POEMS AND PONGS FROM THE MOOTIVATIONAL FACTOR IN A GERMAN LESSONS

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Abstract

This article is devoted to the theme "German poems and songs from the motivational factor". It emphasizes the role of poems and songs as a motivational factor. The use of poems and songs in the transmission of lexical, grammatical information strengthens the communicative. All poems and songs should be focused and didactic. This is why it is important to create suitable worksheets.

Key words: poetry, motivation, efficiency, language learning, German, songs.

With the help of poetry and songs, we can generate interest and motivation for German learners. Songs and poems convey information more easily than tables and rules. The use of poems and songs in the transmission of lexical and grammatical information enhances the communicative. All poems and songs should be focused and didactic. This is why it is important to create suitable worksheets. The practical part of the work allows students to hear and speak on the topic of "celebrations and congratulations". The main methods are syncwine. This method and songs help teachers to motivate students.

Teaching experience shows that the classical teaching method can significantly reduce certain traits, such as benefits, success rates, motivation and engagement in the learner, and thus these traits remain below average.

The music used in the learning process motivates students and makes them more fun. In such a lesson, the learned words will forever remain in the memory and, therefore, will be more effective. This simple visualization of words increases student motivation and readiness. [5] These thoughts are the starting point of this work. Listening to songs in German lessons means we understand the lyrics better and learn more fun. Talk about skill issues.

Considering skills, we use Janíková to distinguish between communication skills: he distinguishes between receptive listening and reading skills and productive speaking and writing skills. Below we will talk about her comments. When listening to German, we must make sure that listening is never practiced in isolation, but linked to other skills. Listening comprehension plays a central role

in German lessons; it includes the perception, understanding and interpretation of statements.

This is why listening comprehension is one of the core skills in foreign language didactics. All four skills can be practiced with songs in foreign language lessons. Since the songs are genuine listening material, they are particularly suitable as listening lyrics. There are many reasons for integrating individual skills into the classroom. The most important are communicative, educational, psychological, motivational and practical aspects of learning. When using songs in German lessons, we must pay attention to phonetic work in the classroom, because pronunciation plays an important role in the song.

A child is a strong living being, rich in many possibilities that need only be discovered and experienced in order for them to develop. Maric and Goran argue that between the ages of two and six is the optimal time to begin developing musical skills. Early learning should avoid writing and reading because students must master these skills in their own language first, otherwise confusion arises when writing is introduced at this early stage of foreign language learning. Instead, whenever possible, you can use their excellent memorization skills at this early stage. Songs that are usually short, simple, easy to learn are especially suited to this.

The purpose of songs in early foreign language lessons is to learn a foreign language. The songs are written very simply so that children can easily understand and retain them. They should be practiced and recited whenever possible.

According to Habus, one of the main purposes of using the song is to give children a sense of joy and fulfillment early in their language learning. According to Rodriguez Gemillan, music affects emotions. In this way, learning music can be a more fun, spontaneous and therefore light-hearted approach to a foreign language. Through music, students express their feelings, fantasies, experiences and knowledge, which increases motivation and interest in a foreign language.

Song selection: If a teacher wants to work with songs in a German as a foreign language class, he must make the right decisions. What should you follow?

From Dolores Rodriguez, Gemillan offers the following song selection criteria:

• Fun and motivating songs
• Songs with themes that attract students
• Songs that are appropriate for school age
• Songs that match the language level of the student group

• Songs with the appropriate rhythm,

• not too long, and this

• sung with a clear pronunciation of the singer.

• songs with a refrain

• equipped with cultural aspects and

• Ideal for specific / targeted exercises if possible.

"The more criteria a song has, the better and better it is for learning. As a teacher, you have to analyze the songs well and make very informed choices. "

In my opinion

• almost all texts can be used for teaching foreign languages,

• songs can be made for students,

• students should not be expected to understand every word,

• Teachers should appropriately include songs as material in the classroom.

"Songs and music help - even in the first lesson - in learning a foreign language. The text is memorized, and a person can sing a whole song in a foreign language. Also, songs weaken the lessons because most people like to sing. " Music in the classroom not only teaches listening skills, but also allows you to learn pronunciation or play playfully. You can also review the new vocabulary. There are songs where the thematic focus is in the foreground. Other songs are suitable for representing grammatical phenomena.

According to Sokolova (2011: 85), working with songs offers various exercise options:

Listening comprehension:

• fill in the blanks;

• arrange lines / sections;

• Let rhymes find out;

• correct wrong lyrics of the song;

• write down what you understand;

• List how often a word / sentence occurs.

Reading comprehension:

• Reconstruct the song (puzzle / lines);

• Create a glossary with the vocabulary;

• Read parts of the song and speculate on content;

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Writing skill:
• Write parallel text / song;
• invent, write down and play dialogues;
• Write a story on the subject of the song;
• Write a letter to the singer, criticism / comment;

Speaking skill:
• Design and conduct a survey on the song;
• summarize content;
• invent other titles;
• Mini dialogues, role plays, skits with the lyrics of the song;
• Discuss the theme / people / plot of the song; Continue writing the song;

In songs, the student finds familiar vocabulary in a new context. These words are repeated and activated in this way, and the songs provide an opportunity to introduce students to the vocabulary. This gives students the opportunity to become familiar with the forms of the German language.

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