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PREPARING STUDENTS FOR PEDAGOGICAL ACTIVITY IN GERMAN LANGUAGE LESSONS THROUGH CREATIVE METHODS

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Abstract: This article explores the mechanisms for preparing students for pedagogical activities in German language classes using creative teaching methods. The research emphasizes that integrating creativity into language lessons not only enhances students' linguistic competence but also develops critical thinking, problem-solving skills, and the ability to design and implement innovative pedagogical strategies. Special attention is given to interactive approaches, project-based learning, and task-oriented activities, which allow students to actively participate in lesson planning, classroom management, and the creation of engaging learning materials. The study also highlights the importance of fostering students' professional identity and pedagogical readiness through reflection, collaborative work, and experiential learning within the German language curriculum. The results indicate that creative teaching methods significantly contribute to improving both students' communicative competence and their readiness to apply pedagogical skills in real classroom settings.

Keywords: German language education, creative teaching methods, pedagogical readiness, student-centered learning, innovative approaches, lesson design, professional development, interactive learning.

In contemporary education, preparing future teachers for professional activity requires more than simply imparting theoretical knowledge. The process of teacher training must involve the development of creative, analytical, and practical competencies that enable students to adapt to diverse classroom situations, design effective lessons, and engage learners actively. In foreign language education, particularly in German language instruction, creativity plays a crucial role in enhancing both language proficiency and pedagogical skills. Traditional methods that focus solely on grammar, vocabulary, and translation are increasingly being supplemented—or even replaced—by innovative approaches that integrate interactive, communicative, and experiential strategies.

Creative teaching methods in language lessons encourage students to actively participate in their own learning, develop problem-solving and critical thinking skills, and experiment with lesson planning and classroom management. By employing project-based learning, role-playing, simulations, and task-oriented activities, students gain hands-on experience in applying pedagogical concepts in realistic teaching scenarios. This not only strengthens their command of the target language but also cultivates essential teaching skills, such as classroom organization, instructional creativity, and adaptive lesson design.

Moreover, incorporating creativity into teacher training fosters professional reflection and collaboration. Students learn to analyze their teaching practices, evaluate the effectiveness of different strategies, and adjust their approaches based on learners' needs. In the context of German language education, this dual focus—on language mastery and pedagogical competence—ensures that future teachers are equipped not only to communicate effectively in the target language but also to implement innovative teaching strategies that enhance student engagement and learning outcomes.

This study explores the mechanisms and methods for preparing students for pedagogical activity through creative approaches in German language lessons. It emphasizes the role of interactive, student-centered, and experiential learning in developing professional readiness, linguistic competence, and pedagogical creativity. By examining both theoretical frameworks and practical

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applications, the research aims to provide comprehensive guidance for integrating creativity into teacher training programs, thereby improving the overall quality of foreign language education. The preparation of future teachers for professional activity in foreign language education has been the focus of numerous studies, emphasizing the importance of integrating creativity into pedagogical practice. Research shows that the development of creative competencies enhances not only language proficiency but also pedagogical effectiveness, problem-solving abilities, and adaptive teaching skills (Richards & Rodgers, 2014; Coyle, Hood, & Marsh, 2010).

1. **Creative Approaches in Teacher Training.** Scholars argue that creativity is a key factor in modern teacher education. Guilford (1950) and Torrance (1974) highlight the role of divergent thinking, flexibility, and originality in professional development, suggesting that creative engagement allows future teachers to develop innovative lesson plans and adapt to dynamic classroom environments. In the context of foreign language teaching, creative methods encourage students to explore language through authentic communication, cultural contexts, and project-based activities, rather than focusing solely on rote memorization or grammar drills (Richards, 2017).

2. **Integrating Pedagogical Competence and Language Learning.** Several studies emphasize that language proficiency and pedagogical competence are interdependent. For example, Freeman and Johnson (1998) note that effective teacher preparation programs must simultaneously address linguistic skills, classroom management strategies, and instructional creativity. In German language education specifically, researchers such as Beckmann (2013) and Doff (2008) demonstrate that interactive and experiential methods—role-playing, simulations, collaborative projects, and task-based learning—promote active engagement and improve both language acquisition and teaching readiness.

3. **Interactive and Experiential Methods.** The use of interactive methods is widely supported in the literature. Vygotsky's socio-cultural theory (1978) emphasizes the importance of social interaction in learning, suggesting that collaborative and communicative activities enable students to construct knowledge actively. In teacher training, experiential approaches such as micro-teaching, peer feedback, and classroom simulations provide hands-on opportunities for students to apply theory to practice, fostering both self-confidence and professional competence (Joyce, Weil, & Calhoun, 2015).

4. **Project-Based and Task-Oriented Learning.** Research indicates that project-based learning (PBL) and task-oriented methodologies are effective in developing problem-solving and critical thinking skills. According to Thomas (2000), PBL allows learners to engage in real-world scenarios, reflect on their performance, and receive structured guidance from instructors. In German language lessons, integrating PBL with creative teaching strategies enables students to design lesson materials, conduct mini-lessons, and develop culturally relevant content, thereby bridging the gap between theoretical knowledge and classroom practice.

5. **Digital and Multimedia Tools.** Recent studies highlight the role of digital technologies and multimedia in enhancing creative teaching. Tools such as interactive whiteboards, language apps, online simulations, and multimedia presentations provide dynamic learning experiences that motivate students and support differentiated instruction (Hockly, 2012). Incorporating these tools into teacher training programs allows future German language teachers to develop both digital literacy and innovative pedagogical skills, preparing them for modern, technology-rich classrooms.

6. **Challenges and Considerations.** While the benefits of creative approaches are widely recognized, the literature also points out potential challenges. These include balancing creativity with curriculum requirements, managing diverse student needs, and ensuring adequate teacher support and training (Sternberg & Lubart, 1995). Effective implementation requires structured guidance, continuous feedback, and reflective practice to ensure that creative methods enhance rather than hinder learning outcomes.

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The analysis of scholarly works demonstrates that integrating creativity into German language teacher training enhances both linguistic competence and pedagogical readiness. Creative approaches—through interactive activities, project-based learning, experiential methods, and digital tools—foster critical thinking, collaboration, and professional reflection. At the same time, successful implementation requires careful planning, continuous support, and alignment with educational standards. These insights provide a strong foundation for developing methodological strategies aimed at preparing students for innovative pedagogical activity in German language instruction.

The study highlights the critical role of creativity in preparing future teachers for effective pedagogical activity, particularly in the context of German language instruction. By integrating creative methodologies, interactive activities, and project-based approaches, teacher education programs can simultaneously enhance students' linguistic competence, pedagogical skills, and professional readiness. The research demonstrates that creative engagement encourages problem-solving, critical thinking, and adaptive teaching strategies, allowing future educators to respond effectively to diverse classroom situations.

Moreover, the incorporation of digital tools and multimedia resources further strengthens the development of innovative teaching practices, motivating students and supporting differentiated instruction. While challenges such as curriculum alignment, classroom management, and ensuring structured guidance exist, careful methodological planning and continuous support can mitigate these issues.

Overall, fostering creativity in teacher training is not only beneficial for language acquisition but also essential for cultivating competent, confident, and innovative educators. This approach provides a sustainable model for modern foreign language education, preparing future teachers to inspire and lead in dynamic and multicultural learning environments.

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