THE ROLE OF THE COMPUTER IN MODERN COMMUNICATIVE TECHNOLOGY OF TEACHING GERMAN LANGUAGE

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Abstract: *Current information and communication technologies, or ICT for short, help students get over their psychological barriers when using a foreign language for communication. They also increase interest in the subject matter and help to intensify and personalize learning. Examples of podcasts and video and audio courses that might help teachers in their profession and individuals studying German are included in the article.*

Key words: *Computer technologies , communication technologies, podcasts, video, audio, verbal communicative.*

We can't image living in the modern world without a computer, smartphone, or other device. Computer technologies are destined to be used in every aspect of human existence, including trade, medicine, and the arts. As a result, using them has become essential to the educational process in recent years. In addition to being engaging and accessible to students, modern technologies raise student motivation to learn new material and enhance the quality of education. You can see and hear things that are not normally available for perception with the aid of ICT.

At present, modern information and communication technologies can be widely used in the process of teaching various subjects. Unlike primary and secondary education, the introduction and application of information and communication technologies in the field of higher education is more active in Tajikistan. In recent years, the problem of informatization of universities has been practically solved in the country; universities and institutes have modern computers, electronic boards, electronic libraries, electronic textbooks, classrooms with computers connected to the Internet.

Modernization of the preschool, primary, secondary and, in particular, higher professional education should create conditions for preparing the younger generation for professional activity in the rapidly developing information and technological society of the 21st century, where the determining factors are the level of education of the individual, his intellectual and creative potential, allowing

the use and development of new methods in science and production. Active informatization of education plays a priority role in its implementation.

In connection with the fact that the processes of informatization of education are currently deepening, the modernization of the educational process should consist of the wide use of modern information and communication technologies, which have significant capabilities for presenting educational information using a modern computer with software, multimedia tools and the Internet.

Foreign Language", but at the same time the number of hours for independent work has increased significantly, which requires immediate reorganization of the educational process. It consists, on the one hand, in a radical restructuring of the method of lecturing, and on the other, in facilitating independent access of students to textbooks and teaching aids. All this leads to a change in the requirements for studying a foreign language. The above cannot be implemented within the framework of the traditional teaching methods of this discipline. This means that the methods used until now must be significantly modernized.

Today, modern teaching methods are needed that would facilitate and accelerate the transfer of knowledge to students, activate the process of their assimilation of knowledge, teach them techniques for independent work with educational material, and increase the productivity of both the teacher and the student. The use of information and communication technologies in higher education institutions will allow the information being studied to be given a form due to which it is perceived faster and better or becomes more suitable for use for certain specific educational purposes.

The relevance of the solution to the problem of introducing modern information and communication technologies in the learning process, insufficient research of its theoretical and methodological aspects, the presence of huge prospects and great importance for the further development of information and communication technologies in general determined the choice of the topic and its problem: what should be the organizational and pedagogical conditions and modern technologies of teaching using information and communication technologies in higher education institutions in practice and what is their impact on the quality of training of university students.

At present, the introduction of personal computers, multimedia technologies and the global information computer network Internet influences the education system, causing significant changes in the content and methods of teaching foreign languages. The modern teacher faces the problem of finding a new pedagogical tool. In my pedagogical activity, I came to the conclusion that in modern

conditions, given the great and serious interest of students in information technologies, this opportunity can be used as a powerful tool for developing motivation in German lessons.

The computer allows you to qualitatively change the control over the activities of students, while providing flexibility in managing the educational process. The role of the teacher here is no less important. He selects computer programs for the lesson, didactic material and individual tasks, helps students in the process of work, evaluates their knowledge and development. The use of computer technology makes and allows you to make a reasonable choice of the best training option.

The use of a computer as a tool for working with information is very diverse and varied. It can look through an electronic library in a few seconds and find the required information.

When using a computer, verbal communicative activity should be considered in three aspects. Firstly, as free communication of students in real time using e-mail and information networks, that is, as an authentic dialogue in written form between communication partners. Secondly, as an interactive dialogue interaction of the student with the computer, in which real communication goals are pursued, that is, as a human-machine dialogue. Thirdly, as communication of students in the classroom in the process of working with computer training programs, acting as a stimulus for communication and a means of recreating the conditions of the communication situation.

In recent years, the issue of using new information technologies has been increasingly raised. These are not only modern technical means, but also new forms of teaching, a new approach to the learning process. The use of multimedia helps to implement a personality-oriented approach to teaching, provides individualization and differentiation taking into account the characteristics of children, their level of training, inclinations. Learning German with the help of computer programs is of great interest to students.

The disks that exist today allow you to display information on the computer screen in the form of text, sound, video, games. Computer-assisted learning enables each student to work independently. Integrating a regular lesson with a computer allows the teacher to shift part of his work to the computer, making the learning process more interesting and intensive. The computer does not replace the teacher, but only complements him. The selection of training programs depends, first of all, on the current educational material, the level of training of students and their abilities. Working with a computer not only increases interest in learning, but also

makes it possible to regulate the presentation of educational tasks by degree of difficulty, encouraging correct decisions. Significant progress in the development of personal computers and computer technologies leads to changes in the process of teaching foreign languages. Active and appropriate use of a computer in a German lesson seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity - speaking, listening, reading, writing. In the practice of using a computer in the educational process, its educational function is especially emphasized, and the computer is also a tool that organizes independent work of students and controls it, especially in the process of training work with language and speech material.

The scope of computer application in teaching foreign languages is unusually wide. The computer can be effectively used to familiarize with new language material, new examples of statements, as well as with the activity of communication in a foreign language. At the training stage and at the stage of applying the formed knowledge, skills, abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of the students.

Now in all schools there is early training of students in foreign languages. Often in foreign language lessons the process of involving students in oral speech on various topics is uninteresting. When working with computers, this is excluded, since the visual aids and situations on the monitors necessary in lessons are quite real - the "images" move, speak German, ask questions, etc.

These days, everyone is aware of the Internet's amazing services and vast informational capacity. For those learning a foreign language, the Internet offers a rare chance to interact with native speakers through reading and listening to real texts.

Making a decision on how we will use its resources and talents is crucial. For instance: - integrating network resources into the curriculum; - allowing students to conduct their own independent research for projects;

By incorporating Internet information resources into the teaching process, you can more successfully complete several of the lesson's didactic tasks:

- to gain familiarity with cultural knowledge, including speech etiquette, particularly the speech behavior of various peoples in communication, cultural features, and traditions of the country of the language being studied; - to improve listening skills based on authentic audio texts of the Internet, also appropriately prepared by the teacher; - to develop reading skills and abilities directly using

network materials of varying degrees of complexity. Making multimedia Power Point presentations is also ideal. The most engaging way to introduce new vocabulary and regional studies material is through computer presentations in the classroom. This approach upholds the idea of clarity and helps students absorb the subject well. In the greatest way possible, students' autonomous creative work on computer presentations broadens their repertoire of active vocabulary.

Without the best possible application of information technology across all domains, the challenges associated with modernizing education cannot be met. Information technology use encourages the creation of fresh formats and material for established student activity categories, which results in their application at a higher level. The way computer work is organized should start from the very first lessons of the first stage of education and develop into a potent psychological and pedagogical tool for creating a need-motivational plan for schoolchildren's activities, as well as a way to sustain and pique their interest in the subject matter being studied. The growth of students' cognitive and communicative interests can be facilitated by well-organized computer work, which in turn can activate and expand opportunities for students to work independently on mastering the German language both inside and outside of the classroom.

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