



RAPID DEVELOPMENT OF STUDENTS' WRITING SKILLS IN GERMAN LANGUAGE

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Article history:	Abstract:
<p>Received: 20th February 2023 Accepted: 20th March 2023 Published: 26th April 2023</p>	<p>This article talks about ways to teach students to write in English. It tells you what to look for in writing rules.</p>

Keywords: Content and mechanism of teaching writing, teaching writing techniques, writing tasks and their types, exercises used in teaching writing, written speech, letter.

TEACHING WRITING IN GERMAN

The methodology of teaching modern German differs from the concepts of "written speech" and "writing." The component of the written discourse includes reading and writing. Writing is an integral component of written speech. Writing is also speech activity. Data will be exchanged through it. Writing plays an important role in teaching German. Through it, someone else is provided with information, information, through writing, we retain information for a long time, even for centuries, and deliver it to the next generation. Without the writing, our so many historical and historical treasures would not have been preserved, and we would have been unaware of them[2].

As the foregoing shows, writing is a speech activity and we need to study it. Uproductive speech activities include encoding information and information through writing. In almost all programs published in foreign languages for various types of schools, writing was designated as a means of education, not a goal. Writing is helpful at all stages of education, and it acts as a means of developing and improving speaking, listening, understanding and reading skills. Writing in grades V-IX is the purpose of education. Writing is used as a means of reading and plays a different role at different stages of high school education. For example, the main task in the first phase of education is to teach writing because during this time, husnixat's skills and sounds are used. These skills are the necessary conditions for the formation of reading and writing[3].

In the second phase of teaching, the work on writing will be employed on spelling, which is associated with the collection of new language material. At the same time, written discourse is developed as a tool that allows the development of oral discourse skills.

Writing does not play another important role, and it becomes an auxiliary tool for students to write and plan annotations on texts that are done independently on the language, especially on read texts. Writing mediates the development of other speech activities. Through the

writing, we record someone else's opinion, and when we write down what we read, it is well preserved in our memory[4].

We collect information to speak, it will be easy to speak. We also learn to read by learning the writing. Writing difficulties can be in terms of writing techniques, written explanation of the idea. Both will have extralinguistic and linguistic challenges. With an extralinguistic challenge, the following[5].

1. Reader, students' readiness to write
2. Readiness of the writing vase
3. Availability of writing tools (notebook, pen, book)
4. O'qituvchining tayyorligi
5. Methodology for conducting teacher writing, especially written work
6. The formation of an allgang in accordance with the student's knowledge of exercise, writing.

LINGUISTICS QIYIN CHILI CLEAR

1. Knowing the correct writing of letters
2. Ability to write letter combinations correctly
3. Writing words without mistakes, knowing what they mean
4. Ability to make statements through words from a grammar point of view

Content and mechanism of writing teaching

There is a content to teach writing. When it comes to the content of writing, it is understood what to teach in terms of writing and what to do with it. When teaching writing, you are taught to compose words through letter, letter combinations, and to explain the idea in writing.

Linguists call writing letters and letter combinations graphics, without error, correct spelling of words orphography, correct punctuation of punctuation characters—punctuation, husnixami-coliography.

There are writing mechanisms. When it comes to mechanisms, it is understood what the writing accomplishes. Renowned psychologist N.M. Jinki testified that the writing mechanism is from two stages;



(1) Word making from letters consists of (2) compiling written information from combinations of words and words. It is well-known that writing, the mechanism, is based on the first phase to acquire writing and spelling, and in the second phase, it is necessary to express ideas using a certain writing code, that is, to acquire speech skills[6]. If the reader takes the content of the writing in the middle, the students and students will be able to apply the writing in practice. We will summarize and analyze the term listed on the teaching of writing from a methodological point of view. When it comes to writing in a foreign language, it is understood to use these language tools to express opinions in writing[7]. Students' ability to write in their native language can also prevent them from learning a foreign language. For example, a printed letter is similar, its written shape differs sharply, or partially similar letters, letters that completely distinguish, etc. The teacher who displays the spelling needs to know certain criteria in linguistics[8].

1. fonetik mezon; so'z yozilishi ifodalayotgan tovushga mos keladi. (ing.pen; isp.dama; nem.kurz; fr.trou)

2. Morphological criterion: Despite its phonetic state, the meaning of the word (front additional self, suffixes) remains unchanged in writing, (e.g. nem. Although the last letter [t] reads from the word Hand, it does not change whether it is written.)

3. Traditional (historical) criteria are not subject to the rules of phonetic and morphological spelling, but they continue to be written in a historically accepted way. (ing.door, nem.vier; fr.aube)

4. Meroglyph (ideology) criterion; the same (omonim) words in speech will have a special appearance in writing. (ing. Here-hear; moist.salte- seite; fr.tant-temps).

Writing is a complex psychophysical activity, involving all speech analyzers. In the writing, the meaning is a symbol of sound and the letter symbol is interconnected.

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