

Concepts of speaking, writing, reading and listening in German language teaching

Xurramova Soxiba

Qarshi davlat universiteti

Nemis tili va adabiyoti kafedrası o'qituvchisi

Annotation: This scientific paper discusses 4 Competences in German—the ability to speak, read, write, and listen and understand.

Keywords: speech, reading, writing, listening and understanding, speech, skills, qualifications

As part of the gradual reforms aimed at building a new society with democratic principles in the Republic of Uzbekistan and establishing a strong economy based on market relations, there is a strong emphasis on education and education. The Education Act and the National Literature Programme, which are deeply applied to life and are considered an integral part of our way of life and are recognized in the world as the "Uzbek model," are now evident as one of the main factors contributing to the development of socio-economic and cultural fields. These documents primarily stipulate the superiority of human interests, its growing needs and interests in accordance with the demands of time, the creation of all the necessary conditions for fully establishing and implementing its capabilities.

(Matthew 24:14; 28:19, 20) At a time when investments in human capital are growing year after year in our country, information and communication technologies are rapidly developing, globalization, and competition in the world market are intensifying, educating the educated and intellectually developed generation, which is the most important value and decisive force in achieving certain goals in democratic development, modernization and renewal, is an important factor.

By ensuring that students in the education system acquire not only a wide range of knowledge and professional skills, developing advanced teaching styles using modern pedagogical and information and communication technologies, teaching foreign languages to the growing generation, preparing professionals who can communicate freely in these languages, and thus making extensive use of the achievements of world civilization, great opportunities will be created for them to acquire great intellectual wealth.

Integration of the country into the world community, the development of science and technology, the competitiveness of the younger generation in a multicultural world prohibits the perfect acquisition of several foreign languages, which is ensured by introducing international standards for teaching foreign languages to the education system of the Republic of Uzbekistan.

The European Council's document on "European Competencies for Foreign Language Acquisition: Learning, Teaching, Evaluation" (CEFR) is one of the most commonly recognized international norms. In view of some of the circumstances of this document, a new State Educational Standards and Curriculum for the Study of Foreign Languages was developed in the continuous education system of the Republic of Uzbekistan.

Speaking in a foreign language is directed to the formation of a student's personality, namely, the development of a cultural heritage created by the learned language owner. Listening, [speaking](#), reading, and writing enriches the social, cultural, linguistic, and emotional experience that the student previously acquired. Communication (communicators) understand each other is the main criterion for knowledge of a foreign language.

The difference between a foreign language and other subjects in the education system is evident at the same time, when it is both the purpose of education and the means of teaching. In addition to being the objective of teaching, acquiring speech materials (listening, speaking, reading, and writing) in a foreign language is a means of obtaining and delivering new and useful information. The reader (learner) uses the language being studied not only as a communicator but also as an information holder (cognizant). When studying the language, the student is not engaged in

collecting linguistic knowledge, but with improving his or her speech and cultural skills (competence). A foreign language is taught on the basis of an integrated approach to communicative activities, individual-oriented, competency. A communicative-cumulative method is introduced in foreign language education. In the context of foreign linguistics, this is referred to as the direction of intercultural dialogue.

Foreign languages and cultures are taught in a holistic (integrated) way. Culture, in this context, represents an understanding of the crop of human thought and activity. In a linguistic (linguistic, grammatical, pronunciation) unit studied in a foreign language, linguistic characteristics are found, and in the speech process (discourse), they are given the attention of the reader. Within the framework of this methodological rule, the purpose and content of teaching a foreign language is determined.

The goal is to provide a consciously planned outcome of teaching and learning the culture of a foreign language and its owner. Due to the teaching conditions, a certain goal is set. Understanding the conditions includes the type of school (school), the psychological characteristics of the student, the experience of the language, and the time (hours) allocated to the curriculum.

The teaching content includes knowledge, skills, and skills based on the world-recognized didactic theory. Linguistic theoretical knowledge is not explained at all in the practical study of a foreign language. Knowledge means knowing (skill) the language material and highlighting the difficulties that take place in mastering it in simple words in simple language, i.e. a guide to preventing errors. The practical rule that includes skills is based on foreign language events that differ in their language and a foreign language or cause internal interference in the language (e.g. articulated (no native language), the abundance of a horse (the form of unity is a linguistic unit), or the abundance of an English-language horse, the arrival of a blackout, the simple third-party form of the verb (all three [z], [s], pronounced in the [iz] tribe and causes internal interference in the language).

Language material from the components of the teaching content is chosen as the minimum from the studied foreign language system (for the reader, it is the linguistic maximum). To teach a minimum language is necessary and should not be enough. Only part of the difficulty in mastering the selected minimum linguistic units is the teaching content of the language material and is part of the curriculum.

The content of teaching a foreign language is a three-component educational phenomenon:

- 1) topics of speech;
- 2) requirements for skills and skills;
- 3) til materials.

The ultimate practical goal of teaching a foreign language in a secondary school course is to listen, understand, and read, that is, to listen and read in a foreign language. Intermediate practical purposes are interpreted differently:

Listening, understanding and speaking in Grade I is a practical goal.

A practical purpose of listening and speaking in grades II-IV, repeating and strengthening the language material studied in reading and writing oral discourse;

Listening, speaking and reading from the types of speech activities in V-VI classes – intermediate practical purpose, writing – a practical tool;

Listening, understanding, and reading in grades VII-IX is a means of practical purpose, speech, and writing.

Talk. Speaking is one of the types of speech activities and is an oral expression of opinion. Speaking involves the use of linguistic, grammatical, and phonetic events in a particular language in order to express thoughts and feelings, which is an important practical goal of studying a foreign language. Speaking gives students the opportunity to express their feelings, talk about their interests and life activities, and compare them with the opinions of others.

The idea can be expressed in two oral forms, namely, monologue (single speech) and dialogue (double speech).

Read. Reading is a very important type of speech activity for students to learn, and it is a restepive speech activity composed of understanding and understanding written discourse. Information in

reading is obtained through visual sensitivity. Reading is a type of speech activity aimed at obtaining information from written text.

Mastering the information in the text is carried out by reading aloud, and delivering information to others by reading aloud. Even when reading without sound, speaking inside (inner speech) occurs. Voicing is a complete discourse compared to reading without sound. Graduates of secondary school should be able to read texts on non-complex socio-political, scientific and popular topics, as well as fiction. The texts given for reading differ, and their structure and explanation gradually become more complex.

Teaching materials are developed on the basis of developed linguistic skills. The ability to read is such that it is made up of a visual symbol of the unity of speech, a symbol of its speech, and its content. The acquisition of all three indicates that your reading skills have been developed. The texts provided for reading will help obtain information, communicate, and strengthen linguistic and grammatical materials.

Writing. When it comes to writing in a foreign language, it is understood to express opinions in the language tools studied (the use of graphs and written linguistic and grammatical units, i.e. writing techniques) and written form.

The writing is to express a written opinion in accordance with grammatical and spelling rules.

The written statement of information is usually carried out in two ways:

- write your own opinion;
- to express in writing the speech of a different person mentioned (read).

In both cases, written text (discourse) will be created. Writing techniques refer to graphics (the function of sound-letter relationships and letter meaning), calligraphy (husnixat), orphography (spelling).

Graphics is closely related to the concepts of reading and writing techniques.

Spelling is a collection of rules for writing words and phrases and related to them.

Husnixat's understanding includes a set of writing tools (letters, letter combinations, letter-top, and lowercase characters) that describe sound and sound combinations in writing.

Husnixat is taught in a combination of letters, letters, words, spellings, morphine, vocabulary, and written discourse, paragraphs, and interconnected text (discourse). Writing materials consists of linguistic and grammatical skills of writing.

Speaking in a foreign language is directed to the formation of a student's personality, namely, the development of a cultural heritage created by the learned language owner. Listening, [speaking](#), reading, and writing enriches the social, cultural, linguistic, and emotional experience that the student previously acquired. Communication (communicators) understand each other is the main criterion for knowledge of a foreign language.

The difference between a foreign language and other subjects in the education system is evident at the same time, when it is both the purpose of education and the means of teaching. In addition to being the objective of teaching, acquiring speech materials (listening, speaking, reading, and writing) in a foreign language is a means of obtaining and delivering new and useful information. The reader (learner) uses the language being studied not only as a communicator but also as an information holder (cognizant). When studying the language, the student is not engaged in collecting linguistic knowledge, but with improving his or her speech and cultural skills (competence). A foreign language is taught on the basis of an integrated approach to communicative activities, individual-oriented, competency. A communicative-cumulative method is introduced in foreign language education. In the context of foreign linguistics, this is referred to as the direction of intercultural dialogue.

Foreign languages and cultures are taught in a holistic (integrated) way. Culture, in this context, represents an understanding of the crop of human thought and activity. In a linguistic (linguistic, grammatical, pronunciation) unit studied in a foreign language, linguistic characteristics are found, and in the speech process (discourse), they are given the attention of the reader. Within the framework of this methodological rule, the purpose and content of teaching a foreign language is determined.

The goal is to provide a consciously planned outcome of teaching and learning the culture of a foreign language and its owner. Due to the teaching conditions, a certain goal is set. Understanding the conditions includes the type of school (school), the psychological characteristics of the student, the experience of the language, and the time (hours) allocated to the curriculum.

The teaching content includes knowledge, skills, and skills based on the world-recognized didactic theory. Linguistic theoretical knowledge is not explained at all in the practical study of a foreign language. Knowledge means knowing (skill) the language material and highlighting the difficulties that take place in mastering it in simple words in simple language, i.e. a guide to preventing errors. The practical rule that includes skills is based on foreign language events that differ in their language and a foreign language or cause internal interference in the language (e.g. articulated (no native language), the abundance of a horse (the form of unity is a linguistic unit), or the abundance of an English-language horse, the arrival of a blackout, the simple third-party form of the verb (all three [z], [s], pronounced in the [iz] tribe and causes internal interference in the language).

Language material from the components of the teaching content is chosen as the minimum from the studied foreign language system (for the reader, it is the linguistic maximum). To teach a minimum language is necessary and should not be enough. Only part of the difficulty in mastering the selected minimum linguistic units is the teaching content of the language material and is part of the curriculum.

The content of teaching a foreign language is a three-component educational phenomenon:

- 1) topics of speech;
- 2) requirements for skills and skills;
- 3) til materials.

Listen and understand. Listening to and understanding speech involves hearing and understanding a speaker's speech directly or using technical means. In other words, listening and understanding means understanding the speech (lively or mechanical writing) of others and understanding its content. New language material is usually introduced to readers by reading or listening. Listening and understanding also serves to master pronunciation and tone.

Listening and understanding is a three-phase activity in which the content in speech is understood, learned, and understood behind general hearing perception (acoustic apperception), distinguishing between the sound side (phonetic) of words, and understanding the essence of words. As the main sources of information acquisition through hearing sensitivity and analyzer, teacher speech, magnetic recording from audio-video media, radio broadcasting, voice dialogue, movies (or excerpts) and television shows are recommended.

The following three factors are considered for the implementation of listening and understanding. The listener's own factors (the development of hearing skills, the conditions of listening to and understanding its memory and text (the speed of speech, the size and shape of the language material and the continuation of the speech being spoken) and finally, the linguistic aspects of the used material (incompatibility with the listener's language experience) will be taken into account, i.e. the text given to listen and understand is unfamiliar, includes language materials occupied by students.

Available publications:

1. Teaching to Listen and Understand
2. www.ziyonet.uz
3. Techniques for listening and speaking in foreign language classes