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ANNATATION

In this article the role of writing skills in German language lessons and its specific features are discussed.

Key words

graphic symbols, written fixation, general education, the school year, the model sentence, methodical-didactic, linguistic skills

Writing is an elementary cultural technique and is one of the basic skills. When writing, language is expressed in graphic symbols. Writing serves to record facts, opinions, thoughts, feelings, etc. in writing. The communication partner is not present and often not known. In foreign language teaching, writing is an important opportunity for contact with a foreign structure.

- Writing in German as a foreign language class

Writing has various functions in GFL lessons.

1. Target skill: The learner should be able to pass on useful information to a communication partner (reader) while observing the conventions common in the foreign language and foreign culture.

2. Supporting the language acquisition process (language learning): practicing and consolidating vocabulary and grammar, copying and editing texts, recording essential information in writing, etc.

- Writing as a goal and a means

There are two different writing activities in GFL lessons:

1. Writing as a goal: e.g. when you write a letter, the goal of the action is a letter that you want to send to someone.

2. Writing as a means for a purpose: e.g. in written grammar exercises a certain structure is practiced.

- Writing as an intermediary skill

Writing serves as a means to an end, for example when a written grammar exercise is used to consolidate grammatical forms or when a certain vocabulary is practiced.



- Grammar exercises

In the textbook, which was created for the 9-10 grades of general education schools, the students practice the definite article, standing adjectives in the singular in the grammatically appropriate form, standing adjectives and possessive pronouns in the grammatically appropriate form. These exercises not only allow students to practice, but also test their grammar knowledge as they write.

In the exercises given below, primary school students will ask each other questions and recognize the adjectives by connecting nouns and adjectives. e.g.:

The sharp knife, the sharp needle, the delicious pudding, the sticky honey, the busy bee, the clever child.

Through the vocabulary exercise, students develop good recognition skills when writing the names of flowers. e.g.:

Many early bloomers bloom in our garden in spring.



Lernausgangstest Grammatik



Was kannst du schon und wo hast du noch Übungsbedarf?

1. Ergänze bei folgenden Wörtern den bestimmten Artikel.

_____ Hündchen, _____ Belastbarkeit, _____ Männlein, _____ Überlegung,
 _____ Wohnzimmerisch, _____ Klavierhocker, _____ Fernsehgerät,
 _____ Telefonanlage, _____ Briefzustellung, _____ Abstellkammerchen,
 _____ Fußballmannschaft, _____ Akkuschauber



von 12 Punkten

2. Ergänze den fehlenden bestimmten Artikel und das in Klammern stehende Adjektiv im Singular in der grammatisch passenden Form.

- a) Die Augen _____ (*klein*) Mädchens leuchten.
- b) Sie schickt _____ (*einsam*) Frau eine Karte.
- c) Er läuft _____ (*verdächtig*) Mann hinterher.
- d) Die Hände _____ (*wütend*) Jungen ballen sich zu Fäusten.
- e) Sie liest _____ (*umfangreich*) Bedienungsanleitung.
- f) Er fragt nach _____ (*neu*) Sekretärin.
- g) _____ (*ängstlich*) Kätzchen flieht unter den Schrank.
- h) Er findet _____ (*mollige*) Sekretärin attraktiv.



von 8 Punkten

3. Ergänze die in Klammern stehenden Possessivpronomen und Adjektive in der grammatisch passenden Form.

- a) _____ (*mein/klein*) Schwester zieht nach Berlin.
- b) Der Reißverschluss _____ (*dein/blau*) Jacke ist kaputt.
- c) Ich überreiche _____ (*sein/erfreut*) Mutter das Geschenk.
- d) Ich benutze _____ (*dein/alt*) Handy.
- e) Er findet _____ (*ihr/golden*) Kette am Boden.
- f) _____ (*unser/neu*) Sonnenschirm ist schon kaputt.
- g) Die Augen _____ (*dein/jünger*) Tochter sind braun.
- h) Ich habe _____ (*sein/neugierig*) Tante eine Lügenschichte aufgetischt.



von 8 Punkten



Criteria for assessing writing skills

1. Completeness of content: Content points are presented coherently and appropriately

- all content points
- three points of contention
- two content points
- Points of content only partially covered, unclear in several places
- Topic missed

2. Text structure and coherence: structure of the texts, connectors, coherence

- reads very fluently
- still reads smoothly
- Good structure in places, jumpy in some places
- Stringing together sentences without a recognizable structure
- illogical text throughout

3. Expressive ability: vocabulary range, vocabulary mastery.

- very good and appropriate
- good and appropriate
- good and appropriate in places
- appropriate throughout entire passages
- Completely incomprehensible in large parts

4. Correctness: morphology, syntax, orthography and punctuation

- Hardly detectable errors
- some obvious errors, but they do not affect understanding
- some errors that hinder the reading process in places
- countless errors that significantly hinder understanding
- countless errors that make understanding impossible
- Writing as a target skill

1. Free writing (also called expressive-creative writing): Express yourself freely in writing on a topic (possibly with the help of a few bullet points). Compare worksheet.

1. Directed writing Writing tasks for sub-skills: connecting individual sentences using connectors, constructing text according to strict guidelines, writing a parallel text, etc.

2. Communicatively oriented writing (also: message-related writing) Writing to a specific addressee to whom one would like to communicate something. Writing activities that specifically prepare for communication in real situations: letters, postcards, message lists, greeting cards, class correspondence, filling out forms, writing a resume.



At an advanced level, reports, explanations, comments, transcripts, minutes, etc. can be added.

Writing as a target skill compare the tasks in the Goethe model set.

Certificate B2 and the examples on the following pages.

The introduction of regular compulsory foreign language lessons in the first grade of Uzbek primary schools in 2012 puts teachers and didactists to the test. At the latest as a result of the further reform and the enrollment of six-year-olds from the 2013/2014 school year, which will lower the age for starting a foreign language again, it will be necessary to develop new methodological and didactic concepts for the new group of learners. One of the associated questions concerns the new emphasis on linguistic skills, especially the inclusion of the written image that has been withheld from young learners for a long time.

The following article will present the skill of writing from the perspective of scientific discussion and current empirical research results. It is advocated for the inclusion of written images and writing in foreign language lessons in the early years of learning and life.

In conclusion, one can say that writing serves to develop grammatical exercises, facts, opinions, thoughts, feelings.

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