

## FOREIGN LANGUAGE IN SCHOOLS: INTENSIVE TEACHING OF GERMAN

*Kakhorova Zabarjad*

*Student, Karshi State University, Uzbekistan.*

**Abstract.** This article will help school students to use language competencies more in German lessons, to improve their speaking and writing skills. The article discusses the strengthening of the German language among other languages of instruction and the use of innovative methods for teaching German at schools and universities. It also focuses on the special role of language skills in language learning, with an emphasis on the role of language skills in German and their teaching. Learner lies.

**Keywords:** language skills, educational language skills, “closed” courses, communication difficulties, reading fluency, conference of ministers of education, qualification profile.

**Аннотация.** Данная статья поможет школьникам больше использовать языковые компетенции на уроках немецкого языка, усовершенствовать навыки устной и письменной речи. В статье рассматривается укрепление немецкого языка среди других языков обучения и использование инновационных методов обучения немецкому языку в школах и вузах. . Он также фокусируется на особой роли языковых навыков в изучении языка, с акцентом на роли языковых навыков в немецком языке и их преподавании.

**Ключевые слова:** языковые навыки, учебные языковые навыки, «закрытые» курсы, коммуникативные трудности, беглость чтения, конференция министров образования, квалификационный профиль.

**Annotation.** dieser Artikel soll Schülerinnen und Schülern helfen, Sprachkompetenzen im Deutschunterricht stärker einzusetzen, ihre mündlichen und schriftlichen Fähigkeiten zu verbessern. Der Artikel diskutiert die Stärkung der deutschen Sprache neben anderen Unterrichtssprachen und den Einsatz innovativer Methoden für den Deutschunterricht an Schulen und Hochschulen . Es geht auch auf die besondere Rolle von Sprachkompetenzen beim Sprachenlernen ein, wobei ein Schwerpunkt auf der Rolle von Sprachkompetenzen im Deutschen und deren Vermittlung für Lernende liegt.

**Schlagwörter:** sprachkompetenz, Bildungssprachkompetenz, „geschlossene“ Studiengänge, Kommunikationsschwierigkeiten, Leseflüssigkeit, Kultusministerkonferenz, Qualifikationsprofil.

**Introduction.** The language skills of children and young people have a major impact on their success in learning at school and beyond school learning. language, learning, thinking, understanding are closely related.

Language is the medium in which most learning takes place. Thinking, acting and understanding are accompanied and influenced by language and develop in school age interaction with the language development of learners. Language learning at school age is closely linked to social and cognitive development of children and adolescents.

It builds on existing knowledge and skills. It activates in understanding as well as in formulating this knowledge and ability and expanding it in the process. The joint responsibility of all subjects certainly the main task of German lessons is to competences of children and young people for conversation planned speeches, for writing and reading and for to promote and train reflection on language and

language use as much as possible. But the German lessons have not alone in this task.

The joint responsibility of all subjects for speaking skills, the writing and reading skills as well as the competences for there are several reasons for reflecting on language and language use: the competences mentioned are complex linguistic-spiritual skills. They are basic skills and goals of teaching that go beyond subject areas at all. At the same time, they are among the most important methodological means and methods of teaching. teaching and learning are dependent on linguistic-mental processes, activities and interactions.

You can't in isolated and "closed" courses or courses; rather they are up numerous opportunities, dependent on diverse approaches and on intellectual and linguistic experiences from different thematic work. Language is medium of learning the linguistic ones promote skills.

Educational language skills in the German language are the essential prerequisite for all pupils to learn and to succeed in school. They are therefore of paramount importance in improving equality of opportunity and equity in education. Educational language finds expression in oral and written language use and includes the areas of competence reading, writing (including spelling), listening and speaking. These educational language skills are available individually. They are developed and strengthened through language education and language support.

Language competence describes the ability or the degree of proficiency of (foreign) language learners to apply their knowledge of a language and their skills in a language.

**Result and discussion.** Language is the key to communication, understanding and discourse and therefore essential for a successful degree, regardless of the subject. Competencies in several languages are a prerequisite for mastering an

(international) degree and a multiple advantage for students. Without targeted promotion of language skills, neither academic communication nor international careers are possible. The English language skills of the students and the lecturers must be at a level that guarantees academic language skills that allow a degree without provoking linguistically justified dropouts or dropouts.

As a rule, it is extremely beneficial for cooperation if lecturers are able to act in both languages in an academic context. Linguistic errors will occur, but they should not interfere with communication; in the event of communication difficulties, they can be compensated by switching to the other language. These compensatory languages can also be the source languages of the students. Concepts of language education and language promotion are not limited to teaching in the subjects German and German as a second language or target language, but also focus on specialist teaching and corresponding all-day offers. By linking technical and linguistic action, the students acquire educational and technical language skills in an authentic context.

Language-conscious teaching in all subjects, learning areas and learning fields enables or facilitates the receptive and productive handling of subject and learning content. In particular, in German lessons as the main subject for language education and support, the respective sub-skills are developed systematically and in small steps. Exercises on writing and reading fluency and the conscious use of writing and reading strategies in all subjects, learning areas and learning fields beyond primary level contribute significantly to the development and expansion of the central competence areas of reading and writing. This complex and demanding task to strengthen educational language skills can only be successfully mastered in close coordination and cooperation of all those involved in school education. Successful teaching and learning processes depend to a large extent on a common understanding of the teachers for the importance of language education,

diagnostics, language promotion and multilingualism from. The awareness of school administrators and teachers of the relevance of the educational language German in teaching and learning processes in all subjects, learning areas and learning fields should be strengthened. Linguistic education and language promotion are therefore an indispensable component in all phases of teacher training. As part of the university education (1st phase), in the teacher training course at a university or college of education, the aim is to enable prospective teachers to acquire the basics of language education and language promotion. The preparatory service (2nd phase) builds on the knowledge and skills acquired during the course for language education and language promotion. By linking theory and practice, it prepares the teachers for the activities that arise on the basis of the curriculum and education plans and thus “language education as a continuous task of teaching as a standard task for all school types and levels” (intercultural education and education in schools – reports from the federal states on the implementation of the 2017 resolution). Teachers of all types of school should, if possible, be trained in the 3rd phase with regard to strengthening the educational language sub-competencies. The contents of the competences to be taught build on each other systematically and are to be coordinated accordingly between the educational institutions. The cooperation of educators with teachers in the area of “strengthening linguistic competences” during the transition from elementary to primary is of crucial importance, as language education and language promotion can be all the more successful, the earlier this begins in the children’s educational career. The conveyance of concepts of language education and language promotion is already part of the training of educators, based on the requirements of the resolution of the Conference of Ministers of Education “Competence-oriented qualification profile for the training of educators at technical schools and technical academies”.

**CONCLUSION.** After all, I believe that every foreign language learned has its own set of rules and abilities. This is particularly reflected in the German language. The above services demonstrate the language skills of the German learners. It is surprising that learners can barely communicate despite good knowledge of German and cannot bring up the expected success. For this, the students practice more, hear a lot, read aloud and memorize texts is particularly important. Only then can the learner see the expected result. That would be all I want to write.

### REFERENCES

1. Recommendations for work in primary schools (resolution of the Conference of Ministers of Education and Cultural Affairs of July 2nd, 1970 in the version dated June 11, 2015)
2. Standards for teacher training: educational sciences (resolution of the Conference of Ministers of Education and Cultural Affairs of December 16, 2004 in the version of June 12, 2014).
2. Strategy “Education in the digital world” (resolution of the Conference of Ministers of Education and Cultural Affairs of December 8th, 2016 in the D.F. of December 7th, 2017).
3. Expertise “Education through Language and Writing (BiSS)” (Federal-State Initiative for Language Promotion, Language Diagnostics and Reading Promotion, 2012).
4. Educational standards of the Standing Conference. Explanations of the conception and development (on December 16, 2004, the Conference of Ministers of Education and Cultural Affairs acknowledged and approved).
5. Competence-oriented qualification profile for the training of educators at technical schools and technical academies (resolution of the Conference of Ministers of Education and Cultural Affairs of December 1, 2011 in the version dated November 24, 2017).