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THE EFFECTIVENESS OF WORKING WITH ICT IN THE LESSON FOR LEARNING GERMAN LANGUAGE

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Abstract: In modern conditions, the importance of learning a foreign language is becoming more important every year. Specialists who speak one or more foreign languages are becoming more in demand in the labor market, which means that the goal of any teacher should be to instill in students an interest in this science. It is in the school that the foundations of language knowledge should be laid, which students will further develop in higher educational institutions.

Key words: ICT, German language, learning process, speech activity, lesson, students, learning.

A German lesson is a logically finished part of the work of teaching a language, the main goal of which is to achieve certain goals of a practical, general educational and educational nature. To achieve a positive result in the implementation of these goals, it is necessary to do pre-planned exercises and tasks, based on the means and teaching methods laid out by the teacher. The essence of the lesson depends on the speech orientation.

A German language lesson can only be complex, that is, it should contain a variety of types of work and study different aspects of the language.

During the lesson, students should demonstrate vigorous speech activity.

Transfer of knowledge and skills from the native language to the target language.

During the lesson, training and consolidation of the passed material should prevail over the study of new.

A lesson system is a collection of lessons of different types, which are arranged in a hierarchical chain and have a common end goal.

When studying German grammar, it is worth paying attention to German verbs, since it is with them that many problems arise for a student. German grammar is difficult, but knowing your language well makes it much easier to learn another.

Difficulties in learning German grammar can be different - from the perception of meaning to spelling. Nevertheless, a thorough study supported by interest will give a good result, and the goal will be achieved.

Teachers are advised to memorize nouns with a prefix, so that later it would be easier to form sentences and build phrases. And when studying verbs, it is worth memorizing all their forms, as well as understanding the difference between weak and strong verbs. Learning German, like any other language, takes a lot of time for practical training.

The ability of students to replace a real object in a game with a play one with the transfer of real meaning, real action to it lies at the heart of the ability to meaningfully operate with symbols on a computer screen. At the same time, computer games should not replace ordinary ones, but supplement them, enriching the pedagogical process with new opportunities.

One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of integrated lessons. You can conduct a German lesson in a computer class by preparing a multimedia presentation for this with a vivid video sequence (illustrations, video clips, sound). The teacher can prepare such a presentation himself or entrust the creation of the presentation to the students. This presentation can be used during different forms of lessons or as a multimedia guide for independent work of students in preparation for the lesson.

Currently, you need to be able to receive information from different

sources, use it and create it yourself. The widespread use of ICTs opens up new opportunities for teachers in teaching German.

Information technology, as a rule, refers to technologies that use such technical means as audio, video, computer, Internet.

Computer technologies are widely used in teaching German. The specificity of a computer as a learning tool is associated with such characteristics as complexity, versatility, interactivity. Interactive learning based on multimedia programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Opportunities to take into account the levels of language training of students are the basis for the implementation of the principles of individualization and a differentiated approach to teaching. At the same time, the principle of accessibility is observed and the individual pace of work of each student is taken into account. Using a computer, you can organize individual, pair and group forms of work in the lesson. However, it must be remembered that a computer cannot replace a teacher in a lesson. You need to carefully plan your time with your computer and use it exactly when you really need it.

Nowadays, multimedia technologies are widely used. The term "multimedia" means: many environments. Such information media are: text, sound, video. Software products that use all these forms of information presentation are called multimedia.

The use of multimedia teaching aids is a natural stage in the development of pedagogical technologies.

Traditionally, the study of a topic or section ends with repetition, consolidation and generalization. All these elements can be combined by offering students, at the final stage of each topic, to create a multimedia project, instead of the traditional abstract. By creating a presentation, students are provided with an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the opportunity to realize their

intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because a presentation is a ready-made teaching material for a lesson, and also to feel your own success.

Currently, a large number of all kinds of computer games have appeared. In a certain sense, any learners' computer program can be considered developmental, since it contributes to the development of perception, memory, imagination and other important mental properties of a person. The greatest effect in development can be achieved if specialists comprehensively develop a special type of game, taking into account the patterns of psychophysical development of learners, the laws of aesthetics, ergonomics and comply with sanitary and hygienic requirements, focusing on the limited possibilities of using complex computer tools by learners.

Game programs can be divided into two main classes. The first is closed-type games, in which students are asked to solve one or several explicitly set didactic problems.

Another large class in the form of ICT is open-type games, designed for the formation and development of general mental abilities in students, goal-setting, the ability to control the game with the created images, the development of imagination, emotional and moral education. There is no explicit goal in these games; they are tools for creativity, imagination, self-expression of the learner.

Games where the goal and rules are hidden in the plot of the game itself or in the way of controlling it, where the child must, through search actions, come to an understanding of the goal and method of action, which is the key to achieving a general solution to the game problem.

Of course, all these aspects can be successfully used to teach German to students.

For a long time, the teaching and learning of foreign languages was based on the text in printed or dubbed form. The main difference between Internet

materials and printed educational materials is the greater relevance of the first and navigation (the ability to selectively view, rebuild, etc. information). Watching videos makes it possible to obtain not only authentic linguistic information, but also information about the system of relations in society, as well as the opportunity to observe competencies.

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