

Theoretical Methods Of Developing Lexical Competences In Future German Language Science Teachers

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Abstract: This article discusses the theoretical methods of developing lexical competences of future German language teachers. In addition, the main focus is on speaking skills, and before speaking in foreign language classes, general questions on the topic of communication are considered and methods are presented.

Keywords: Lexical competence, speaking, communication, speech activity, communication speed, Organon model, situation model.

Introduction: Based on this statement, it can be seen that communication is not only about spoken words, but that there is much more behind this term. Communication is made up not only of individual words, but also of gestures, facial expressions and paralinguistic phenomena, such as pauses, tone of voice or speed of speech. P. Vatzlavik in his book "Human Communication" says that every action in a human situation has a message character and is

therefore communication. Thus, he argues that "action or inaction, words or silence, all have the character of communication." In this context, it is also important that communication does not only occur when it is intentional, conscious, and successful.

There are many models, more or less comprehensive, to describe communication. For this work, Karl Bühler's Organon model and Helmut Geißner's situation model should be used.

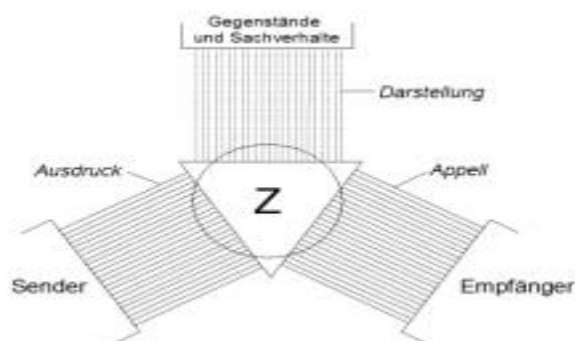


Figure 1. K. Bühler's "Organon model"

This model consists of four main components: sender, receiver, objects and states, and linguistic utterances, which are called signs (Z-Zeichen). According to Bühler, verbal utterances perform three functions. Expression (person), presentation (subject), and address (person). A linguistic sign can be simultaneously a symbol for objects and facts, a sign of the speaker's state, and a

signal for the receiver. An expression refers to a speech act that expresses the speaker's feelings. A speech act on the part of the receiver expresses what the sender wants from the receiver. Under the term expression, a speech act refers to an object or situation [5]. This model shows that talking to each other is more than just exchanging information. Speakers also indicate their current mood, and recipients encounter appeals.

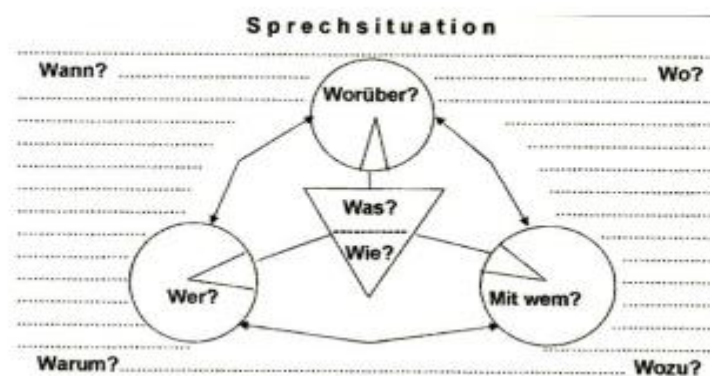


Figure 2. Helmut Geisner's "Situation Model"

H. Geisner summarized the most important factors influencing communication with his situational model. There are nine questions in total: "Who talks to whom, when, where, why and for what purpose, about what, and how?" This model also includes not only the exchange of information (what?, about what?), but also the relationship between speakers (with whom?), the main intention (why?, for what reason?), the situation (where?, when?), and the method of communication (how?).

Communication skills as a goal of teaching in the early 1980s, what was called communication skills became the goal of foreign language teaching. The focus is now on language skills, not language knowledge. Since then, the focus in foreign language teaching has been on using the four skills of speaking, listening, reading, and writing, which go beyond translation and grammar knowledge. Currently, communicatively oriented foreign language teaching has prioritized the fact that speech is a specific form of communication. Therefore, linguistic action should be learned in the classroom and practiced outside the classroom to be successful in real situations. However, it is necessary to practice not only dialogues, but also discussions, that is, speaking on a topic or issue [3]. The main goal of teaching a foreign language is that students want to communicate as adequately as possible in the relevant languages. Accordingly, speech acts should be the focus of attention in real communication situations. Readers want to communicate, to get information about something, or to express their point of view. According to Krumm, the term speech act is often understood as a German form of the English speech act. These are language-related statements, such as asking for something, apologizing, and making an appointment, that students need to master in order to be able to communicate in the appropriate language [1].

Communication skills consist of several components that must be fulfilled for oral communication to be successful. It is important to note that grammatical

accuracy, good pronunciation, and the ability to choose appropriate speech acts are not enough to achieve successful communication. Rather, there is a linguistic, pragmatic and sociocultural component that determines the interaction of three main components responsible for the success of linguistic comprehension. The linguistic component includes language skills (speaking, listening, reading and writing) and language knowledge. They are responsible for ensuring that linguistic material is presented in the correct form. On the other hand, the pragmatic component includes the knowledge and skills to participate in language exchange in specific situations. This means that the speaker knows how non-verbal means such as dialogue or discussion work, what functions linguistic resources can be used and what functions they have in relation to specific speech intentions. Finally, it is also important to know and follow social and cultural conventions, a skill that is part of the third component.

Despite some important differences, it is not possible to say that there is not much talk in focused language classes, but it is necessary to carefully consider what type of speech is being delivered and for what purpose. In foreign language teaching, speech is often used to check and correct students' performance. These situations are not only about speaking, but also about correct use of grammar, use of perfectly correct sentences, checking vocabulary or memorization. Therefore, the focus is on language knowledge rather than language ability. Since speech is used as a means to an end in these situations, speech is called an intermediate skill. If, on the contrary, a language ability or language movement is used to communicate or convey certain information in this language, we speak of a target ability. Of course, starting from the development of speech, it should be taught in the classroom as a target skill. Communication skills are considered the main goal of foreign language teaching. However, other forms of speech, such as repetition, oral structure exercises, or reading exercises to check

grammar, cannot be excluded from the lesson, as they are important initial steps. H. Schatz writes in his section on distance learning of speaking skills that students should use foreign language words and sentences as often as possible to overcome their fear of speaking [4].

CONCLUSION

In conclusion, it should also be noted that speaking skills rarely occur in isolation, but are often combined with at least one of the other three skills. Listening and speaking skills are in many cases inextricably linked. In a discussion, for example, every participant is both a listener and a speaker at the same time. If no one is speaking, no one needs to listen, and if no one is listening, there is really no need to speak in the situation.

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