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THE BASIC SKILLS SPEAKING AND LISTENING IN GERMAN

Abstract: This article is about the four basic skills in German. The general term "skill" is according to the Duden dictionary "as dexterity acquired by carrying out certain activities. Synonymous with this term here are the words: "competence, experience, knowledge, Sensitivity, agility or ability. With the term "skill" we meet in all areas of the human Action. In fashion, for example, skill is seen as a certain talent for combining Color and shape understood, making a beautiful garment or fashionable accessory arises.". In constructive mechanical engineering, skill is defined as a certain cognitive The ability to combine certain physical processes is understood, resulting in a new Machine or new functions and technical solutions emerge that give people the opportunity to Making life easier. Here, the skill is understood as a certain way of thinking.

Key words: German language teaching, skill, speaking, listening, reading, writing, competence, experience, knowledge, sensitivity, agility, ability.

Language: English

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Introduction

Today's linguistics distinguishes 4 basic language skills – the listening comprehension, reading comprehension, speaking and writing. Depending on the way of language acquisition, these basic skills can be divided into 2 specific groups namely:

1. Receptive skills – reading comprehension and listening comprehension are counted in this group.

2. Productive skills – writing and speaking are included in this group counted

Let us now consider the four basic skills from the point of view of receptivity and Productivity closer and more complex.

Receptive skills – In receptive skills, the reception and Processing of acoustic and optical signals, directly with the receptors of a People (eyes or ears) connected. How these signals are perceived depends This depends on each recipient himself, because on the understanding of these signals his

Expectations, attitudes or existing knowledge have an influence. Thus, the The process of understanding can also be understood as an individual and subjective process. To the receptive skills include reading and listening. Productive skills - Productive skills Writing and speaking are associated with the process of so-called "production". As opposed to receptive skills Here, the recipient must actively generate certain language material. There will be new content generated by written or oral statements, which must be as grammatical, lexical and semantically correct as possible so that the reader or listener can use them well can understand.

Much research shows there are people who develop receptive skills. Many are afraid of speaking or writing. From my own experience, I can say that we are more concerned with reading and listening. Speaking is a central component of human interaction and, in addition to listening, reading and writing, is

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one of the skills that should be developed and trained in foreign language lessons. When we speak, we pass on information, ask questions, make suggestions, argue or express e.g. wishes, hopes or feelings. All of this must also be learned and trained in the foreign language. We assume that you can only learn to speak by speaking, i.e. by speaking as often as possible in situations that require speaking, as explained in the time-on-task principle. To actively involve the learners in the classroom and to get them to speak as often as possible is a particular challenge for the teachers and the design of the lesson. Sometimes you speak to make initial contact or to avoid appearing impolite. It is possible to speak without direct reference to the person you are speaking to, but this usually requires special opportunities or situations, for example in presentations or lectures (monologic speaking). Usually, however, one speaks to a partner (dialogical speaking) with whom a relationship is to be established. So speaking is a social interaction. Interaction means related actions.

In production, the students are therefore active and have to create new content through already known (predefined) structures. These structures are often supported by the Reading or listening gained. Thus, certain common dependency of receptive and productive skills.

That the process of production is more difficult than the process of reception and more complicated, was emphasized by the didactic P.R. Portman: "... Accordingly, in the production to do much more language work than in the reception".

Although receptive skills used to be considered passive, productive skills as active. This is not justified today, because general language acquisition is in any case, an active process. In both productive and receptive skills, high This requires the student's mental performance, which cannot be described as passive.

MATERIALS AND METHODS

When we speak, we pass on information, ask questions, make suggestions, argue or express wishes, hopes or feelings, for example. All of this must also be learned and practiced in the foreign language. We assume that one only learns to speak by speaking, i.e. by speaking as often as possible in situations that require speaking. Actively involving the learners in the lesson and getting them to speak as often as possible is a particular challenge for the teachers and the lesson design. Sometimes you also speak to make a first contact or to avoid being impolite. You can also speak without direct reference to the person you are talking to, but this usually requires special opportunities or situations, such as presentations or presentations (monological speaking). Normally, however, one speaks with a partner (dialogical speaking) with whom a relationship is to be established. So speaking is a social interaction.

Depending on the social group in which we move, speaking takes place in more or less fixed, intercultural often very different forms of conversation. We speak differently with our colleagues at work than with friends in a sports club, with our children differently than with our parents, with strangers we speak differently than with familiar people. After that, it is not only decided how formal or informal our language has to be (e.g., use the formal or formal language), but also which phrases, conversational routines and forms of politeness we use ("leave me alone" you might say to your friend, but not to his boss) and which topics we can talk about.

Also in the field of language the term "skill" gains a specific meaning. Linguistics refers to the term "linguistic Competence in the specific field of language". Barbara Dahlhaus defines it more precisely: "The linguistic skills are the result of the complex interplay of linguistic skills. (words, sounds), non-linguistic (intonation, intonation) and extralinguistic (Content knowledge, world knowledge) Elements. [1,12]

Although a distinction is made between productive and receptive skills, it is not possible to use them in isolation in the classroom. All skills are interdependent and together form a complex process of language acquisition, as already described by B. Dahlhaus in her definition of skills (see definition above). And also the didactic B. Kast, who is primarily dedicated to the skill of writing, says that: "Writing develops above all through the frequent reading of foreign-language texts." [2,59]

Listening skills play a dominant role in everyday communication, which is due to many psychological and didactic studies and research have been proven. According to this Studies dominate hearing in everyday communication with 42%, with speech 32%, reading 15% and writing only 11%. [3,893].

Despite this, listening comprehension used to benefit others in foreign language teaching. Skills neglected. Only with the development of new technologies such as radio, Record, cassette, CD or computer technology, it became possible to fully listen and fully integrated into foreign language teaching, thus improving the listening skills of the to develop foreign language students.

Until then, the skill was realized only by reading aloud by the teacher, where by any listening and pronunciation exercises were missing and the complex lessons as we do today know was technically not possible. Only in the 60s - thanks to the development of the new Teaching methods - put listening as a skill at the centre of teaching.

In these cases, methods were audiolingual and audiovisual methods, later communicative didactics and intercultural use. Because the listening skills of the Communication dominates, the central task of teaching the students is intensive and successfully

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participate in oral communication and the ability to understand what is spoken is conveyed.

RESULTS AND DISCUSSION

Speaking in and of itself is very complex and has numerous characteristics, including typically face-to-face communication (exception: on the phone) and depends on the respective extra-linguistic context, e.g. on the situation in which the person is speaking, and depends on the prior knowledge of the communication partner. For example, the sentence "Don't you have a trash?"

Is not to be understood as a question, but as an indirect invitation to clean up, which both interlocutors must know in order for the speech act to have an effect.

Other features of spoken language include that:

- a sentence once spoken can only be corrected afterwards,
- you usually have to react spontaneously to verbal statements,
- sentence breaks, incomplete or grammatically incorrect sentences, repetitions or pauses can occur,
- non-verbal elements (gestures and facial expressions) accompany and support speaking,
- linguistic routines and formulaic expressions are usually used automatically.

These characteristics must also be taken into account in speaking skills training in order for learners to be able to speak fluently. What actually happens in your head when you speak? The best-known model is that of Levelt (1989), who starts from a conceptualization, formulation and articulation phase. The communication is planned in the conceptualization phase. The knowledge of the world that the speakers have, their knowledge of the respective conversation situation and the way in which one speaks to one another, as well as their addressee knowledge, i.e. they know who they are talking to, help. In the formulation phase, the words are searched for and the grammatical and phonological structure of the utterance is built up. To do this, the speaker uses his speech memory (mental lexicon), in which the vocabulary, grammar and sounds are stored.

This means that the formulation first exists internally in the head before it is pronounced aloud in the articulation phase, for which we need the voice and the corresponding muscles for mouth and tongue movements, etc. All mental processes are checked again and again, either by an internal monitor (conceptualization phase) or by the listening

comprehension system (formulation and articulation phase). So we always speak the words mentally and check them. The speaker listens in while he is planning and while he is speaking. If we do not agree with what we are saying, we break off the articulation, e.g. if we have made a promise. Speaking without hearing is, strictly speaking, hardly possible. When we speak, we train to hear at the same time.

However, the different processes do not run one after the other, as the model might suggest, but take place simultaneously. When speaking, articulatory, phonological, grammatical, semantic, textual skills and world knowledge have to interact - and very quickly. In contrast to writing, when speaking you don't have time to first look for the right word in your head, then, for example, think about an ending and then connect the word with the next word, etc. The person you are talking to becomes restless when between the words too much time passes when the spoken language is not fluent. Therefore, not only speaking as such, but above all fluent speaking must be practiced in class, as provided by the learning field model.

CONCLUSION

In order to learn to speak, we need to train vocabulary, structures and pronunciation (formulation phase). Since speaking is a form of human action that takes place in social interaction, it is also important to build up culturespecific action knowledge, as shown in the conceptualization phase of the level model, and to train it through application, in that the learners get to know different situations and roles and in and with them Act. This has important consequences for practicing speaking in task-oriented lessons, which are intended to prepare for language action.

The process of understanding the foreign language is associated with several problems. The most striking difference between the comprehension process of a native speaker and In the case of a foreign language student, the latter is required to work in a linguistic environment. Where he often cannot fall back on his knowledge of the world or previous knowledge.

Often he must anticipate the meaning from what he hears or gain it through redundancy. The The second difference is that with a native speaker, the listening process is intuitive and without that he would be aware that he is running in a foreign language student, the process is aware and associated with cognitive competence.

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