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SKILLS IN THE GERMAN LANGUAGE: AUDITORY SKILLS – LISTENING AND SPEAKING.

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ABSTRACT

In this article we can see to what extent the role of Language skills is in German. Listening comprehension and speaking Are an integral part of the article. Also focuses on the special role of language skills in Language learning, with the focus on the role of Language skills in German and their imparting to learners. The importance of grammar has a traditional background. Before the opening-up policy in the 1980s, oral communication with Germans was hardly necessary in China. Back then, people were more concerned with written texts. The grammar was the focus of the reaching. Poor Performance can be due to the learners if, for example they lack motivation or the correct Learning technique when learning German. In my opinion it is due to three Misjudgments.

KEYWORDS: *Language Competence, Wernicke Area, Language Reception, Envelopment Process, Differentiation, Complexity, Research Areas, Sub-Areas, Broca Area, Language Production.*

INTRODUCTION

Linguistic competence represents a complex theoretical construct. The discussion about what constitutes language competence and How this complexity is to be represented has therefore occupied Various research areas for a long time. The Language skills include “comprehension (listening and Reading), the visible and audible productive language performance (reading and writing) and knowledge (reading and writing) and knowledge in terms of vocabulary and grammar“. The Mentioned services prove the language competence of German learners. In teaching, however, it is often observed that after a year, many German learners are still hardly able to form correct sentences or fully understand a text with an everyday Topic. This lack of

Language skills makes us think. Poor Performance can be due to the learners if, for example they lack motivation or the correct Learning technique when learning German. In my opinion it is due to three Misjudgments.

RESULT AND DISCUSSION

Auditory skills – listening and speaking – listening comprehension as Receptive and oral language production as a productive Area of competence together form the auditory language Competencies and must be differentiated from the written language areas. This makes it possible to acquire communicative skills in Speaking and listening comprehension in a language without being able to read or write it, which is often the case with the non- institutional second language verb. The relationship between listening comprehension and speaking is based not least on a neurobiological Prerequisite for the neural connection between the Broca Area, which controls the oral language production and the Wernicke area, understand the word takes place. Both areas are involved in the process of Understanding spoken words. During listening comprehension, the signals are passed on from the primary auditory cortex to the Wernicke area. In principle a functioning speech reception can be seen as an indispensable basis for oral speech production. Grammar If we take a look at the time distribution of teaching, the following Makes sense: In the lessons at many universities, grammar is still the Focus, and thus the so-called grammar-oriented foreign language Teaching. The teaching materials, e.g. reading texts, serve primarily as an aid for learning grammar. Most grammatical rules are explained thoroughly, no matter how often they are used in everyday life. It is clear, however, that the placement takes a lot of time and that the correct application must be checked. The importance of grammar has a traditional background. Before the opening-up policy in the 1980s, oral communication with Germans was hardly necessary in China. Back then, people were more concerned with written texts. The grammar was the focus of the reaching. Nowadays the situation has changed, verbal Communication is part of everyday life and is used more. The problem is that the weighting of the GFL teaching has remained unchanged – the grammar is still in the foreground .ahListening and speaking are neglected in both teaching and testing. Missing training In the entire GFL teaching, the German language is primarily imparted as pure knowledge, instead of intensively trained. The learners have few opportunities to practice in class. You have to rely on the German languages.

CONCLUSION

Finally, I believe that every foreign language learned has its own rules and abilities. This is particularly reflected in the German language. The above-mentioned services demonstrate the language skills of the German learners. It is surprising that learners can barely communicate despite good knowledge of German and cannot educate 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 will be all I want to write.

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