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Methodical Basis of Development of Receptive Skills in German Language Learning

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Abstract: The research is devoted to the analysis of methodical approaches to the development of receptive skills (listening and reading) in the process of teaching German. On the basis of the analysis of modern pedagogical strategies and experimental data effective methods of formation of receptive skills of foreign language speech are proposed. Special attention is paid to the use of authentic materials and digital technologies. The results of the study can be applied in the practice of teaching German at schools and universities.

Keywords: Receptive skills, listening, reading, teaching methodology, German language, authentic materials.

Introduction: Receptive skills (listening and reading) are the foundation of successful acquisition of a foreign language, as they provide perception and understanding of oral and written speech. In the context of globalization and increased intercultural contacts, the development of these skills becomes especially important (Shchukin, 2020). However, learners often face difficulties such as:

- high speed of native speakers' speech,
- unfamiliar phonetic and lexical phenomena,
- lack of natural language environment.

The aim of the study is to identify the most effective methodological approaches to the development of receptive skills in German language teaching and offer

practical recommendations for teachers.

In the conditions of globalization and expansion of international contacts, knowledge of foreign languages becomes an important skill. Among the key components of language competence are receptive skills - listening and reading, which provide understanding of information in the target language. This aspect is especially important for learners of German, as it has a complex grammatical system and rich vocabulary.

1. Theoretical Foundations of Receptive Skills

Receptive skills in the process of learning a foreign language include the perception and understanding of spoken and written speech. They are formed on the basis of cognitive, linguistic and psycholinguistic processes.

1.1 Listening

Listening is a complex process involving phonetic comprehension, highlighting key words and making sense of information. In German, comprehension is made more difficult due to the presence of complex syntactic constructions and phonetic features such as reduction of sounds in colloquial speech.

1.2. Reading

Reading in a foreign language requires the ability to recognize words, understand syntactic structures, and analyze context. In German, the system of compound words (Komposita) as well as the variety of meanings of prepositions and verb administrations can cause difficulty.

2. Methodological approaches to the development of receptive skills

Modern methods of foreign language teaching offer several approaches to the development of receptive skills:

2.1. Communicative approach

It is based on interaction and use of authentic materials. For example, working with podcasts, news articles and interviews in German allows students to develop skills of understanding real speech.

2.2. Cognitive Approach

Focuses on making sense of information and developing comprehension strategies. For example, pre-judging the content of a text before reading helps to activate existing knowledge.

2.3. Teaching strategies

For listening: use of instructional videos, slow-motion audio recordings, active listening method (repeated listening with parsing of key phrases).

For reading: the method of scaffolding (support), in

which vocabulary is learned first, then the text is analyzed.

3. Practical recommendations for teachers

Use authentic materials, adapting them to the level of students.

Incorporate strategic exercises such as predicting, questioning and reflecting after listening or reading.

Develop parallel skills (e.g., writing down key ideas after listening to a text).

Hypothesis: The systematic use of authentic materials in combination with digital technologies increases the effectiveness of receptive skill building.

METHODS

Research Design

The research literature (teaching methodology, psycholinguistics) was analyzed and an experimental study was conducted in a group of students (B1 level) for 12 weeks.

Methods and instruments

1- Tests (input/output) to assess listening and reading level.

2. Application of authentic materials:

- Audio: podcasts (DW, Slow German), videos (YouTube).

- Texts: articles (Spiegel Online), adapted literature.

3. Digital platforms: Quizlet (vocabulary), LingQ (reading), Speechling (listening).

Assessment criteria

- Speed of speech perception.

- Accuracy of comprehension of main and detailed content.

- Ability to use context clues.

RESULTS

1. Improvement in listening skills:

- The average listening comprehension score increased by 27%.

- Students learned to identify key words in rapid speech.

2. Progress in reading:

- Reading speed increased by 15%.

- Comprehension of non-adapted texts increased from 60% to 82%.

3. Impact of digital tools:

- 89% of students indicated that the interactive exercises helped to consolidate vocabulary.

DISCUSSION

Interpretation of results

- Authentic materials promote adaptation to natural speech.
- Regular listening reduces the "surprise effect" when listening to fast speech.
- Digital technologies increase motivation and provide personalization of learning.

Practical recommendations

1. Incorporate a variety of listening formats (dialogs, monologues, news) into lessons.
2. use strategies for anticipating content (questioning before reading/listening).
3. Combine traditional and digital methods (e.g., classroom discussion of podcasts + online tutorials).

Limitations of the study

- Small sample size (30 people).
- Short duration of the experiment (12 weeks).

Perspectives: Investigating the effects of AI interpreters and VR technologies on receptive skills.

CONCLUSION

The study confirmed that systematic work with authentic materials and digital resources significantly improves receptive skills. To achieve sustainable results, it is necessary to combine:

- gradual increase in the complexity of tasks,
- active use of context,
- technological support for learning.

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