

The use of ICT tools in German language teaching and the level of receptive skills of students in the first stage of education.

According to the psycho-developmental conditions of early childhood children, the basic proficiency which should be developed at the first educational stage of language teaching is listening comprehension. The aim of this dissertation was to diagnose the level of receptive proficiency of second and third grade primary school pupils in the process of German language teaching using ICT tools, as well as to critically analyse theories explaining the process of foreign language acquisition by pupils in the early grades, with a special focus on German as a minority language.

The first chapter presents selected theories of foreign language acquisition, from behaviourism to contemporary teaching concepts. The second chapter is devoted to the problem of foreign language teaching to pupils at the first stage of education, taking into account psycho-developmental conditions. The third chapter deals with the use of a foreign language by pupils at the early school age, with particular emphasis on their receptive skills. Chapter four characterises selected ICT tools and reflects on their role in the early childhood education process. The fifth chapter describes the methodological concept of own research, presents the aim and subject of the study, the research issues a wide spectrum of research instruments such as methods, techniques and tools. Chapter six presents the collected empirical material and the conclusions formulated on the basis of its analysis.

The final conclusion includes the statement that although the use of ICT tools in the process of teaching German to students at the first stage of education does not directly stimulate them in terms of receptive skills, nevertheless, it is justified due to the specific needs of the 'Z' and alpha generation to which they belong.

The integral parts of the dissertation are: Introduction, Conclusion, Bibliography and Appendix.