

# *Problems of Developing Students' Skills of Working with Text in German Lessons*

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**Abstract** – This article shows that text has a special place in the practical study of a foreign language. In other words, the study of the text is a priority in the formation of the human worldview, the development of verbal competence, the full reflection of the spiritual world of man. When working with text, it is shown how to create a unique vocabulary, how to feel the word and work with it.

**Keywords** – Stages of education, oral speech, foreign language, information retrieval, adaptation, end goal, lexical units, communicative task, artistic text, psychological factor, text creation process, logical thinking, advanced foreign experience, speech (text) communication unit, recipient, object.

Raising the level of education to the level of world standards should be one of the main goals of any science.

It is no coincidence that the high school curriculum places the following requirements on graduates. In oral speech [6, 480.], graduates should be able to use program material designed for high school in a speech situation in the process of communication in dialogic and monologue forms of oral speech.

In short, the practical study of a foreign language means obtaining the necessary information and passing it on to others using that language [7.].

**Reading:** Graduates should be able to read socio-political, scientific-popular literature and selected, adapted text from fiction that is less complex. The ultimate goal of learning a foreign language in practice at school is to read, that is, to read and receive information. The reading speed is at least 350 characters per minute. At least 80-90% of the information is understood in the study reading.

**Writing:** Requirements for the level of preparation of foreign language graduates of IX grade, testing units - various texts; material for testing - uncomplicated fiction, popular science, journalistic (newspaper and magazine articles) texts, etc.

It is stated that the main task of a foreign language subject in academic lyceums and professional colleges is to ensure that students learn a foreign language as a means of communication, ie to form communicative skills such as speaking, reading, translating, listening and writing. [8, 216-239.]. The number of active lexical units in the program of secondary schools includes 1000-1100, receptive (passive) 1800-2000 lexical units. It is obvious that the main requirements for the set of skills and abilities are speaking, reading, comprehension of texts, performance of communicative tasks in them. Therefore, we also recommend ways to work with text to compile these terms.

"A literary text depicts a being and a moving, thinking, feeling person with the environment that surrounds him." [1, 33] Hence, the full reflection of the spiritual world of man in

the formation of the human worldview, the development of verbal competence is a priority of the text. Especially for German language learners, it is important to determine the function of the text in speech and its place in communication. It should be noted that L.S. Vygotsky's views are relevant in his psycholinguistic analysis. "In phonetics, morphology, vocabulary and semantics, and even in rhythm, weight, and music - the idea that psychological factors are hidden behind grammatical and formal categories serves as a starting point." [2] "It is clear that the essence of the writer's world is inextricably linked with heredity, nationality and the peculiar psychology of the creator as a person." [3] That is why each text reflects the worldview, mood or psyche of the reader in the process of creating the text. The writer's style emerges according to how he expresses reality. When working with a text in a foreign language, a unique vocabulary is created, it is possible to feel the word and work on it.

It is important to use examples of foreign literature, especially the text of works of their own nationality, which reflect the peculiarities of the German people. In particular, the teaching of these aspects on the example of the works of V. Hugo, its assimilation to students on the basis of new pedagogical technologies has both educational and pedagogical significance. Because the organization of lessons with the help of teaching aids affects the personality of students and leads to the development and improvement of their personal qualities. We know that pedagogical technology is a technique of meaningful, effective implementation of the pedagogical process, which is a set of active forms and means of education aimed at developing students' interest in learning, creative research, logical thinking, independent thinking and observation.

Raising the level of education at the level of world standards, the effective use of advanced foreign experience in educating and educating young people is one of the most important issues today. Therefore, how to use the works of V. Hugo in lessons. That's what we think about. To do this, we use the text of V. Hugo's book "Marine Workers" (T. 1965) as a basis for the text. Without using the ready-made materials (exercises) given in the textbook, the teacher reads the following passage from the novel and invites students to discuss:

"Unfounded hostility is an injustice. Lethery could not be truly hostile because of her softness by nature. It would be more of a retreat than an attack. He shunned the people of the church and walked away from them. They were hurt, but Lethery did them no good, and their enmity was content with

that. The hatred of the priests turned into enmity, and Lethery was disgusted with them."

After listening to the passage above, the students are instructed to translate into German the feelings of *enmity*, *patience*, *hostility*, *caution*, *hatred*, and work on their meaning.

The next task is to find the phrases, folk sayings and proverbs used in the play. The following in-depth thoughts are given in the play. In other words, "ignorance means fantasy." "Watch through ten fingers." "Repentance is a cleansing of the conscience," and so on. They also find synonyms similar to these proverbs and write them in their notebooks. Then they compare Uzbek and German proverbs and sayings.

They are then asked to focus on entrepreneurship, which is one of today's key requirements. And they are required to find and express their views on this issue between the two peoples (Uzbek, German) and analyze it in their notebooks. For example: find examples proving the following views of Amir Temur on business, entrepreneurship and write them in your notebook:

*"Experience has shown that a man of business, courage and determination, diligence, entrepreneurship and vigilance is better than thousands of careless and indifferent people."* (From "Temur's rules").

Students find and write examples in the "The Needy One Becomes an Entrepreneur" section of the book. The teacher then reads the qualitative analogies given in the play and asks them to explain it:

*"We show who we are with the fire in our eyes. The eyes of despicable, wicked people have no light, in the eyes of good-natured, open-hearted people the light shines like lightning. If there is no fire between the lashes, then there is no purpose in this person's brain, his heart is empty, stony. Whoever loves, the fire of love shines in his heart, in his heart innumerable passions and desires burn, in the heart of those who have dreams and desires, light shines from his face, his eyes shine like fire. Courage gives fire to one's eyes: such a wonderful fire is a fire of bold thoughts."* Images in this text, such as "inferior, vile, love, passion, desire, the sparkling fire in our eyes" serve to develop the reader's understanding, to expand his imagination. Assumption-based analysis is a complex process that seeks to ensure that any student has a full understanding of the work, and that the questions and assignments given to students are also intended to engage their interests. The accuracy of the imagination depends on how deeply the students understand the essence

of the question - the task, the perception of the content of the text, their feelings, situations. In imaginative analysis, creative imagination is also gradually formed in students in relation to life experiences. D. Nabieva describes modeling as a nationwide method and says that it follows the following principles: deductiveness, the use of a thinking experiment, and the interpretation of the model as an idealized object. [4, 12.]

### CONCLUSION

In short, as the linguist Sh. Alponova said, speech (text) is a unit of communication, which implements the systematic units of language and the content is perceived through thinking. The process of perception consists of several levels.

1. The recipient accepts the text only as a symbol. (i.e. pays attention to the size of the text, sentence structure, style).
2. The recipient understands the essence of the text.
3. The recipient perceives the text as a whole, a complete unit.

That's when these three situations come together

Symbol → Meaning → Text AA is equal to 3 points.

Symbol → Meaning AA is equal to 2 points.

Sign AA is equal to 1 point. [9.]

*Modeling the given texts is of great importance in language learning. Because modeling is the re-creation of the properties of an object in another object that is specifically configured to study them. [5, 320]*

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