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## Development of Written Skills in German Lessons

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**Abstract:** This article considers the development of writing skills in German lessons. Writing acted only as a means of teaching other types of speech activity, allowing students to better master the program language material, as well as a means of controlling the formation of speech skills and abilities of students. Meanwhile, the written form of communication in modern society performs an important communicative function, will increase the effectiveness of teaching a foreign language.

**Keywords:** competence, students, ability, writing, German, ability, efficiency.

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Practical mastery of foreign languages as a means of oral and written communication is the goal of communication in modern conditions.

This can be achieved only with the communicative approach as the dominant one when teaching foreign languages. The role of motivation is constantly increasing, since knowledge of foreign languages is not only contributes to successful employment and professional growth, but also gives you the opportunity to study outside your own country.

Thus, many of the AUCA students who study German strive to continue their education at universities in Germany and Austria. This opportunity presents itself subject to successful completion of comprehensive testing within the programs DAAD, OAD.

As practice shows, the requirements for test takers increase every year, tests get more difficult. Along with oral communication skills, students must also know the basics of writing:

- fill in forms for admission to testing;
- substantiate in writing your desire to study in Germany;
- write an essay on a given topic;
- establish correspondence via the Internet with one of the universities in Germany.

Therefore, it is obvious that it is necessary to reconsider the purpose of operating written skills and approaches to learning in accordance with new requirements.

AUCA lecturers take into account the increasing demands and in their work seek ways to solve this problem. Each teacher seeks to stimulate their students to perform exercises to develop verbal communication skills.

The purpose of this article is to summarize the experience available in the methodology and your own, to demonstrate how to prepare students for successful communication taking into account the requirements put forward by the time.

E.I. Passov emphasizes that written skills must be developed systematically, and not from time to time, consistently and logically, with a gradual increase difficulties. Only in this case, the letter becomes an important means of communication.

Unlike reading, writing is a productive type of speech activity, the object of which development of written skills.

When teaching writing, one should distinguish between:

- Firstly, mastering the spelling and graphic systems of a foreign language;
- Secondly, mastery of written language as a means of communication.

In the first case, use writing as a means of learning or fixing ready-made phrases and expressions.

In the second case, writing becomes the goal of learning and a full-fledged means communication.

In this regard, the methodology distinguishes between writing and development of written skills.

Learning to write involves:

- mastering the graphics and spelling of the language being studied;
- practicing them by performing various training language exercises in writing.

Written speech understood as a relatively independent type of speech activities aimed at expressing thoughts in writing, it considered as a complex creative activity.

Writing training includes:

- Speech exercises for learning how to compose a written message;
- Writing and speech exercises due to the process of reading, listening and oral communication.

It follows from the foregoing that for teaching written skills, first, it is necessary:

- 1) To correctly determine the goals of teaching writing and written skills;
- 2) Take into account the role of writing in the development of other speech skills;
- 3) Use exercises that correspond to the learning goal;
- 4) Perform these exercises at the appropriate stage learning.

With this approach to teaching writing and writing, students receive foundations of knowledge, foundation. They develop systematic knowledge of grammatical forms, patterns of connection of words in phrases. Relying on these rod students are able to consciously assimilate new structures, produce them in new speech situations.

Thus, this technique works for the future. If students are accustomed to serious, thoughtful work on the language, then they will not be at a loss, left without help teacher in independent work.

Methodists E.I. Passov, I.L. Beam, G.V. Rogova and others believe that the problem of developing written exercises, the creation of an integral system of such exercises that interact with oral ones becomes very important and relevant in connection with the increasing requirements for foreign language proficiency.

In general, in teaching writing, there are groups of exercises aimed at

- 1) Formation of graphic and spelling skills;
- 2) On forming lexical and grammatical skills;

3) To develop speaking, reading and text-based listening;

4) Communication exercises to develop written skills.

Therefore, teaching writing includes speech exercises for learning to compose written message, written skills exercises, due to the process of reading, listening and oral communication.

A solid foundation of graphic and spelling skills laid at the initial stage of education in order to develop written language at subsequent stages.

From the very first lessons of teaching the German language, homework must necessarily involve the performance of written work, since in the classroom it is not enough time. Therefore, we use such a reserve as homework. From here, the proportion of written homework assignments is increasing, which a large extent contribute to the development and consolidation of spelling, lexical, and grammatical skills underlying written speech skills.

At this stage, the following conditional-speech exercises performed: substitution, transformational, and actually reproductive. The variety of conditional speech exercises is very large, and this allows the teacher too additionally, if necessary, compose exercises that he deems necessary in each specific case.

With this approach to this problem, the time and effort spent on the part teacher and students pay off handsomely.

A prerequisite for successful work is the maintenance of vocabulary notebooks, since every word has two sides: auditory (acoustic) and visual (graphic). Students get used to writing out new words on their own only in original form: nouns in singular and plural, verbs in three basic forms with indication of control. This saves a lot of time in the classroom and contributes to the conscious assimilation of grammatical form and lexical items.

The most important condition for the successful development of written skills is the implementation of numerous oral and written training exercises that serve basis for the development of written language.

In more detail with this preparatory work preceding the execution exercises of a creative nature, you can be acquainted in the articles of E.I. Vinogradova(3; 4).

Improving the skills of writing carried out when performing exercises that serve as a means for the development of other types of speech activity: speaking, reading, and listening. Most of them are conditionally communicative character and performed on supports.

E.I. Passov (5, p. 198) emphasizes that a person learning to speak is like a person recovering from a broken leg: before he starts walking on his own, he needs crutches. The role of these crutches performed by supports, although it remembered that supports are a temporary phenomenon, they cannot be abused.

What types of supports used in teaching written language?

In the methodology, verbal, schematic, and illustrative supports are distinguished. Very effective is the use of verbal supports: text, micro text, full plan, words as semantic milestones (phrase logical units, set phrases, figurative expressions, often not literally translated), as well as slogans, aphorisms, proverbs and sayings.

The proposed tasks for written expression with the help of supports aim students for an in-depth understanding of what they read, for finding the right answer, for expressing their own attitude to what they read, to the hero, and characters. This, in

First, plot texts intended for home reading. These texts considered as the basis for improving

speech skills.

E.I. Passov identifies the following requirements for colloquial texts (5):

- 1) Requirements that ensure the motivational readiness of students: focus on solving a communicative task; having a point of view speaker; expressiveness, emotional coloring, appeal;
- 2) Requirements that ensure the semantic structure and adequacy of understanding text: coherence, integrity, consistency, informativeness.

From the point of view of spelling, the performance of written tasks for such texts does not present a great difficulty, since the text built on the material, completely learned in the first stage. Novelty achieved through the development of new combinations based on what has been learned so far. For example, already familiar speech patterns filled with new lexical units or a new grammatical phenomenon used in combination with previously studied, etc.

Exercises on plot texts built on the principle of “from known to unknown”, “from easy to difficult”, logically and consistently, in order to let students down to understand the content of the text. To check understanding of the text or poems, students are invited to answer questions in writing on the content, make a plan of retelling, which contributes to a deeper understanding of what is read also serves as a support for oral expression.

Next, students divide the text into semantic parts; draw up abstracts for each part and, finally, compose a concise, written retelling of the text. Without doing such exercises at the level of understanding of the text students will not be able to go to the exercise at the level of meaning, i.e. to the actions of combining, transforming and paraphrasing. These are exercises on the managed use of the material read texts, for example: “Why do you think that ...?”, “Prove that ...”, “Can there be such other person?” The nature of the tasks and the requirements of the teacher in this case can control the degree of combination and transformation of textual material.

We will show the work at this level using the example of the text “Der Umzug” for home reading at the initial stage. We omit here the work on the text at the level of understanding and give examples of written tasks that help to understand the idea of the text, the idea the author and express in writing his attitude to what he read.

### **Der Umzug**

*Ein Gelehrter saß Tag und Nacht über seinen Büchern. Für seine Arbeit brauchte er Ruhe. Aber seine Nachbarn machten immer großen Lärm und störten ihn bei der Arbeit. Der Nachbar rechts war Schlosser, der Nachbar links – Tischler. Sie hämmerten unbarmherzig von früh bis spät. Endlich verlor der Gelehrte die Geduld. Er ging zu dem Tischler und zu dem Schlosser und bat beide umzuziehen. Er versprach ihnen, alle Kosten für den Umzug zu zahlen und jedem noch ein schönes Geschenk zu machen. Die unruhigen Nachbarn versprachen dem Gelehrten, sofort umzuziehen. Nach zwei Tagen kamen beide, um ihr Geld und ihre Geschenke zu bekommen. Der Gelehrte zahlte alles, was sie haben wollten, und fragte dann: „Wo wohnt ihr denn jetzt?“*

*„In demselben Haus“, antwortete der Tischler, „der Schlosser ist in meine Wohnung gezogen, und ich – in seine“*

### Texterläuterungen

der Gelehrte -n, -n	- der Wissenschaftler. –
sitzen (saß, hat gegessen)	hier: viel arbeiten
Lärm machen (te, t), h	- lärmern, poltern
j-n stören (te, t), h	- hindern
bei der Arbeit	- während der Arbeit
unbarmherzig Adj., Adv.	- hartherzig, erbarmungslos
Die Geduld verlieren (verlor, hat verloren)	- außer sich sein
bitten (bat, hat gebeten)	- eine Bitte haben
Umziehen (zog um, ist umgezogen)	- verziehen, übersiedeln
Der Umzug – (e) s, -e	- die Übersiedlung

Tasks for the text“Der Umzug”:

1. Read the story and write down its main idea.
2. Write why the workers managed to deceive the professor.
3. Describe the main characters of the text.
4. Write your own version of the final part of the story.

These and similar tasks contribute to the development of speech-thinking activity and written speech of students.

In addition to the actions of combining, transforming and paraphrasing, students perform actions here on the controlled use of the material of the text. Tasks force students to select certain material from the text and use it to response. Students develop the main idea consistently and logically. All included in the statement of the phrase should serve to express one thought.

Another good preparatory exercise in developing writing skills is to write a letter to a friend using the following words and expressions (9, p. 108):

*Sie haben einen Skiunfall gehabt. Schreiben Sie an einen Freund/eine Freundin.*

Based on the already mastered lexical material on the topic “My winter holidays”, students describe an incident that happened to them while skiing in the mountains. This work done

am Nachmittag Ski gefahren	zum Arzt gegangen
Fuß hat sehr weh getan	fantastisch
nicht vorsichtig gewesen	
nicht mehr Ski fahren dürfen	
schon zwei Wochen in Lenggries	gefallen
morgen nach Hause fahren	aber gestern Unglückstag

Lenggries, ...  
 Lieb ...  
 ich bin schon zwei ...  
 Der Urlaub war ...  
 Aber **gestern** ...

creatively and with genuine interest.

Various illustrative supports can be used to control the content of an utterance in writing: a movie, a series of drawings, individual paintings, etc.

Thus, the correct combination of oral and written, both conditional-speech and proper-speech exercises is, in our opinion, a necessary condition for successfully solving the problems facing teaching foreign languages at a university.

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