

**TASKS NECESSARY FOR THE DEVELOPMENT OF READING AND LISTENING  
COMPREHENSION**

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Let's take a look at the tasks needed to learn to read and listen in German. Learning Basic German Grammar To develop reading and listening comprehension in German, you first need to learn basic grammar. These topics include nouns, verbs, adjectives, forms, degrees, tenses, etc. Expanding words and phrases In order to understand the language well, it is necessary to get acquainted with a large number of words and phrases. Download a list of useful and fast-growing words and phrases and spend time learning new words every day. Working with audio and video materials In order to develop listening comprehension in German, working with various audio and video materials is very important. Improve your listening and comprehension skills with movies, music, podcasts, textbooks and other resources. Reading and Analyzing Texts By reading and analyzing texts in German, you will become familiar with the grammar, words and phrases of the language. Provide work with newspapers, magazines, articles, books and other text materials. Communication and speaking practice Communication and speaking practice play an important role in the development of listening comprehension and reading in German. Improve your language skills by chatting with language teachers, fellow students, hotel staff, and more. Language learning programs and apps.

Adapting a text to one's learning group is often part of the didactic process. In addition, during the didactic process, you will also define the tasks that you will create for the learning material. Therefore, learning is a broader process than adaptation.

Good didacticization takes time: textbook authors sometimes spend a very long time preparing the text in a meaningful didactic way for a specific learning group and specific learning goals. Don't have the time, but still want to offer your students current texts as a supplement to the textbook? Compromise is fine when teaching texts. However, before using real text in the classroom, you should think carefully about why and how you want to use the text.

Let's play this out with a concrete example. Imagine that you are currently dealing with the topic of etiquette and customs in the classroom, and you want to work more actively with your students at Oktoberfest. An intercultural approach is important to you. While searching for a suitable text for your learning group (youth, level B2), you came across the following text on the Internet and are now thinking about how you can use it in the classroom.

The 174th Oktoberfest begins in almost exactly 72 hours. And it will always be the same: the eternal mayor hits it, BR broadcasts tired live reports from the beer tent day and night, Italians and Aussies drive each other to high alcohol levels, news columns. local sections are about average body damage and interesting Wies'n anecdotes, the tents are closed early every day due to overcrowding, and some food (ox, Turkish honey, beer) is again consumed in record quantities. The faint smell of roasted almonds and vomit wafts through the city, S-Bahn trains turn into portable garbage dumps, small flags are raised on trams, and every Munich resident willingly discloses their relationship with Wies'n: one does not go at all, and of all is hated; the next one doesn't care, he was last at Terezienwiese in 1999, when there was still calypso; the third is, of course, several times a year and already fills the dirndl; the fourth has arrived and this year wants to approach the matter carefully.

First of all, we would like to briefly explain to you how you can continue the didactics. Then we'll show you what a clear didacticization of a text looks like.

First, determine what cultural goals you want to achieve. Then you can assess whether the overall learning objective you are pursuing can be achieved with the text as a whole. If, after this evaluation, the text still works for you, start by making it didactic: The specific sub-curricular goals you want to achieve with the text in the relevant learning situation are crucial to your approach.

That's why you identify them. Then revise the text, analyze the vocabulary and linguistic structures, and adapt the text if necessary. Finally, you design tasks to support your students' understanding of the text and help them achieve the intended learning objectives.

You have identified the following as global learning objectives: Students will learn about the different aspects of Oktoberfest in Germany and other countries. In your opinion, the text is well suited for use in a cross-cultural area studies unit that combines aspects of a factual area research approach.

You have considered the following as sub-goals:

Pupils are aware of their knowledge of Oktoberfest and know more about the festival (e.g. typical rituals). Students will recognize the ironic style of the text and the author's point of view. They can add to the structure and idioms (they understand, for example, what special role the future tense predictions play in the text). Students have Oktoberfeste in their own and other countries with information about whether it is good or not and what they look like. Students will know their reactions to Oktoberfest or similar festivals in their countries. Once you have identified additional learning objectives, review the text in more detail. It helps to identify the characteristics of the text type and examine the linguistic features that make the text visible. Look at the vocabulary, grammatical structures and the style of the text (for example, irony is important here). Look up words that are unfamiliar to your students and think about how you want to interact with them.

They also represent two central aspects of Oktoberfest, so it is important to clarify them, e.g. Other words that are unfamiliar to your readers may also come from the context and should be picked up during or after the reading. A remarkable feature of this text is the arrangement of sentences, which are mainly composed in the future tense. Since this structure conveys the ironic style of the text, it should be considered in tasks, among other things.

After these preliminary considerations, you can begin to design a specific task. You should focus on your sub-learning objectives as well as learning activities and strategies designed to support text comprehension. Work and social forms are also important, of course. You can think about these at the same time, or you can take them into account later when you create a framework for tasks. The following worksheet shows what possible job instructions might look like. In the arrangement, we follow our previous principle: we start with tasks that prepare and support understanding, and end the section with the next task.

However, cross-cultural work was already possible when looking at Oktoberfest photos from around the world: these photos could show not only people at foreign Oktoberfests, but also foreign visitors to the Munich Oktoberfest. This can be used to discuss with students the role of perceptual patterns and expectations in viewing and interpreting images. Finally, subtask d) asks students to be aware of their attitudes towards Oktoberfest abroad.

In order to strengthen the effect of intercultural education, additional tasks can be set that stimulate further work with the content of the text: students are encouraged to think about how Oktoberfest would change if it were exported to another country. This should lead readers to think about the extent to which certain stereotypes about Germany are reflected in the design of the festivals or the typical characteristics of the respective country. A discussion about the export of festivals and the role of prejudice in this can round off the lesson.

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