



Kratki film – priložnost za individualizacijo in diferenciacijo pouka nemškega jezika

A short film - The opportunity for individualisation and differentiation of a German lesson

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Povzetek

Z dijaki tretjih letnikov ESIC Kranj, Gimnazija smo posneli 9-minutni film o uličnih umetnikih.

V okviru teme »poklici« so dijaki na spletu raziskovali ulične umetnike. Ogledali smo si nekaj zanimivih videoposnetkov. Nadaljevali smo z besedilom, v katerem ulična umetnica razkrije svojo zgodbo. Dijaki so izražali mnenja ZA/PROTI, kot lastniki trgovine so napisali pritožbo na občino. Ob igranju vlog se je porodila ideja, da bi zgodbo posneli. Ker je bil razred tri leta razdeljen na osnovni in višji nivo učenja nemščine, je bila to odlična priložnost za diferenciacijo pouka. Najboljša dijakinja je napisala scenarij in novinarska vprašanja, drugi so si razdelili vloge in napisali odgovore. Nekateri so želeli nastopiti kot umetniki. Najbolj sramežljivi in šibki v nemščini so si izbrali vlogo statistov. Po pouku smo se z rekviziti (kamera, mikrofon, kitare) zbrali v mestu in posneli film.

Dijaki so radi raziskovali in nastopali, to je bil zanje nov način učenja jezika, predstavljal je izziv, da se izkažejo. Ob snemanju smo se zabavali, saj je potekalo v neformalnem okolju. Z montažo filma v programu Premiere je bilo zaradi obsežnosti gradiva kar nekaj težav, film smo na koncu omejili na 9 minut.

Naš cilj, diferenciacijo in uporabo IKT pri pouku nemščine, smo dosegli.

Abstract

The third class Gymnasium ESIC students produced a nine-minute film about street performers. Dealing with the topic "Occupations", the students researched the job of street performers, using the web. We saw a few videos, and continued with a street performer's story. The students expressed their pros and cons and wrote a complaint



as a shop keeper to the municipality authorities. Carrying out various role-plays, the students came across the idea to shoot the story. This seemed to be the ideal opportunity for the differentiation of the lesson. The best student wrote the script and a journalist's questions while the rest of the students divided the roles and provided the answers. Some wished to act as street performers; the shy preferred to perform as extras. Afterwards we gathered downtown with the props (camera, microphone, guitars) and shot a film.

The students enjoyed researching and performing. A new way of learning language presented a challenge. We had a great time while we were shooting because it was all done in an informal atmosphere. The film edited in the program Premiere was limited to nine minutes.

Our main goal, differentiation and the use of ICT at the German lessons, has been achieved.