the processing of which contributes to the development of the foreign language competence of the individual and the conscious studying the culture of the German-speaking area.

From the point of view of the problem of our research, we are interested in the aspect of language competence of students within the discipline "Second foreign language (German)". We need to single out such media resources that will help the teacher to avoid routine work in classes, and the students to practice the German language and improve all four types of their foreign language competence.

Given the fact that less and less hours are allocated for classroom work (2-3 academic hours per week), it becomes clear that without regular independent work of students, without regular performance of classic exercises and tasks with the help of online tools and educational media resources, it is impossible to master linguistic, sociolinguistic and pragmatic competences related to receptive (listening, reading) and productive (speaking, writing) types of language activity.

Consider (Table 1) the most famous educational media resources for the German language. They can be of different formats (texts, graphics, audio, video, interactive tasks, tests, etc.).

Such large educational institutions as the Goethe-Institut (the cultural institute of the Federal Republic of Germany, which operates throughout the world), DW (Deutsche Welle "German Wave" - the German state radio station and TV channel that broadcasts abroad), Klett-Verlag (a platform of Klett publishing house for learning foreign languages) offer an incredible amount of media resources for the German language on their official web pages (websites). Here we accept the opinion of G.V. Tkachuk. that "the concepts of "website" and "web resource" should not be equated, since a website is a set of interconnected web pages united by a common theme, while a web resource has a broader meaning and is more often called a media resource. For example, a media resource can be an ordinary text document that is placed in the web space of the network and is available at the appropriate address [13, p. 27]. Therefore, for example, the Deutsche Welle website has the following link to the main page of the channel: https://www.dw.com/de. And you can see the differences by comparing with the address of the media resource, which is a specific educational product of this channel: https://learngerman.dw.com/de/weihnachtsm%C3%A4rkte-mitten-in-der-pandemie/l-59907697 (table 1).

Educational Media Resources on the German language

Categories	Web-Sites
Educational platforms Goethe-Institut Deutsche Welle (DW) Klett Sprachen fürs Leben Klett derdieDaF Portal	https://www.goethe.de/ https://www.dw.com/de/deutsch-lernen/s-2055 https://www.klett-sprachen.de/ http://www.derdiedaf.com/
Multimedia information distribution systems	www.youtube.com
Podcasts	www.podcast.de https://podcasts.apple.com/de/podcast/deutsche-im-alltag-alltagsdeutsch-audios-dw-deutsch/id282933246?mt=2 https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts
Platforms for the development of educational materials	https://learningapps.org/LearningApps. https://de.padlet.com https://kahoot.com/ https://quizlet.com/
Test assignments	https://einstufungstests.klett-sprachen.de/ https://www.klett-sprachen.de/digitales/online-uebungen/online-uebungen-daf/c-867 https://www.goethe.de/de/spr/ueb/daa/all.htmlhttps://www.goethe.de/de/spr/ueb/daa/all.html
Exam preparations	https://www.goethe.de/de/spr/kup/prf/bar.html https://www.klett-sprachen.de/pruefungen/deutsch-als-fremdsprache/c-2364
Dictionaries	https://www.multitran.com/ru/dictionary/german-russian/deutsch-russisch%20online%20mit%20IPA

3. Methodological Recommendations for the Use of Media Resources

The use of authentic materials in German language classes, taking into account methodological principles, certainly contributes not only to the development of language and cultural skills, but also to increasing motivation during the study of the German language. Moreover, the processing of educational material using Web 2.0 tools encourages students to competently work with media and use their own skills for working with digital applications.

The effectiveness of using this or that teaching tool depends largely on its didactic features. From the point of view of the problem of our research, we are interested in the methodological and didactic possibilities of using educational media resources for the discipline "Second foreign language (German)". To determine such possibilities of educational resources for teaching and learning the German language, it is necessary to refer to the purpose and tasks of this discipline.

The main goal of studying the discipline "Second foreign language (German)" is the ability of students to competently use their knowledge of the German language in

real life situations, not only in everyday life, but also in professional communication. In our opinion, the use of media resources for German language classes is focused primarily on the result (language mastery) and not on the process (studying certain aspects of the German language).

Therefore, it is worth, firstly, to find out which media will be useful for mastering certain competencies, to single out their positive points and overall educational potential for the discipline "Second foreign language (German)".

The media resources on the educational platforms of the Goethe Institute, DW and Klett are text information, video interviews, conversations, news, films, interactive tests, and they most correspond to the purpose and tasks of the discipline "Second Foreign Language (German)". The choice of such materials is defined by the following facts:

- video material (audio material) filmed for educational purposes;
- topics are diverse and meaningfully accessible for understanding without special contextual training (according to the chosen level);
- the episodes feature both interviews with real people and information from announcers, which makes it possible to sound the modern standard German language, the language of ordinary people and various pronunciations;
- the duration of the video is not long (from 1:02 minutes to 2:35);
- videos supplemented with educational tasks for understanding language, its features, accuracy of statements, vocabulary exercises; in addition, there is a link to the vocabulary of the topic and the text material of the audio text itself;
- uniformity and systematic presentation of the material;
- video files are publicly available.

In our opinion, the use of educational media resources as a means of learning is possible both within the traditional system of education and in the conditions of distance learning. The teacher must independently determine the importance of this or that resource in accordance with the content of the work program of the academic discipline. Based on our own teaching experience, we offer the following criteria for selecting educational media resources for the German language:

- authority and competence of media resources, credibility and reliability of information;
- the content of educational media resources must correspond to the purpose and tasks of the academic discipline "Second foreign language (German)";
- the use of such media resources should contribute to the intensification of the educational process, autonomy in learning and the growth of students' motivation to learn the German language;
- comply with the principle of mobility – you can learn the language anywhere and anytime;
- comply with the principle of problem solving, which requires the activation of mental activity to solve communicative tasks.
- comply with the principle of intercultural value, which allows students to realize the value of the traditions of their people through familiarity with the traditions and culture of the German-speaking area.

So, if you follow these recommendations, you can make sure that high-quality educational media resources contribute to the rapid and effective acquisition of a foreign language, and therefore they should take their proper place in the process of learning German.

4. Didactic Teaching of Authentic Materials

In methodological literature, there are many discussions about the use of authentic materials. Here you can find different definitions of authenticity. In most cases, this refers to texts from newspapers or magazines, song texts, etc., which are used in class and are linguistically authentic [1, p. 168]. Since authentic texts are both linguistic and cultural products, they give students the opportunity to observe and draw conclusions about the customs and rules of communication in the culture of the German-speaking environment.

However, we should not forget that authentic texts for students are often quite complex, and therefore require a certain adaptation to their speaking level, that is, specific didactic techniques.

Teaching the discipline "Second foreign language (German)" with the use of educational media resources has certain methodological and didactic features; however, it preserves the four main educational goals of language mastery for various types of speech activity. Therefore, it is worth, first, to find out which media resources will be useful for mastering certain competencies.

The great interest in the educational platforms of the Goethe-Institut and DeutscheWelle undoubtedly testifies to their accessibility and effectiveness in influencing the process of mastering foreign languages [8, p. 297]. They become especially important when it comes to audio and video files of authentic educational material.

Nowadays there are a huge number of sites that offer podcasts for learning foreign languages. It is important to choose the right educational material from a large number of offers that corresponds to the student's level of competence.

The suggested media resources for listening (Table 2) are different in the form of presentation of educational material and differ in content. Almost all of them are supplemented with interactive exercises, and text files are available for download, which is important for thoughtful processing of the educational material. Such videos as Einshoch6 can be called a series, since most of the heroes of the educational videos are depicted in real time and convey to the viewer information about their everyday, socio-political or professional life in the German-speaking environment (table 2).

Table 2.

Content Characteristics of Media Resources for Listening

Web-resource	Recommendations for use
1	*2*
Einshoch6: Lass uns reden https://www.dw.com/de/das-bandtagebuch-1-lass-uns-reden/s-32658	«Lass uns reden» – EINSHOCH6's first diary album for German language learners. Here you can find 13 hip-hop songs and accompanying music videos. There are interactive exercises for each song.
Einshoch6: Deutsch lernen – mit Spaß und viel Musik! https://www.dw.com/de/bandtagebuch/s-13891	Discover Germany and learn German with hip-hop music! The Munich band EINSHOCH6 will take you on a journey around Germany. The video diary contains 40 episodes of a wide variety of topics. There are interactive exercises for each episode.
Einshoch6: Reise um die Welt https://www.dw.com/de/das-bandtagebuch-2-reise-um-die-welt/s-32659	Reise um die Welt – the second album of the band EINSHOCH6. Here you can find 12 hip-hop songs and accompanying music videos. There are interactive exercises for each song.

Table 2. to be Continued

1	2
Langsamgesprochene Nachrichten https://www.dw.com/de/01122021-langsam-gesprochene-nachrichten/a-59983918	Train your listening comprehension with Deutsche Welle news – in text form and in clear spoken audios.
Deutsch aktuell Podkast https://podcasts.apple.com/de/podcast/top-thema-mit-vokabeln-audios-dw-deutsch-lernen/id282932005?mt=2	This podcast explains the peculiarities of the German language. For advanced listeners (B2-C2) – it is even interesting for native speakers, as it very interestingly explains funny, but also useful words and phrases that are not so easy to find in every dictionary.
Deutsch aktuell https://www.dw.com/de/deutsch-aktuell/s-2146	Up-to-date information on world events: easy-to-understand reports on topics from politics, culture, science or business. Slow pace of speech. All content is prepared in multimedia form using audio or video. Interactive exercises help to understand or provide explanations of vocabulary, train various types of speech activity.
Top-Thema mit Vokabeln lernen https://learngerman.dw.com/de/top-thema/s-55861562	Top of the most popular topics from the latest news. Short weekly articles for the intermediate level (B1) on topics from politics, culture, economics, science or sports. There are also interactive vocabulary and grammar exercises. You can vary the work: listen to the audio or read the text.
Nicos Weg https://www.dw.com/de/nicos-weg-ein-mobiler-deutschkurs-im-unterricht/a-47811169	Educational film. A free mobile app that has interactive tasks for episodes.
Radio D https://podcasts.apple.com/de/podcast/podcast-radio-d/id433122457?mt=2	A separate language course that can be used with or without a teacher. – The audio course consists of two series, each with 26 episodes. An English-speaking moderator guides you through the program and discusses German language structures and expressions with the interlocutor. Regional aspects are also included. - Each episode contains an information/review page that summarizes various expressions important to your vocabulary.

The listed media resources (table2) mostly have playlists that are convenient to use both when working in the classroom and in the process of independent German language learning. The differentiation of language proficiency levels from "absolute beginner" to C1/C2 allows the user to independently organize his work according to the principle "from simple to more complex", and the teacher quickly navigates in the selection of educational materials for the group of the appropriate speech level [3, c. 302].

Since listening is closely related to speaking, the teacher should remember that one of the most important goals of teaching is to teach understanding of foreign language speech. Without mastering such a type of language activity as listening, it is impossible to learn the language and use it [8, p.199].

The use of educational media resources for listening will not have a great productive value if this type of work is not reinforced by speech activity. After performing interactive exercises, the elaborated content material is fixed in the process

of performing oral communicative exercises. The teacher should prepare a number of tasks for understanding the content of an audio or video file: to determine correct and false statements, the logical sequence of the main events, which greatly facilitate the understanding of the video material [6, p. 227]. In addition, creating conditions for interactive communication is an important requirement for teaching the discipline "Second foreign language (German)". Language practice, stimulation of active communicative activity of students based on the situation from the developed media resource is an important condition for the performance of this type of work.

It is impossible to imagine the development of language skills in vocabulary and grammar, as well as all four speaking skills, without the use of educational platforms and mobile applications, such as Kahoot, Quizlet, and LearningApps, which offer exercises for a specific target group and give the opportunity to develop your own. These platforms have become an excellent technical means for the development and storage of interactive tasks in the German language, created online and integrated into the educational content of the discipline. Such work can be performed in different modes: individual, pair, and group, often in the form of a competition (the program often determines the time for completing the tasks itself).

Of course, these platforms are not independent educational programs for learning the German language, but only a tool that helps the teacher to creatively, interestingly and effectively integrate the educational material into the scenario of the German language lesson, and the student to consolidate and test their knowledge in a game form. The point here is that digital instruments are integrated into the lesson in a didactically and methodically meaningful way. Digital media are used in the classroom as part of a planned activity and are implemented in the classroom through a clearly defined learning objective [2, p. 15].

Of course, in the world of Internet technologies, everything changes and updates very quickly, so you need to follow the news so as not to miss important things. It is not difficult if you regularly visit professional websites and educational portals (Geothe-Institut, Deutsche Welle, derdieDaF-Portal.

5. Conclusions

It is worth taking into account the opinion of our scientists that the introduction of electronic educational media resources into the practice of training students is still slow and mostly chaotic, which is explained by the insufficient theoretical justification of the types of educational media resources and the methods of their use in institutions of higher education [4, p. 183].

There are different perspectives on how educational media resources can be used in the learning process. Practice shows that the quality of the educational media resource is its most important characteristic, which determines the effectiveness, readiness, adaptability of the educational resource for its use in the course of the educational discipline "Second foreign language (German)". The use of high-quality educational media resources enables students to study the educational material at a pace convenient for them, conduct various researches, and perform training exercises to acquire practical speaking skills.

Teaching the subject "Second foreign language (German)" using educational media resources has a range of positive results:

- increasing students' motivation to study German and overcoming the language barrier;
- improving the quality of speaking skills, and therefore the effectiveness and progress of students in learning the German language;
- thanks to educational media resources, the teacher can avoid routine work in the classroom; instead s/he has the opportunity to implement innovative methods of teaching a foreign language.

Therefore, modern Web 2.0 technologies and educational media resources do not replace traditional teaching methods, but create new opportunities to ensure quality teaching of foreign languages. Therefore, the study of methodological and didactic possibilities of using educational media resources for the discipline "Second foreign language (German)" has further prospects in the future.

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