

# Developing Study Competence of Students Studying German as A Foreign Language

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**Аннотация:** Ушбу мақола чет тили дарсида талабалар ўқиш компетенциясини ривожлантириш масаласига бағишланган бўлиб, унда ўқиш компетенциясининг чет тилини ўргатиш ва ўрганишдаги аҳамияти, ўқишнинг турлари ҳамда мақсадлари ҳақида тўхталиб ўтилган. Ўқув жараёнида ўқиш компетенциясини ривожлантиришни “Stationenlernen“ методи орқали кўрсатиб берилди. Бу интерактив метод сифатида ўқув машғулотида барча нутқ фаолиятини интеграллаштирган ҳолда талабани мустақил ишлашга ундайди ва ўқитувчини дарс жараёнида кузатувчи сифатида намоён қилади. Тавсия қилинган турли топшириқлар эса талабаларни дарсда фаол иштирокини таъминлайди.

**Калит сўзлар:** Ўқиш компетенцияси, Stationenlernen, самарадорлик, гуруҳларда ишлаш, матн, эркин ва ижодий ёндошув

**Annotation:** This article is devoted to the development of reading competence of students, which focuses on the importance of reading in teaching and learning a foreign language, the types and objectives of reading, which is one of the types of speaking activities. The development of reading competence in the learning process was demonstrated by the method of "Stationenlernen". This method, as an interactive method, encourages the student to work independently by integrating all speech activities in the classroom and the teacher acts as an observer in the classroom. The various assignments recommended to the students ensure that the students actively participate in the lesson.

**Keywords:** reading competence, Station learning, effectiveness, group work, text, tasks, free and creative approach

Foreign language teachers have a task to train specialists who are fluent in a foreign language in a short period of time. By increasing the effectiveness of education, it is possible to bring up and shape young people as knowledgeable, independent-minded, active, free, mature people. In achieving such effectiveness, the potential of the teacher in the use and implementation of modern pedagogical technologies in the educational system is of great importance. This is one of the most pressing issues today, especially in foreign language teaching.

To achieve this goal, the modern teacher must be very knowledgeable, inquisitive and able to teach students a variety of different subjects, to know what type of interactive methods to use at what stage of the lesson. So, the factor that determines the basis of educational effectiveness, the first component of a teacher's potential is his creativity. Because a creative teacher is always aware of the news, is inquisitive, works tirelessly, keeps pace with the times.

Modern pedagogical technologies develop in students the skills of fluency in a foreign language, responsiveness, independent thinking, comparison, differentiation, the ability to give their opinion to others. Through modern pedagogical solutions, the teacher helps students to increase their interest in the lesson and to manage it purposefully. "After all, the main purpose of education is to educate the student, to teach him how to learn and to make the student an active participant in the educational process" [1. 24 p].

Modern pedagogical technologies, such as group work, project method, use of new information technologies, Internet resources, help to accelerate the process of language learning. The use of game technology in the classroom not only makes the lesson interesting and lively, but also has a great impact on students' thinking. But it is important to note that the lesson process is not entirely a game, and the game is not a lesson. It is also advisable to change the position of teacher and student in the classroom, that is, to give up the absolute authority of the teacher, to allow the student to think independently, to develop methods to achieve the level of mastery, comparison, analysis and practical application of information on each topic.

The relevance of the topic is that Stationenlernen is a relatively new form of method that is still poorly understood. The main goal of the Stationenlernen method is to develop students' reading skills and its implementation can make a significant contribution to the field of foreign language didactics in Uzbekistan.

## **2. МЕТОДЛАР ВА ЎРГАНИЛИШ ДАРАЖАСИ МЕТОДЫ METHODS**

Due to the growing importance of reading in foreign language classes, it is advisable to start from the beginning by promoting reading comprehension skills when learning a foreign language. "Developing reading skills in foreign language classes is the most important learning goal for most students because one learns while reading." [2.].

For these reasons, foreign language teachers are forced to review their learning

objectives and lessons from a didactic and methodological point of view. They need to design modern teaching using successful methods. The main condition for the formation of reading ability is the development of comprehension. "The term reading comprehension refers to the skill of what is written, to highlight the meaning, as well as the processing of whole sentences and texts. Reading literacy is the ability of people to successfully cope with certain types of text and reading-related requirements. "According to Weinert, the individual expression of competence is determined by ability, knowledge, understanding, action, experience and motivation" [3].

One of the effective ways that can be used to make lessons more interesting is through the Stationenlernen method, which has played a special role in promoting reading skills in recent years. Before we talk about learning this, we need to know exactly what the term "Stationenlernen" means. The "Stationary" method has always focused on communicative skills in foreign language classes. This communicative approach differs from its predecessors in important respects.

It also has names like reading at the train station, station work, buffet, street or landscape study — a method based on creating a learning topic and creating different reading paths. For this purpose, the teacher prepares various "learning stations" in the room. Each of the student chooses a station to start with. Each station has a separate assignment and materials for the work, which can be used to work on one side of the topic - individually, in tandem or in groups. If the task is completed, proceed to the next stop. When studying at stations, students work independently, each at their own pace. Only organizational and time limits are given. Students take control of the learning process, the teacher acts as a process observer and advisor, who can help if needed.

**1 (note: "Stationenlernen" - study at the station or stations. Stations - 3 or 4 chairs, depending** on the number of students working in and around the table. Each table will be given 2 or 3 envelopes in envelopes. Work at stations (tables and tasks can be 3, 4 or 5. Students are divided into groups, sit around the tables at the same time and complete the tasks for the allotted time and move on to the next stops, i.e. take turns and perform the tasks at each stop.)

### **3. ТАДҚИҚОТ НАТИЖАЛАРИ РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЙ RESULTS AND DISCUSSIONS**

In this article, I would like to give an example of the tasks I have developed in a small text to develop reading skills based on the terms of the Stationenlernen method. At the beginning of the lesson, students are offered easy exercises. The first task is related to the photo-text and title. Students look at the picture and give their approximate ideas about the content of the text, then they are given 2 ready-made sentences, they have to explain it and say which one might be more appropriate as a title for the given picture. Then the text is given.



## Arbeitsblätter

1. Betrachten Sie das Bild, was meinen Sie, worum es sich in diesem Text handeln könnte.
2. Lesen Sie diese Aussage, stimmen Sie diesen Sätzen zu.(und warum)
  - a) Geld reagiert die Welt
  - b) kein Geld-Leben auf der Straße
3. Lesen sie den Text. Bringen Sie in richtige Reinform. Wo und wie lebt Paul?

Text

Es ist kalt in Berlin. Kein gutes Wetter, um in Socken durch die Straßen zu laufen. [...]

After doing this task, students are divided into groups. There are different ways to form groups (by colors, by restoring picture pieces, by number, etc.). Each group is given a task to get acquainted with the stations. The first task is for everyone. Students were given a text divided into five parts. Reading text can perform a variety of functions. In this task, they must restore the cut text in a meaningful order. Sections of text can be prepared in such a way that they perform a control function.

For example; when the letters written on the back of the pieces of text are read from top to bottom after the text is restored, the name of the protagonist in the text gives rise to the word "Paul". Such tasks employ students' prior knowledge and help them better understand the text. Designed to encourage students to read the text informally, in a playful way. The groups then work at different stations. Separate stations are marked with numbers to provide direction. The order of the stations must be clearly defined, i.e. processed clockwise. A time limit should be set for work at each station so that all students have time to work at all stations.

### Station 1

#### Arbeitsauftrag 1.1

#### Was passt zusammen? Ordnen Sie zu!

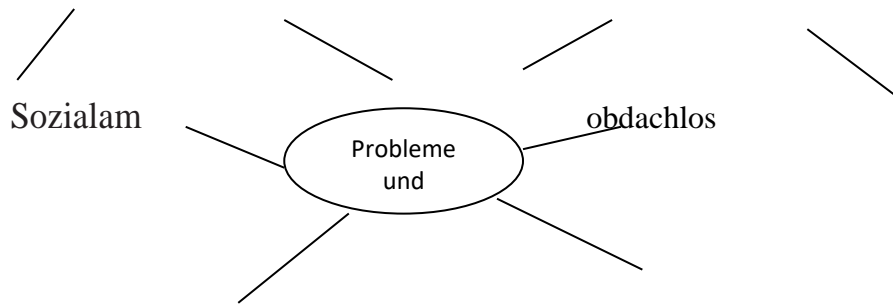
Ergänzen Sie den Wortigel (wenn Sie wollen, können Sie die Ergebnisse anderer Gruppe mit Ihren vergleichen)

Sozialarbeiterin

Alexanderplatz

Personen

Orte/Situati  
onen



**Arbeitsauftrag 1.2**

1. Lesen Sie. Was überrascht Sie an diesem Text?

In Deutschland gibt es zwischen 1500 und 2500 Jugendliche, die für eine bestimmte Zeit auf der Straße leben. [...]

**Arbeitsauftrag 1.3**

Ordnen Sie zu.

- |  |   |
|--|---|
| 1. <u>G</u> Deutschland hat                                | A. zur Schule gehen oder eine Lehre anfangen.                 |
| 2. <u>   </u> Junge Menschen, die auf der Straße leben,    | B. betteln, sich prostituieren oder stehlen, um zu überleben. |
| 3. <u>   </u> Man schätzt,                                 | C. dass etwa 1500 bis 2500 junge Leute so leben.              |
| 4. <u>   </u> Die Jungen kommen oft vom Land in die Stadt, | D. sind zwischen 8 und 13 Jahre a der Stadt müssen sie        |

**2-Station**

**Arbeitsauftrag 2.1**

Finden Sie die richtige Fortsetzung der Sprichwörter

Wer kein Geld hat,	dem entfällt keine Münze.
Für Geld und gute Worte	kann man alles haben.
Wo Geld kehrt und wendt,	Hat die Freundschaft bald ein End.
Wo das Geld spricht,	schweigt die Wahrheit.
Geld bringt Gunst,	Aber nicht Kunst.
Geld fährt auf hohen Schlitten,	Armut muß zu Fuße gehn.
Groß Geld,	großer Glaube.
Die Gewaltigen handeln mit Geld,	die Schwachen mit Recht.
Geld ist die Welt	und die Welt ist Geld.
Geld allein macht	nicht glücklich.

(Kärtchen zum Zerschneiden, als Schnipsel verteilen)

**Auftrag 2.2 Was bedeuten die folgenden Sprichwörter?**

- ◆ Geld allein macht nicht glücklich.
- ◆ Geld spricht, schweigt die Wahrheit.
- ◆ Die Gewaltigen handeln mit Geld, die Schwachen mit Recht.

3.

Gibt es solche oder andere Sprichwörter zu „Geld“ in Ihrer Muttersprache?  
 Wenn Sie alle Karten zusammengelegt haben oder Probleme bei der Zuordnung haben, sehen Sie sich die Lösungen in den Umschlag an!

The tasks mentioned above are designed to enrich and strengthen key vocabulary. The required vocabulary is not only introduced but also activated. In appropriate exercises, proverbs are restored in terms of meaning, and the meanings of some need to be explained. Such tasks give students the opportunity to arouse interest, increase activity.

**Station 3**

**Arbeitsauftrag 3.1 Was passt zusammen? Ordnen Sie zu!**

Obdachlos	Behörde, die für die Durchführung der sozialhilfe zuständig ist					
Sozialamt	Besonders	gutes,	aufwendiges,	festliches	Essen	
Sozialarbeiterin	Qualifizierte	Helferin	in	schwerigen	Lebenslagen	
Festessen						
Sehnsucht	Gefühl der Enttäuschung, das sich bei wiederkehrenden Misserfolg					
Frust	Der Wunsch nach etwas					einstellt.
Wohnung haben	Äußerung, die jemanden beschuldigt oder jemandem Vorhaltungen machen					Vorwurf
ein Dach über dem Kopf haben	Keinen festen Wohnsitz habend					

**Arbeitsauftrag 3.2 Spielen Sie das Spiel „Vokabel-Memory“!**

Alexanderplatz	in Berlin
Leute	antreffen
Wollsocken	an den Füßen
Eltern	keine Zeit hatten
auf der Straße	leben
Im Winter	in U-Bahnstationen schlafen
im Sommer	im Park oder unter einer Brücke schlafen
ein Dach	über dem Kopf haben
ein Paar	Plastiktüte
Nacht geklauten	Schuhe
Schuhe finden	für Paul
obdachlos	sein
was Sehnsucht ist	kapieren
Tagesablauf	regeln
den Frust wegsülen	mit Bier und Schnaps

(карточка шаклида кесилади)

Spielregeln: Sie finden hier einige einseitig beschriebenen Kartenpaare. Je \_\_\_\_\_ und die  
Erklärung) passen zusammen. Die Karten \_\_\_\_\_ en \_\_\_\_\_ unbeschriebenen Seite nach oben auf  
Die Karten (Vokabel \_\_\_\_\_  
Die Karten passen \_\_\_\_\_  
nicht zus \_\_\_\_\_

With the help of this game, participants can better remember the vocabulary used in the speech later.

**Station 4**

Arbeitsauftrag:1

Warum leben Menschen auf der Straße? Was kann man tun, damit die Leute  
in solche Situation nicht geraten? Diskutieren Sie.

**Station 5**

**Auftrag 5.1**

Schreiben Sie die Sätze bis zum Ende.

1. Bei uns sieht man auf den Straßen \_\_\_\_\_

2. Obdachlose gibt es \_\_\_\_\_

3. Bei den Jugendlichen ist meiner Meinung nach das Problem, dass \_\_\_\_\_

4. Es gibt aber viele Menschen, die \_\_\_\_\_

5. Im Winter / In der Regenzeit \_\_\_\_\_

6. Ich finde, der Staat musste \_\_\_\_\_

**Auftrag 5.2. Schreiben Sie eine kleine Geschichte aus Ihrem Leben.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.....

Tasks at stations 4-5 are mainly focused on developing writing and speaking. Writing plays a big role in language acquisition. Analytical thinking develops when students present results and experiences that are not present in the text during the writing process. They write their ideas with their imaginations. Such tasks lead to free speech.

The following tasks can also be developed for this text.

!!! Put the appropriate auxiliary verbs in the appropriate person-number.

### Aufgabe 1

**Ergänzen Sie bitte die Formen von „sein, haben, werden“. Dann vergleichen Sie mit dem Originaltext.**

Es (1)\_\_\_ kalt in Berlin. Kein gutes Wetter, um in Socken durch die Straßen zu laufen. „Mei Schuh (2)\_\_\_\_\_ heute Nacht geklaut (3)\_\_\_\_\_“, sagt der 17-jährige Paul. Seine Freunde konnten auch nicht helfen: Nur ein paar Plastiktüten und Wollsocken an den Füßen, so steht der dem Alexanderplatz und friert. Hier steht ein Bus des Sozialamts. Hier gibt es eine . „Komm nachher zu uns ins Café“, sagt die Sozialarbeiterin zu Paul, „da (4)\_\_\_\_\_ dich finden.“ Paul isst seine Suppe und erzählt: „Ich konnte mir mit 14 es (5)\_\_\_\_, gar nichts zu (6)\_\_\_\_\_ und obdachlos zu (7)\_\_\_\_\_. Mit 15 (9)\_\_\_\_\_ ich von zu Hause abgehauen und (10) eigenes Bett, eine Dusche, ein auf eine Familie

!!! Put in the appropriate prepositions.

### Aufgabe 2

**Ergänzen Sie in die Lücke die Präpositionen auf, nach, in(im), aus, von(vom), zu(zum, zur), über, an(am), gegen, neben, unter, mit, um. Dann vergleichen Sie mit dem Originaltext.**

Es ist kalt in Berlin. Kein gutes Wetter, um in Socken (1)\_\_\_\_\_ die Straßen zu laufen . Meine Schuhe sind heute Nacht geklaut worden“, sagt der 17-jährige Paul. Seine Freund konnten ihm auch nicht helfen: Nur ein paar Plastiktüten und Wollsocken (2)\_\_\_\_\_ Füß , steht der Junge (3)\_\_\_ dem Alexanderplatz und friert. Sozialamts.

!!! Fill in the text with the appropriate words.

### Aufgabe 3

Ergänzen Sie die Sätze.

*ein paar Plastiktüten, ein Dach über dem Kopf, warme Mahlzeit, Sehnsucht,*

*Wollsocken, Leute Bier und Schnaps, Vorwürfe, U-Bahnstationen, das Essen und die Getränke, Festessen,*

*keine Zeit,*

Es ist kalt in Berlin. Kein gutes Wetter, um in Socken durch die Straßen zu laufen. „Meine Schuhe sind heute Nacht geklaut worden“, sagt der 17-jährige Paul. Seine Freunde konnten ihm auch nicht helfen: Nur (1) \_\_\_\_\_ und (2) \_\_\_\_\_ an den Füßen, so s der Junge auf dem Alexanderplatz und friert. Hier steht ein Bus des Sozialamts. Hier (3)\_\_\_\_\_. „Komm nachher zu uns ins Café“, sagt die Sozialar werden wir schon Schuhe für dich finden.“ Paul isst seine Suppe un mit 14 Jahren nicht vorstellen, wie es

!!! Determine the correctness of the given statements.

### Aufgabe 4

#### Lesen Sie den Text

Es ist kalt in Berlin. Kein gutes Wetter, um in Socken durch die Straßen zu laufen. „Meine Schuhe sind heute Nacht geklaut worden“, sagt der 17-jährige Paul. [...]



a) **Lesen Sie den Text. Kreuzen Sie an. Richtig oder Falsch**

- |   |   |   |                          |                          |
|---|---|---|--------------------------|--------------------------|
| 1. Pauls Schuhe sind von seinen Freunden geklaut worden | F | R | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Seine Freunde konnten ihm auch helfen.               | F | R | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Im Bus des Sozialamts gibt es warme Mahlzeit.        | F | R | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Paul steht barfuß auf der Straße in der Nacht.       | F | R | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sozialarbeiterin hilft Paul.                         | F | R | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Paul erzählt seine Geschichte an den Freunden        | F | R | <input type="checkbox"/> |                          |
| 7. Paul began zu früh Alkohol zu trinken.               | F | R |                          |                          |
| 8. Die Eltern von Paul machten Vorwürfe ihm.            |   |   |                          |                          |

!!! Read the sentences and correct the mistakes.

!!! Continue the story logically yourself.

!!! Make sentences from the given words, and the development of tasks such as etc. depends on the skill and creativity of the teacher.

### Rules of work at stations

1. Stations are processed clockwise.
2. Each station has a time of 10 minutes.
3. Tasks at individual stations are solved sequentially and work instructions should be read carefully
4. Written assignments should be written on a worksheet and placed on a pin board.
5. Before replacing the stations, the materials in the envelope must be returned to their original condition.
6. At the end of the work the written results of other groups are read.

Studying the station is very suitable for working with more artistic texts. This form allows the student to work independently and stress-free using a variety of methods. By experimenting with different forms of work, students develop methodological skills and learn their strengths. By working in a group, they develop the ability to discuss solutions, justify decisions, and incorporate different ideas. Increases the desire to learn and reduces fear of performance barriers.

### 4. ХУЛОСАЛАР

### ВЫВОДЫ

### CONCLUSION

“Stationenlernen” is a free form of work in which the subject is developed and distributed using several approaches. For this purpose, individual stations have been established in each of them, which allow to work independently. They can be used at all stages of a foreign language course.

The tasks provided at the stations are as follows. Vocabulary work is planned at stations 1 and 2, storytelling at station 3, and free speech and creative work at stations 4 and 5.

All students work at different stations at the same time, with the help of which students are directed to work freely and independently. Everyone participates in teamwork. If a problem arises, students can review the answer sheet or the teacher can come to the rescue.

In conclusion, Stationenlernen plays an important role in the teaching of foreign languages and serves to develop students' reading skills in foreign language classes. This method encourages and develops adoption and production skills that are consistent with Europe's overall information system.

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